Newton Primary School

Safeguarding and Child Protection Policy

Document Name	Safeguarding and Child Protection Policy
Document Owner	Newton Primary School
Source / Attribution	This template policy has been developed and updated by representatives from the Derby and Derbyshire Safeguarding Children Partnership (DDSCP) Derby and Derbyshire Education subgroups. The DDSCP education subgroups have approved and signed off the template
Date reviewed	September 2026
Date approved	21.09.2026
Minute number	17/09/26FGB (4)
Review Date	August 2027
Headteacher	Sarah Hughes
Chair of Governors	Peter Roberts

Newton Primary School

Derby and Derbyshire

Template Safeguarding/Child Protection Policy for Education Providers

This template policy has been developed and updated by representatives from the Derby and Derbyshire Safeguarding Children Partnership (DDSCP) Derby and Derbyshire Education subgroups. The DDSCP education subgroups have approved and signed off the template policy.

The template policy reflects Keeping Children Safe in Education (KCSIE) published for information in July 2026 as well as other relevant national guidance and local safeguarding children policies and procedures.

The template policy has been developed to support Derby and Derbyshire schools and education providers in their safeguarding practice and ***must be tailored to reflect the individual education setting and its own internal provisions, vision, and ethos.*** *Additional information should also be included to reflect the needs of learners, their parents/carers and the community in which the establishment is located.* ***Reference should also be made to the individual school's networks with other education establishments, local and community organisations and businesses.***

The school child protection/safeguarding policy must be reviewed annually, as a minimum, and updated if needed to incorporate safeguarding issues as these emerge or evolve, lessons learnt and national or local changes.

Schools with early years provision ***should*** *also ensure that relevant references to the updated statutory Early years foundation stage (EYFS) statutory framework are included in their safeguarding/child protection policy.*

For more details of DDSCP Derby and Derbyshire Education subgroup, please see the Derby and Derbyshire Safeguarding Children Partnership website www.ddscp.org.uk.

Important: *Derby and Derbyshire are implementing a Families First Partnership (FFP) approach, to introduce Family Help, multi-agency child protection reforms and family group decision-making and family network support packages. Both local authorities are in the test and learn phase and in April 2027, will fully implement FFP. Local processes will change and the multi-agency safeguarding children core procedures, Assessment protocol and threshold document updated to reflect the new arrangements. Schools should ensure they keep up to date with FFP developments and update their policies to incorporate any changes to local arrangements.*

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Section 1: Introduction

This child protection/safeguarding policy outlines how the school will safeguard and promote children's welfare to keep our learners safe from abuse, neglect, and exploitation.

The policy applies to all adults, including volunteers, governors, supply staff and contractors working in or on behalf of the setting.

As defined in Working Together to Safeguard Children (2026) safeguarding and promoting the welfare of children as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and
- Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- Taking action to enable all children to achieve the best outcomes in line with the outcomes set out in the Children's Social Care National Framework

Effective safeguarding means practitioners should understand and be sensitive to factors, including economic and social circumstances and ethnicity, which can impact children and families' lives.

Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Children means everyone under the age of 18.

We help to keep children safe by:

- Providing safe environments, with secure access, where children can learn and develop
- Acting in the best interests of children to protect them online and offline, including when they are receiving remote education
- Providing a robust preventative education programme through a whole school approach
- At the earliest opportunity, identifying children who may need extra or community-based support, early help (this will be known as Family Help), intensive services and specialist services i.e., a child who is suffering or likely to suffer significant harm. This can include, but is not limited to, neglect, abuse (including by other children), grooming or exploitation
- Taking timely and appropriate safeguarding action for children who need extra help or who may be suffering, or likely to suffer, harm. This includes, if required, referring in a timely way to those who have the expertise to help
- Using safe recruitment processes
- Managing allegations that may meet the harm threshold and allegations/concerns that do not meet the harm threshold, referred to as low-level concerns

This policy is available on the Newton Primary School website. Parents, carers and partner agencies may request a copy from the school office. Safeguarding information is shared with families through school communications and discussions with staff when appropriate.

Parents, carers and partner agencies can contact the safeguarding team on 01773 872384 or safeguarding@newton.derbyshire.sch.uk. The holiday arrangements below explain the limits of email monitoring and how urgent concerns must be reported.

Safeguarding and child protection policy statement

Newton Primary School operates a whole school approach and ethos to safeguarding and protecting children. Where safeguarding is concerned, we maintain an attitude of “it could happen here”. We recognise that everyone in the school has a role to play to keep children safe; this includes ensuring children feel heard and understood, identifying concerns, sharing information, and taking prompt action. Safeguarding and child protection is incorporated in all relevant aspects of processes and policy development. All systems, processes and policies operate with the best interests of a child at their centre.

Newton Primary School is a small maintained primary school in Derbyshire with Reception to Year 6 pupils in mixed-age classes. Our values are Teamwork, Determination, Self-belief, Honesty, Passion, Respect and Resilience. We consider risks within the home, school, community and online. Our safeguarding response recognises the needs of pupils with SEND, communication difficulties, social, emotional and mental health needs and experiences of trauma. These needs must never be used to explain away possible signs of abuse. The DSL reviews contextual risks with relevant agencies and through the school safeguarding and Prevent risk assessments.

Preventative education is delivered through PSHCE (The children refer to this as JIGSAW), relationships and health education, computing, assemblies and day-to-day teaching. This includes recognising unsafe situations, trusted adults, healthy relationships and online safety. The NSPCC Speak out Stay safe programme supports this work. Teaching is adapted to pupils’ ages, development and communication needs.

CONFIRM before publication: current Prevent risk assessment and Operation Encompass participation and notification arrangements.

The school recognises we have an important role to play in multi-agency safeguarding arrangements and contributes to multi-agency working as set out in Working Together to Safeguard Children (2026). As a relevant agency, the school understands its role within local safeguarding arrangements and operates in accordance with the Derby and Derbyshire Safeguarding Children multi-agency procedures, including the local criteria for action (known as the Threshold document) and the Derby and Derbyshire local protocol for assessment and support.

The safeguarding email address is **safeguarding@newton.derbyshire.sch.uk**. Messages are delivered to Sarah Hughes and Helen Baines, who both monitor the inbox during the school day. Sarah Hughes and Helen Baines also monitor the safeguarding inbox during school holidays, but checks are less frequent than during term time. Emails may not receive an immediate response. Urgent concerns must be referred directly to Derbyshire Starting Point on 01629 533190 or the police; call 999 if a child is in immediate danger. Staff must report urgent concerns directly to the DSL or a deputy and must not rely on email being read.

We use relevant DDSCP learning from reviews and audits to improve practice. The safeguarding team works with children’s social care, early or Family Help services, health

professionals, the school nursing service, the Virtual School, educational psychology and inclusion services as appropriate to each child's needs. Staff contribute to assessments, meetings and plans, share relevant information securely and escalate concerns where a response is insufficient.

Context

Newton Primary School's Reception provision follows the current Early Years Foundation Stage statutory framework for group and school-based providers, including its safeguarding and welfare requirements. This policy applies fully to our Reception children and must be read alongside the school's EYFS policy and associated procedures.

This policy enables Newton Primary School to carry out our functions to safeguard and promote the welfare of children and must be read alongside key guidance:

- Department for Education's statutory guidance publications for schools and local authorities, including:
  - Working Together to Safeguard Children (2026)
  - Keeping Children Safe in Education (2026)
  - Early Years Foundation Stage statutory framework for group and school-based providers (effective from 1 September 2026).
  - Designated teacher for looked-after and previously looked-after children (2018)
- Human Rights Act (1998) and Equality Act (2010), including the Public Sector Equality Duty
- Data Protection Act (2018), UK GDPR and Data (Use and Access) Act (2025) – known as 'data protection laws'
- Prevent Duty Guidance (2023) and The Prevent duty: safeguarding learners vulnerable to radicalisation (2023)
- Relationships and sex education (RSE) and health education
- Derby and Derbyshire Multi-agency Safeguarding Children procedures

Safeguarding is not just about protecting children from deliberate harm, neglect, exploitation, or failure to act, it relates to broader aspects of care and education. This policy therefore complements and supports a range of other school policies, such as:

- Children's health and safety and well-being, including their mental health
- Behaviour policy, including how we engage learners struggling to engage in school, mental health and behaviour, acceptable and non-acceptable behaviours, how we prevent and respond to bullying including cyber bullying, prejudiced based and discriminatory bullying and child-on-child abuse. This policy also outlines the school's screening, searching, and confiscating powers and how they will be used safely, proportionately, and appropriately, including police strip searches
- Acceptable use policy/agreements, as part of the school cyber awareness plan
- Use of restrictive intervention, including use of reasonable force and the increased vulnerability of children with special education needs and/or disabilities (SEND) and equality duties
- School attendance, including unexplainable and/or persistent absences from education, not in receipt of fulltime education or go missing from education, home, or care
- Suspension and permanent exclusion
- Meeting the needs of learners with medical conditions
- Support children in school with allergies

- Providing first aid
- Educational visits
- Intimate care
- Emotional well-being
- Online safety, including use of mobile and smart technology, AI, online safety at school and at home and other associated issues, including making or sharing nudes and semi-nudes, , appropriate filtering and monitoring, and how children can be kept safe from terrorist and extremist materials
- School mobile phone free policy
- Safer recruitment and selection, including single central record
- Staff behaviour (code of conduct), including low level concerns, managing allegations against staff, including supply staff, contractors and volunteers incorporating 'duty to refer' and whistleblowing, acceptable use of smart technologies/mobile devices, staff/learner relationships and communications, including the use of social media
- Policy/agreement for visiting speakers
- SEND annual information report
- Relationships education (RE)/relationships and sex education (RSE) and health education (physical and mental well-being)
- Communication Policy
- Complaints procedure
- Data protection policies and privacy notices, including record keeping and retention
- Information sharing

Section 2: What is abuse?

Abuse is a form of maltreatment of a child which may be caused by an adult, adults or by another child or children inflicting harm or by failing to prevent harm. The harm can involve physical, sexual, or emotional abuse, neglect and/or exploitation and can include witnessing the ill treatment of others, such as in all forms domestic abuse. Children can be at risk of abuse inside and outside of their home, in their community, inside and outside the school and online.

Safeguarding issues can put children at of risk harm. Behaviours linked to drug taking and/or alcohol misuse, unexplained and/or persistent absences or going missing from education, serious violence (including county lines), radicalisation, consensual/non-consensual sharing of nude and semi-nude images can be signs that children are at risk. Abuse, neglect, exploitation, and safeguarding issues are rarely stand-alone events; in most cases multiple issues will overlap with one another.

Safeguarding action may be needed to protect children from the following risks, which include abuse perpetrated by other children as well as by adults:

- Any concerns that a child has suffered or is at risk of suffering physical abuse, sexual abuse, emotional abuse, or neglect
- Bullying, including online bullying and prejudice-based bullying, racist, disability and homophobic or transphobic abuse
- Gender-based violence/violence against women and girls
- Harmful sexual behaviour, sexual harassment, online sexual abuse, and sexual violence between children. Online abuse can include sending abusive, harassing, and misogynistic or misandrist messages; making or sharing nudes and semi-nudes; and coercing others to make and share nudes/semi-nudes
- Radicalisation and/or extremist behaviour
- Child sexual exploitation and child criminal exploitation, including financial exploitation and county lines
- Risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example youth produced sexual imagery
- Abuse within intimate personal relationships between children (sometimes known as ‘teenage relationship’ abuse, including physical, sexual, emotional abuse, and stalking)
- Upskirting
- Substance use – drugs and/or alcohol
- Gang activity and serious violence, particularly affecting young males who have been excluded, have experienced trauma and have been involved in offending
- Domestic abuse
- Forced marriage, marriage/civil partnership under the age of 18, virginity testing or hymenoplasty, female genital mutilation and ‘honour or faith based’ abuse
- Children with Perplexing Presentations (PP) in whom illness is fabricated or induced (FII)
- Homelessness
- Other issues not listed here but that pose a risk to children

Further information about indicators of abuse and neglect as well as safeguarding risks noted above are located in Keeping Children Safe in Education (2026).

Section 3: School staff safeguarding roles and responsibilities

Staff induction

Staff and governors at Newton Primary School will have an induction appropriate to their roles, which will include organisation vision/ethos, aspirations, and expectations of all staff, as well as what is considered acceptable and what is not. New staff will also receive information about systems within the school which support safeguarding, including online safety and copies of policies; this includes:

- Child protection/ safeguarding policy, which includes how the school deals with child-on-child abuse
- School behaviour policy, which includes school measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying
- Staff behaviour (code of conduct) policy, which includes acceptable use of technologies/mobile devices, online filtering and monitoring processes utilised and expectations associated with this, staff/learner relationship and communications, including the use of social media. The policy also incorporates low-level concerns, allegations against staff and whistleblowing
- Attendance policy and the safeguarding response to children where there are unexplainable and/or persistent absences or are missing from education
- The safeguarding response to child-on-child abuse
- The role and names of the designated safeguarding lead, their deputy/ies, the designated teacher for looked after children, the senior mental health lead, and the designated governor

All staff will:

- Receive a paper/electronic copy of, read and sign to say that they have received, read, and understood:
    - Those who work directly with children at least Part one of Keeping Children Safe in Education: for school and college staff (2026)
    - School leaders, including governing board and designated safeguarding leads/deputies all of Keeping Children Safe in Education (2026)
    - Staff who do not work with children directly Keeping Children Safe in Education: for school and college staff (part 1) (2026)

All staff will:

- Be aware of:
    - Operation Encompass (previously known locally as Stopping Domestic Abuse Together /SDAT) a police-led early domestic abuse notification to schools, and the school dedicated safeguarding email address
    - The safeguarding response to children who are missing education or where there are unexplainable and/or persistent absences from education
    - The safeguarding response to child-on-child abuse
    - What private fostering arrangements are and the appropriate safeguarding response
    - The early help process for universal and community-based support and family help for children with emerging/additional needs and understand their role in it

  - The process for making a referral to local authority children's services and social care, the statutory assessments that may follow this and the role they may play in such assessments
  - The protocols for recording concerns on school systems
- Know what to do if a child tells them they are being abused, exploited, or neglected and will be able to reassure children they are being taken seriously, will be supported, and kept safe
- Know what to do if a child shares, produces, or receives a sexual communication, including making or sharing nudes/ semi-nudes
- Know what to do if a parent or carer shares any concerns about a child
- Be aware:
  - Children may not feel ready or know how to tell and/or might not recognise their experiences as harmful and that certain children may face additional barriers to telling
  - Any child may benefit from early help and be alert to the need for early/family help for some groups of children
  - Of the indicators of abuse, exploitation, and neglect, understand that children can be at risk inside and outside of the school, in their home, institutional or community setting and online
  - Children can abuse other children, referred to as child-on-child abuse, and the school policy to prevent and respond to it
  - Children with special education needs, disabilities (SEND) or health issues, particularly those with neurodevelopmental conditions such as autism, as well as those with certain medical or physical health conditions are particularly vulnerable to online and offline abuse, exploitation, and neglect - and also face additional barriers to the recognition of this abuse
  - In addition to children with SEND or health issues, that some groups of children are potentially at greater risk of harm, including children who need a social worker, children absent or missing from education or who are electively home educated, children requiring mental health support, looked after/previously looked after children and children who are, or may be, lesbian, gay, bisexual, or gender questioning
  - Technology is a significant component in many safeguarding and well-being issues
  - Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
  - That children's poor behaviour may be a sign that they are suffering harm or that they have been traumatised by abuse
  - Of the '*one chance'* rule with suspected or actual victims of forced marriage and honour or faith-based abuse. That is, they may only have one opportunity to speak to a victim or potential victim to offer appropriate support and advice
  - Of the possible indicators, alongside other factors, and contexts, that a child is likely to be susceptible to an extremist ideology
  - Of the indicators which may signal children are at risk from, or involved with, serious violent crime
- Have the skills, knowledge and understanding to keep looked after children and previously looked after children safe

- Discuss/report any concerns they have about a child with the designated safeguarding lead or their deputy. If staff members are unsure, they should always speak to the designated safeguarding lead or their deputy
- Speak to the designated safeguarding lead or deputy about any concerns about honour or faith-based abuse, breast ironing, female genital mutilation (FGM), virginity testing and hymenoplasty
- Work with the designated safeguarding lead and do everything they can to support social care workers to help them carry out a statutory assessment
- Be mindful that early information sharing is vital to identifying and tackling all forms of abuse, exploitation, and neglect and in promoting children's welfare, including in relation to their educational outcomes

The governing board and the management of school safeguarding

As outlined in Keeping Children Safe in Education (2026) the governing board have a strategic leadership responsibility for the school safeguarding arrangements and has/have the responsibility to ensure that the school complies with safeguarding duties under legislation. There is a senior board level member who takes leadership responsibility for the establishment's safeguarding arrangements.

The governing boards and their senior leadership teams and designated safeguarding lead are aware of and follow local arrangements. This includes understanding and applying the Threshold document (criteria for action), Derby and Derbyshire Local Protocol for Assessment and Support, Derby and Derbyshire Child Protection Conference Professional Dissent process and Dispute Resolution and Escalation protocol. Arrangements have been made to set out information sharing processes and principles within the school and with local authority children's social care, safeguarding partners (Derby and Derbyshire Safeguarding Children Partnership/DDSCP) and other agencies. The school will supply information as requested by the DDSCP which enables and assists partners to perform their functions to safeguard and promote the welfare of children in their area, including information related to local and national child safeguarding practice reviews.

Governors/trustees exercise strategic oversight of all aspects of safeguarding in the school and this is a standing item at all governing body/trustee meetings and recorded in minutes. To support this on an annual basis:

- A safeguarding audit is undertaken to ensure the effectiveness of safeguarding policies and processes. *(Note: Derbyshire County Council and Derby City Council provide an annual safeguarding audit tool for schools.)*
- An annual review and risk assessment of online safety, including filtering and monitoring, will identify necessary improvements. Sarah Hughes oversees the safeguarding response, supported by the IT provider and governing board.

Headteacher

The school Headteacher will ensure that the policies and procedures, adopted by their governing body, are understood, and followed by all staff. This includes working with the designated safeguarding lead, their deputy, and other senior leaders, to ensure the effectiveness of safeguarding within the school and ensuring that educational outcomes of children who have or have had a social worker are promoted.

Designated safeguarding lead and deputy designated safeguarding lead

A member of the senior leadership team is appointed to the role of designated safeguarding lead. At Newton, this is Sarah Hughes, Headteacher They take a lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).

The designated safeguarding lead co-ordinates the setting's safeguarding and child protection arrangements. They provide advice and support to other staff on child welfare, safeguarding and child protection matters, including Operation Encompass notifications, take part in strategy discussions/meetings and inter-agency meetings – and/or supports other staff to do so - and contributes to the assessment of children.

Helen Baines, Ashleigh Booth and Carol Wain are deputy designated safeguarding leads. In Sarah Hughes's absence, staff must contact one of these deputies immediately. Helen Baines, Deputy Headteacher, provides senior leadership cover. Lead responsibility for safeguarding remains with Sarah Hughes.

The designated safeguarding lead actively liaises with other school staff with safeguarding responsibilities, teachers, pastoral support staff, school nurses, IT leads, SENCos and senior mental health leads on matters of safety and safeguarding to ensure safeguarding and promoting children's well-being are effective.

A DSL or deputy must be available during school hours to discuss safeguarding concerns. Staff contact the safeguarding team in person or through the school office on 01773 872384. If no DSL or deputy can be reached, staff must contact the most senior available member of staff and seek advice or refer directly to children's social care or the police where necessary.We also have alist in both offices of DSLs in the Five Pits Cluster. Safeguarding action must not be delayed. Appropriate DSL cover must be agreed for school-run activities outside normal hours, including the school-run after-school club.

More information about the role and responsibilities of the designated safeguarding lead can be found in Keeping Children Safe in Education (2026) Annex B: Role of the designated safeguarding lead.

Safeguarding training

All staff and governors are equipped with the knowledge and skills to keep children safe. In addition to the safeguarding training at induction, all staff and governors will receive safeguarding training appropriate to their roles and responsibilities which is regularly updated. They also receive training on the Prevent Duty, child-on-child abuse, private fostering and online safety training (which includes effective responses to sharing nudes/semi-nudes, including those generated by AI and an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring). All staff and governors will also receive regular safeguarding and child protection (including online safety) updates at least annually. This will help provide them with an awareness of safeguarding issues that can put children at the risk of harm ensuring they have the relevant skills and knowledge to safeguard children effectively.

All staff will receive training on:

- Attendance, with dedicated attendance training for any staff with a specified attendance function in their role, including administrative, pastoral, or family support staff, and senior leaders.

- Data protection (including recording protocols) and cyber security, with in-depth data protection training for DSLs in line with Keeping Children Safe in Education, Annex B: Role of the designated safeguarding lead.

The governors'/trustees' safeguarding training and updates will enable them to have the knowledge to provide strategic challenge to test and assure themselves that safeguarding processes and procedures are effective and robust. They will ensure that a whole school approach to safeguarding is in place.

Those involved with the recruitment and employment of staff to work with children will have received appropriate safer recruitment training.

Section 4: Key safeguarding contacts

School staff and governors with specific safeguarding responsibilities

Responsibility	Named person	School contact route
Designated Safeguarding Lead and Online Safety Lead	Sarah Hughes — Headteacher	01773 872384 safeguarding@newton.derbyshire.sch.uk
Deputy DSL and senior leadership cover	Helen Baines — Deputy Headteacher	01773 872384 safeguarding@newton.derbyshire.sch.uk
Deputy DSL and SENDCo	Ashleigh Booth	01773 872384 abooth@newton.derbyshire.sch.uk
Deputy DSL and pastoral support	Carol Wain — Pastoral Manager	01773 872384 cwain@newton.derbyshire.sch.uk
Attendance Lead	Carol Wain	01773 872384 cwain@newton.derbyshire.sch.uk
Designated Teacher for looked-after and previously looked-after children	Ashleigh Booth	01773 872384 abooth@newton.derbyshire.sch.uk
Senior Mental Health Lead, staff wellbeing and PSHCE	Ashleigh Booth	01773 872384 abooth@newton.derbyshire.sch
Safeguarding Governor	Mary Evans	School office — 01773 872384
Mental Health and Wellbeing Governor	Chloe Lewis	School office — 01773 872384
Chair of Governors	Peter Roberts	Confidential contact through the school office; see Section 9
IT support and technical filtering and monitoring checks	Kevin Walker — Bitz and Pieces	Via the school office; alerts to Sarah Hughes and Tina Frost-Morris

Responsibility	Named person	School contact route
Data Protection Officer	Education Data Hub	Via the school office

Key Derbyshire safeguarding contacts

Service	Contact and purpose
Urgent child protection and out-of-hours concerns	Derbyshire Starting Point / Call Derbyshire: 01629 533190. Call 999 where a child is in immediate danger.
Professional advice and early or Family Help	Starting Point consultation and advice: 01629 535353. Non-urgent requests use Derbyshire's current online request for support process.
Local Authority Designated Officer	Send the current Derby and Derbyshire LADO referral form securely to professional.allegations@derbyshire.gov.uk. Follow current local procedures; urgent child protection action must not wait.
Police	999 for emergencies; 101 for non-emergencies.
Prevent advice and referral	prevent@derbyshire.gov.uk. Police Prevent team: 0300 122 8694 or 101. Use current Derbyshire referral procedures; call 999 in an emergency.
Attendance, children missing education and elective home education	The attendance lead and DSL use current Derbyshire SchoolsNet procedures and the relevant local authority team. Urgent welfare concerns go to Starting Point.
Virtual School	Derbyshire Virtual School: virtualschool@derbyshire.gov.uk. Ashleigh Booth coordinates school liaison.
School nursing and specialist wellbeing support	The DSL, SENDCo or pastoral team identifies the appropriate health service for the child and agrees a referral with the family where appropriate. Use emergency services for immediate danger.
Multi-agency safeguarding procedures	Derby and Derbyshire Safeguarding Children Partnership: https://www.ddscp.org.uk/ and https://derbyshirescp.trixonline.co.uk/

Key national safeguarding contacts

Organisation	Contact and purpose
NSPCC	0808 800 5000; help@nspcc.org.uk — advice about a child's welfare. Check current opening hours.
NSPCC Whistleblowing Advice	0800 028 0285; help@nspcc.org.uk — professional concerns about organisational safeguarding practice.
UK Safer Internet Centre	helpline@saferinternet.org.uk — advice for professionals about online safety.
Police anti-terrorism hotline	0800 789 321. Call 999 in an emergency.
National Domestic Abuse Helpline	0808 2000 247 — Refuge.
Report online abuse	CEOP: https://www.ceop.police.uk/Safety-Centre/ Harmful online content: https://reportharmfulcontent.com/
Stop It Now	0808 1000 900 — concerns about sexual abuse or harmful sexual behaviour.

Section 5: Ensuring a safe environment for all children

Our school provides a safe environment where children can learn and develop. This is an essential part of our whole school approach to safeguarding which incorporates a culture of vigilance where children's welfare is promoted, timely and appropriate safeguarding action is taken for children who need extra help or who may be suffering, or likely to suffer harm.

The school environment is safe and secure and protects our learners from harm or the risk of harm. Positive behaviours are consistently promoted, and abusive or inappropriate behaviour challenged. A positive and supportive environment is promoted which gives learners a sense of being valued.

The school complies with obligations under the Equality Act and relevant school premises regulations. We carefully consider how we support children with regard to protected characteristics and, where needed, make reasonable adjustments for disabled children.

Newton Primary School will provide safe, suitable toilet and changing arrangements and safe, fair access to sport in line with school premises requirements, equality duties and current statutory guidance. Individual arrangements must consider privacy, dignity, SEND, medical needs and safeguarding. Concerns or requests relating to a child questioning their gender are referred to the Headteacher and DSL for careful, individual consideration.

Vulnerable children

We recognise that some groups of children are potentially at greater risk of harm (both online and offline) than others and have agreed arrangements to ensure the safety of these children:

- Children who need a social worker (Child in Need and Child Protection Plans). As a matter of routine, the designated safeguarding lead will hold and use the information that the child has a social worker to ensure that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes. In addition, the school will work with the virtual head as appropriate, regarding the educational attendance, attainment, and progress of children with a social worker.
- Children who are absent from education. The school proactively manages and take steps to improve attendance across our community. Attendance is the essential foundation to positive outcomes for all our learners and is everyone's responsibility in school.

  The school response to children who are absent from education, particularly on repeat occasions and/or prolonged periods, supports identifying a range of safeguarding issues, abuse, neglect and sexual or criminal exploitation, including county lines; it also helps prevent the risk of absent children becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker, where being absent from education may increase known safeguarding risks within the family or in the community. We support and monitor attendance and absence carefully to identify learners or cohorts that require support with their attendance and put effective strategies in place. This includes:

  - Building strong relationships with families, listening to, and understanding barriers to attendance and working with families to remove them.

- Sharing information and work collaboratively with other schools in the area, the local authority, and other partners when absence is at risk of becoming persistent or severe.

Carol Wain leads on attendance. Attendance is recorded using Arbor and concerns are considered alongside safeguarding information. The school follows its attendance policy to establish reasons for unexplained absence promptly, work with families to address barriers and involve the local authority when necessary. Attendance concerns affecting vulnerable pupils are shared promptly with the DSL; absence must not be considered only as an administrative matter.

The school also recognises that when children are not in school, such as when a learner is on a reduced timetable, suspended or excluded, they miss the protection and opportunities that education can provide, and can become more vulnerable to harm, exploitation and being involved in serious violence. Learners who have a social worker, including looked-after children, and previously looked-after children, are especially vulnerable. The school proactively supports learners in the school environment and decision-making processes about reduced timetables, suspension or exclusion and operate in the best interest of children as outlined in local and national guidance. Our behaviour approach uses Chance – Choice – Consequence, restorative conversations and Fresh Starts, with reasonable adjustments for SEND. Safeguarding and welfare needs are considered before decisions about reduced timetables, suspension or exclusion. Reduced timetables must be exceptional, time-limited, reviewed and agreed in line with current guidance.

- Elective home education. Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the school will seek to co-ordinate a meeting with the parents/carers, Local Authority, and other key professionals where possible. This would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child and is particularly important where a child has SEND, is vulnerable, and/or has a social worker. Where a child has an Education, Health and Care Plan (EHCP) the local authority should review the plan with parents/carers. Where a child is taken off roll, we will inform the Local Authority of the deletion from our admission register via the system outlined on the Derby or Derbyshire elective home education webpages. Newton follows Derbyshire's elective home education and children missing education procedures and makes required notifications. The DSL considers any safeguarding implications; an expressed intention to home educate does not remove the duty to act on concerns.
- Children who require mental health support. The school has an important role to play in supporting the well-being and mental health of our learners. Staff are aware that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. Mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation. We have clear systems and processes in place for identifying possible emotional well-being issues and mental health problems, seek advice from external agencies where appropriate and have clear referral and accountability systems. Ashleigh Booth is the Senior Mental Health Lead; Carol Wain provides pastoral support. Staff use trusted relationships, check-ins and Emotion Coaching and seek

specialist advice where appropriate. A mental health need must not be used to explain away signs of abuse.

- Looked after children and previously looked after children. The school ensures that appropriate staff have the information they need in relation to a child's looked after legal status, contact arrangements with birth parents or those with parental responsibility, care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead has:
    - Details of the child's social worker, and
    - The name and contact details of the virtual school head and the relevant support officer in the authority that looks after the child
    - The name of the Personal Advisor appointed to support a child who has left care

  When dealing with looked after children and previously looked after children, the school will work with all local authority children's social care, health and other relevant agencies and take prompt action when necessary to safeguard these children, who are a particularly vulnerable group. The school has a named designated teacher, who has appropriate training, relevant qualifications, and experience. They work with the Virtual School, to promote the educational achievement of learners who are looked after, have left care through adoption, special guardianship, or child arrangement orders, or adopted from state care outside of England and Wales. In addition, the school recognises the distinct needs of children in kinship care and will, alongside the Virtual School, promote their education outcomes. Ashleigh Booth is the Designated Teacher for looked-after and previously looked-after children and liaises with the Virtual School, carers and social workers. Relevant personal education plans and support are reviewed with the appropriate professionals.
- Young carers. Staff are alert to caring responsibilities that may affect a child's attendance, learning, health or wellbeing. Concerns are shared with the DSL and pastoral team, who work sensitively with the family and seek assessment or support from relevant services as appropriate.
- Children with special educational needs and disabilities (SEND). The school recognises that these children may face extra safeguarding challenges both online and offline. Additional barriers can also exist when recognising abuse, neglect, and exploitation. The designated safeguarding lead and SENCo/named person with oversight of SEND will closely liaise whenever there are any concerns or reports of abuse, neglect or exploitation involving a child with SEND, neurodevelopmental conditions such as autism or certain medical or physical health conditions. The school will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place. Ashleigh Booth, SENDCo and deputy DSL, works with teachers and the safeguarding team. Adaptations include visual and accessible communication, trusted adult support and planned regulation strategies where appropriate. Teacher oversight and high expectations remain central; distress, injury or changes in behaviour are not automatically attributed to SEND.
- Children with medical conditions. The school supports learners with a wide range of medical conditions, including allergy, so that they can access learning, feel valued and safe, and succeed. We recognise that children and young people with medical

conditions have higher rates of absence than their peers as a result of their medical condition and are likely to need additional support and flexibility. The school has a policy for supporting pupils with medical conditions that is reviewed regularly and is readily accessible to parents and school staff. Individual medical needs and emergency responses are planned with families and relevant health professionals. Staff must know the arrangements that apply to children in their care and raise concerns about unmet needs promptly.

- Children who are, or may be, lesbian, gay or bisexual. The school will take steps to reduce the additional barriers these children face, address vulnerabilities such as the risk of bullying by taking steps to prevent it and create a culture where they can speak out or share their concerns with staff Newton promotes respect and challenges discriminatory language and bullying. Pupils are supported to speak to a trusted adult without fear of being dismissed or blamed. Teaching and responses are age appropriate and consistent with the school's relationships education and behaviour policies.
- Children who are questioning their gender. When a child or parent/carer makes a request relating to social transition, the school will be aware of the potential vulnerabilities of a child who is questioning their gender, including the possibility of complex mental health and psychosocial needs, for example relating to relationships with family, peers or their broader social environment, including discriminatory bullying. Requests are considered by the Headteacher and DSL in accordance with current statutory guidance and relevant professional advice. Staff respond sensitively, consider the child's welfare and record decisions and their rationale. No assumptions are made about an individual child's needs.

Private fostering.

- In addition to the above the school recognises the additional vulnerability of children in private fostering arrangements. A private fostering arrangement is essentially one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. When such arrangements come to our attention, we will notify the local authority to check the arrangement is suitable and safe for the child. Notifications will contain the information specified in Schedule 1 of The Children (Private Arrangements for Fostering) Regulations 2005 and made in writing. See statutory guidance Children Act 1989: private fostering.

We also recognise that in addition to the above, other factors can increase a child's vulnerability to abuse, exploitation, or neglect such as:

- In a family circumstance presenting challenges for the child, such as parental substance (drugs and/or alcohol) use, adult mental health issues and domestic abuse
- Misusing drugs and/or alcohol
- Being an asylum seeker/refugee
- Being from our new communities
- Living away from home, including private fostering arrangements, or have returned home to their family from care
- Are at risk of homelessness or living in temporary accommodation
- Living in chaotic, neglectful, and unsupportive home situations

- Vulnerable to discrimination and maltreatment on the grounds of age, gender reassignment, marriage/civil partnership, pregnancy/maternity leave, disability, race (including colour, nationality, ethnic or national origin), religion/belief, gender, sex, or sexual orientation
- Being a young carer
- Not speaking or not having English as a first language
- Being involved in the court system
- Children affected by parental offending or with family members in prison

Our pastoral team offers sensitive support without making assumptions about children or families. We identify barriers, listen to the child and agree support with parents and relevant agencies where it is safe to do so. Information is explained in accessible language, with interpretation or alternative communication arrangements where needed. Safeguarding concerns are recorded on MyConcern and referred to the DSL.

Teaching safeguarding

We are committed to offering our learners age and developmentally appropriate preventative education to ensure that learners are aware of personal safety, safeguarding risks, recognise when they are at risk and how and where to get help and support if they need it. They will be taught about safe use of technology, online harms, healthy relationships online and offline, how to keep themselves and others safe, including online and where to seek help. We recognise the new safeguarding risks caused by rapid technological developments and the need to support and educate children about these. We refer to the Effective Working Together Guidance: Supporting Schools to Deliver the PSHE Programme guidance to help to ensure that the input of external visitors to school enhances our PSHE programme.

The school is sensitive to our learners' circumstances and recognises teaching will need to be tailored to the specific needs and vulnerabilities of individual children, including those who have been victims of abuse, children with special educational needs and disabilities and other vulnerabilities.

Our preventative education forms part of our whole school approach to prepare our learners for life in modern Britain, encourages open debate about different points of view and beliefs and creates a culture of zero tolerance for sexism, racism, misogyny/ misandry, disablism, racism, homophobia, biphobia and sexual violence/harassment derogatory behaviour or other forms of physical violence and conflict. It is responsive to contextual, local, and national data, issues, and trends to ensure it is meeting the challenges that children are facing.

The school's core values and standards, alongside the fundamental British Values, are upheld and demonstrated throughout all aspects of the school. This is underpinned by the school's behaviour policy, pastoral support system and our planned evidence-based relationships education/relationships and sex education and health education and reinforced throughout the whole curriculum. . Newton's values, restorative conversations, Emotion Coaching and Fresh Starts support this approach. Restorative processes are used only where appropriate and must never pressure a child to meet, apologise to or reconcile with someone who has harmed them.

See Newton Primary School's relationships and health education and behaviour policies.

Online safety

Online safety and protecting learners from potentially harmful and inappropriate online material forms part of the whole school approach to safeguarding, including policies, curriculum, staff training, roles and responsibilities of the designated safeguarding lead and parental engagement. The school has filtering and monitoring systems in place, informed in part, by the risk assessment required by the Prevent Duty, which meet the current DfE filtering and monitoring standards. This includes:

- Identifying and assigning roles and responsibilities to manage filtering and monitoring systems
- Reviewing filtering and monitoring provision at least once every academic year
- Blocking harmful and inappropriate content without unreasonably impacting teaching and learning
- Having effective monitoring strategies in place that meet safeguarding needs

The school will use relevant DfE filtering, monitoring and cyber security standards to review provision and identify improvements. Staff must consider safeguarding, privacy and age suitability before using AI tools. Identifiable pupil information must not be entered into unapproved tools. The DSL will respond to AI-related abuse, including manipulated images, through the same safeguarding procedures as other online harms.

The school safeguards children by protecting personal information and ensuring appropriate cyber security systems are in place in line with Cyber security standards for schools and colleges.

The school protects and educates learners and staff in their use of technology, including where they are learning remotely, and has mechanisms to identify, intervene and escalate any concerns where this is needed.

The school online safety policy outlines how the four areas of risk, content, contact, conduct and commerce, will be addressed to protect and educate learners and staff. It also incorporates the use of mobile and smart technology and appropriate filtering and monitoring on school devices and networks. Security protection procedures which meet the current Cyber security standards for schools and colleges are in place in order to safeguard the systems, staff and learners and review the effectiveness of these procedures to keep up with ever evolving cyber-crime technologies. The school is also in regular communication with parents and carers and uses these communications to reinforce online safety and the systems the school use to protect children from online harms.

To ensure that online safety is effective, especially as technology and the associated risks and harms evolve and change, the school undertakes an annual review of our approach to online safety, and an annual risk assessment to consider and reflect the risks children face.

Sarah Hughes is the current Online Safety Lead while Lauren Tann is on maternity leave. Kevin Walker of Bitz and Pieces provides IT support and checks filtering and monitoring information, alerting Sarah Hughes and Tina Frost-Morris to concerns. Sarah Hughes leads the safeguarding assessment and response; the governing board retains strategic oversight. CONFIRM WITH KEVIN WALKER: filtering system name; monitoring system name; frequency and scope of checks; urgent alert and absence cover arrangements. See the school's online safety and acceptable use arrangements.

Systems for children to report concerns and abuse

Our school recognises the importance of ensuring that all children feel heard and understood. We have a culture of listening to children and taking account of their wishes and feelings in any measures the school may put in place to protect them. Whenever there are any concerns, the child's wishes will be taken into account when determining what action to take and what services are provided. The welfare and safety of a child is of paramount concern and staff will act in the best interests of the child.

We understand the difficulties that children may have in approaching staff about their circumstances and any concerns they may have. Some children may feel unable to report their concerns or abuse, others may have additional barriers to telling someone or may not recognise what is happening is abusive.

Our values and restorative approach support a calm, welcoming culture in which pupils can talk to trusted adults. Fresh Starts help pupils to communicate and regulate emotions. These approaches never replace safeguarding action or minimise abuse.

Children, parents/carers, and all staff will be free to talk about any concerns and see the school as a safe place. Many children can show signs or act in ways they hope adults will notice or react to, others may make indirect reports via a friend or staff may overhear conversations. All staff are alert to this and to the potential need for early/family help and are aware of the indicators of abuse, exploitation and neglect and know what actions they should take.

Children can speak to any trusted member of staff, including their teacher, teaching assistant, Carol Wain or another member of the safeguarding team. Staff explain, in age-appropriate language, that children will be listened to and taken seriously and cannot be promised secrecy. Staff support children who communicate through behaviour, play, visuals or other methods. A child does not need to use safeguarding terminology to receive help.

Working with parents and carers

We recognise the importance of working together with parents/carers to educate as well as safeguard and promote the welfare of children.

Newton Primary School will ensure that:

- We work with parents positively, openly, and honestly
- Parents are encouraged to discuss their issues or concerns about safety and welfare of children, including any worries about a child's emotional well-being or mental health. They will be listened to and taken seriously
- Parents will be informed about relevant information-sharing arrangements, including domestic abuse notifications, when the school's current arrangements have been confirmed.
- We work with parents to ensure they understand that effective RSHE is important for promoting and protecting the wellbeing of all children
- We will provide parents with information about safeguarding issues, such as child exploitation (sexual and criminal), child-on-child abuse, emotional well-being/mental health, online safety/harms, including nudes and semi-nudes, harmful sexual behaviour, and terrorist/extremist material. We will also outline the support available to keep children safe within the school, locally and nationally
- Up to date and accurate information is kept about learners i.e.

    - names and contact persons with whom the child normally lives
    - those with parental responsibility
    - where reasonably possible, we hold more than one emergency contact number
    - if different from above, those authorised to collect the child from the setting
    - name and contact details of GP
    - any relevant court orders or any other factors which may impact on the safety and welfare of the child
- Information about our learners given to us by children themselves, their parents, or carers or by other agencies will remain confidential. Staff will be given relevant information on a 'need to know' basis in order to support the child
- It is made clear to parents and carers that the school has a duty to share information when there are any safeguarding concerns. Also, that there is a duty to keep records which relate to safeguarding work by the school, or partner agencies. These will be kept securely, kept apart from the main pupil/student record and only accessible to key members of staff. Copies of these records will be securely sent to any education provider to which the child transfers and a confirmation of receipt obtained
- Where we have reason to be concerned about the welfare of a child, we will always seek to discuss this with the child's parents or carers first. However, there may be occasions where we are not able to do this, for example, when by doing so, it places the child at additional risk or where it may not be possible to speak to the parents/carers

Section 6: Responding to concerns about a child's welfare

Key points to remember for any member of staff (including volunteers or supply staff) or visitors whenever they have any concerns about a child's welfare:

- In an emergency take the action necessary to help the child, for example, call 999
- Do not assume a colleague or another professional will share information that might be critical to keeping a child safe. Early information sharing is vital in keeping children safe, whether this is when problems first emerge, or when a child is already known to local authority children's social care
- Report every safeguarding concern, including possible private fostering arrangements, immediately to Sarah Hughes or a deputy DSL. Record the concern promptly on MyConcern. For urgent concerns, speak directly to a DSL or deputy; entering a record or sending an email does not replace immediate verbal reporting.
- If you are unsure speak to the designated safeguarding lead or their deputy
- If the designated safeguarding lead or their deputy is not around, ensure the information is shared with the most senior person in the school that day. The concerns and any action taken must then be shared with the designated safeguarding lead as soon as it is possible
- A safeguarding approach must be taken when addressing concerns about nudes/semi-nudes, including those generated by AI , staff should not view, copy, print or share the images
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends, or family
- Make a factual record on MyConcern as soon as possible, on the same day and before the child leaves where possible. Record the child's own words, dates, times, observations and actions without investigating. If MyConcern is unavailable, use the fallback form in Appendix 1, give it directly to the DSL or deputy and ensure it is added securely to MyConcern when access is restored.
- Staff who are distressed should seek support from Sarah Hughes, Helen Baines or Ashleigh Booth. Safeguarding information must remain confidential and only be shared with those who need it.

Staff must always **immediately** inform the designated safeguarding lead or their deputy if there are any:

- Concerns that a child is presenting signs or symptoms of abuse, exploitation, or neglect, including suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- Concerns about a child carrying or using a weapon, or expressing intent to do so
- Searching incidents where there are reasonable grounds to suspect a learner was in possession of a prohibited item or where a search has revealed a safeguarding risk
- Behaviour or changes in presentation, including changes in school attendance, which gives rise to suspicions that a child may not be receiving adequate care or may be suffering harm
- Hint or disclosure of abuse about or by a child
- Concerns that a person(s) who may pose a risk to children is living in a household with children present

- Concerns about online abuse including cybercrime, exploitation, harmful sexual behaviour, nudes and semi nudes and/or where any adult appears to be sexually communicating (e.g., email, text, written note or verbally) with a child
- Concerns about child-on-child abuse, including sexual violence and harassment
- Information which indicates that the child is living with someone who does not have parental responsibility for them (this is known as private fostering)
- Concerns that a child is at risk of domestic abuse or so-called 'honour-based' abuse, including forced marriage, marriage, or civil partnership under the age of 18, female genital mutilation (FGM), breast ironing, virginity testing or hymenoplasty
- Concerns that a child is at risk of radicalisation, child sexual exploitation or criminal exploitation, including financial exploitation and county lines; or that a child or their parent/carer may be a victim of modern slavery (trafficked)

There will also be occasions when you suspect that a child may be at risk, but you have no 'real' evidence or that the child may need support with their mental health. The child's behaviour, play and or appearance may have changed, their attendance at school may have reduced, their ability to concentrate and focus may have altered, or you may have noticed other behavioural and or physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

It is not the responsibility of the school staff to determine the truth of any disclosure or allegation; this is the responsibility of local authority children's social care. All staff however have a duty to recognise where extra support is needed or where there are complex needs or child protection concerns requiring intensive or specialist support.

Record early concerns on MyConcern and follow Appendix 4. If a child or adult begins to disclose harm, follow the guidance below on responding to a disclosure.

Remember: If you are unsure, you should always have a discussion with the designated safeguarding lead or their deputy

If a child chooses to tell a member of staff about a concern or abuse

It takes a lot of courage for a child, parent, carer, or other significant adult to disclose that they are worried or have concerns. They may feel ashamed, the abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault. It is important they are reassured that they are being taken seriously, and that they will be supported and kept safe. They should not be made to feel they are creating a problem, blamed or ashamed for making a report. Reports, particularly those about sexual violence and harassment, if possible, should be managed with two members of staff present (preferably one being the designated safeguarding lead or a deputy), however this might not be possible in all cases.

If a child or adult talks to you about any risks to a child's safety or well-being you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement.

During your conversation with the child (or their parent/carer):

- Allow them to speak freely, listen to what is being said without interruption and without asking leading questions
- Keep questions to a minimum and of an open nature ('TED questions' tell me, explain, describe) i.e., 'can you tell me what happened?' rather than 'did x hit you?'

- Remain calm and do not overreact – the child (or their parent/carer) may stop talking if they feel they are upsetting you
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- Avoid admonishing the child or adult for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but they may interpret it that they have done something wrong
- Do not be afraid of silences – remember how hard this must be for the child or adult
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what do other family members think about all this
- At an appropriate time tell the child or adult that to help them you must pass the information on
- Do not automatically offer any physical touch as comfort; it may be anything but comforting to a child who has been abused
- Tell the child or adult what will happen next. The child or adult may agree to go with you to see the designated safeguarding lead. Otherwise let them know that someone will come to see or contact them before the end of the day
- Report verbally to the designated safeguarding lead
- Write up your conversation as soon as possible and hand it to the designated safeguarding lead . please check the school WAGOLL to ensure it is written in the correct format.
- Children should not be asked to write statements about abuse or any concerns that may have happened to them or sign the staff record
- Seek support if you feel distressed. This may be sometime after the disclosure

Role of the designated safeguarding lead and their deputy following identification of concerns

Whenever the designated safeguarding lead or their deputy receive information regarding concerns about a child, including via police domestic abuse notifications via Operation Encompass they will:

- Review information received and assess if any urgent actions are needed, i.e. medical, child's immediate safety
- Check what is known about the child when they arrived (or not) at school today, how they are presenting physically and emotionally and if there are any changes in their behaviour
- Consider what is already known about the child and their family, including whether any previous concerns have been raised by staff or if they are already known to local authority children's services (targeted early/family help or social care)
- Consider what 'checks' need to be carried out and how best these can be achieved
- Inform relevant school staff who have a specific need to know i.e., class/form teacher and relevant support staff
- Where appropriate use relevant national, local, and education-based risk identifying, assessment tools and guidance to support the identification of needs and decision making, such as:
    - Relevant school records, assessments and chronologies, including MyConcern, attendance information from Arbor, SEND information and

support plans from Provision Map, and any factual body maps or observations required to clarify the concern.
    - DDSCP multi-agency guidance, tools and briefing notes which cover a broad range of safeguarding issues, see DDSCP safeguarding children procedures and documents library
    - National guidance and assessment tools e.g. Stop it now (sexual behaviours), Contextual safeguarding tools, Sharing nudes and semi-nudes: advice for education settings working with children and young people (2024)
- Not directly approaching a child or parent/carer about an incident when the school have received a domestic abuse notification and instead make general enquiries with the child about how they are. If a child initiates a conversation about the incident the guidance outlined in the section 'If a child chooses to tell a member of staff about a concern or abuse' will be followed
- Following the Derby and Derbyshire Safeguarding Children Procedures and using the DDSCP Threshold document to support decision making about the child's needs and the appropriate level of support and intervention. Possible options include internal support via school pastoral systems, early/family help, early help assessment and referral to statutory services such as local authority children's services
- Considering whether the matter should be discussed with the child's parents or carers or whether to do so may put the child at further risk of harm, see Notifying parents
- If unsure about the action to take, including if a child protection referral should be made, seeking advice from local authority children's social care or another appropriate agency
- If the concerns are about radicalisation or violent extremism, contacting the local authority Prevent team for advice and where appropriate making a referral to the police Prevent Team
- Where the child has complex needs or where there are child protection concerns, referring as appropriate to Local Authority Children's Services via agreed processes, providing a copy of the early help assessment, action plan and any other relevant assessments
- Notify the appropriate Local Authority Children's Services of any private fostering arrangements, to allow the local authority to check the arrangement is suitable and safe for the child. Notifications will contain the information specified in Schedule 1 of The Children (Private Arrangements for Fostering) Regulations 2005 and made in writing
- If a child is at risk of immediate harm, and/or where it is believed a criminal offence has been committed, including sexual violence and harassment, referring to the police. See NPCC When to call the police; guidance for schools and colleges. Safeguarding considerations must take priority and include how screening, searching, and confiscating powers will be used safely, proportionately, and appropriately, including undertaking a police strip search on a child and the requirement for children to have an appropriate adult.; see Searching, screening and confiscation at school guidance (2022)
- In all cases where children are believed to be at risk of exploitation, complete and submit an Information Sharing Form for Professionals - Operation Liberty to raise concerns and share information

Notifying parents/carers

The school will normally seek to discuss any needs or concerns about a child with their parents or carers. Where an early help assessment would benefit the child and their family the most appropriate member of staff should approach the parent/carer to take this forward. In situations where there are serious needs or child protection concerns the designated safeguarding lead or deputy will contact the parent or carer. However, if the setting believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from local authority children's social care.

Pastoral/school-based support (universal and community-based support)

Carol Wain, Pastoral Manager and deputy DSL, supports pupils and families alongside the safeguarding team. Support may include check-ins, a trusted adult, Emotion Coaching, restorative conversations, agreed regulation strategies and liaison with the SENDCo. Ashleigh Booth leads mental health and wellbeing. Plans are reviewed with the child, family and relevant professionals; pastoral support must not delay a safeguarding referral.

Early help support and assessment (emerging needs/additional needs – will be known as Family Help)

Where coordinated support is needed, the DSL or deputy will work with the family and relevant agencies to consider an early help assessment and a team around the family. Carol Wain and Ashleigh Booth contribute to school-based support as appropriate. The school will follow Derbyshire's current early or Family Help arrangements as these develop and review whether support is improving the child's circumstances. Any emerging risk of significant harm is referred promptly to children's social care.

Whenever a child and their family are supported via an early help assessment, the school will keep this under constant review and should the child's situation appear not to be improving or getting worse, consideration will be given to a referral to local authority children's services.

For more information about the early help assessment process see Derby and Derbyshire Safeguarding Children; Providing early help procedure.

Intensive support

Where a child requires services in order to achieve or maintain a satisfactory level of health or development or to prevent significant impairment of their health and development and/or are disabled they are likely to require specialist services. The designated safeguarding lead or their deputy will refer to local authority children's services and provide a new or updated early help assessment and team around the family action plan. See Derby and Derbyshire Safeguarding Children; Making a referral to Children's Social Care procedure

Referral to local authority children's social care (specialist services)

Concerns about a child's welfare will be referred to local authority children's social care using the agreed referral process as outlined in Derby and Derbyshire Safeguarding Children; Making a referral to Children's Social Care procedure.

If at any point there is a risk of immediate serious harm to a child, an immediate referral should be made to local authority children's social care and/or if appropriate, the police

Anybody can make the referral

Where it is believed that a child is suffering or likely to suffer significant harm, a referral should be made to local authority children's social care. If the child protection concerns are urgent, the designated safeguarding lead or deputy will make a referral to local authority children's social care by phone and follow this up in 'writing' via the local authority Online Referral System. Non-urgent cases will be referred via the local authority Care Online Referral System. In Derby submission of an early help assessment, or equivalent assessment, to the weekly Vulnerable Children meeting (VCM)/ Family Help Forums (FHF) in the relevant locality can also be made.

In exceptional circumstances, such as in an emergency or a genuine concern that appropriate action hasn't been taken, any staff member can refer their concerns directly to local authority children's social care; however, they should inform the designated safeguarding lead or deputy as soon as possible.

Female genital mutilation (FGM)

If the referral is about a 'known' case of female genital mutilation (FGM), in addition to a referral to local authority children's social care, the individual teacher also has a mandatory reporting duty; see Mandatory Reporting of Female Genital Mutilation; procedural information (2015). Under this duty, 'known' cases of FGM where a girl under 18 informs the person that an act of FGM has been carried out on her, or where physical signs appear to show that an act of FGM was carried out, this must be reported to the police on 101. This is a personal responsibility in addition to the referral to local authority children's social care and the professional who identifies FGM and/or receives the disclosure should make the report by the close of the next working day.

Action following referral to local authority children's social care

The designated safeguarding lead, their deputy or other appropriate member of staff will:

- Where a referral was made by phone follow up the referral in writing using the online referral system within 48 hours and attaching any existing assessment e.g., early help assessment. In all cases the school will also include information held about any place-based risks (harm outside of the home)
- Be aware that local authority children's social care should make a decision within one working day of the referral being made about what course of action they are taking and let the school know the outcome. If the information is not forthcoming, the designated safeguarding lead or another appropriate member of staff should follow this up
- Maintain contact with the allocated social worker and support them or other agencies following any referral
- Contribute to any strategy discussion or meetings
- Support any Section 47 enquiries or statutory assessments that are carried out
- Provide a report for, attend, and contribute to any initial and review Child Protection Conference. This includes sharing any reports with parents/carers and where appropriate, the child
- Share the content of this report with the parent/carer and if appropriate the child, prior to the meeting
- Attend core group meetings for any child subject to a Child Protection plan or Child in Need meeting for any child subject to a Child in Need plan

- Whenever there are concerns about the outcome of a Child Protection Conference, use the appropriate Derby and Derbyshire Child Protection Conference Professional Dissent Process
- Where a child on a Child Protection plan, Child in Need plan or who is Looked After moves from the school or if there are unexplained absences from school, immediately inform the child's social worker/key worker in local authority children's social care
- If after the referral the child's situation does not appear to be improving the designated safeguarding lead should press for re-consideration to ensure their concerns have been addressed and the child's situation improves. See Derby and Derbyshire Multi-Agency Dispute Resolution and Escalation Policy

Information sharing

The school recognises the importance of information sharing between the school and local agencies to effectively safeguard our learners. The setting operates with regard to HM Government Information Sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers (2024), Information Commissioner's Office Sharing information to safeguard children and young people in the education sector in the UK, Data protection in schools and DDSCP Information Sharing Guidance for Practitioners.

All staff will be mindful of the seven golden rules to sharing information (See Appendix 3) and Data Protection laws (Data Protection Act (2018), UK General Data Protection Regulation (UK GDPR) obligations and Data (Use and Access) Act (2025)). Staff are aware that the Data Protection laws do not prevent or limit the sharing of information for the purposes of keeping children safe and promoting their welfare, rather, they provide the legal framework under which information can, and in some cases, must be shared.

School staff should be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of a child, whether this is when problems are first emerging, or where a child is already known to local authority children's social care. Professional judgement should be used to ensure the information shared is focused and proportionate.

If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy, who will seek advice from our Data Protection Officer if needed

Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children

All information sharing outside of 'business as usual', should be recorded on the appropriate logs

Staff should only discuss concerns with the designated safeguarding lead or deputy (or the most senior person on the premises if they are unavailable), headteacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Where appropriate, consent will be sought to share information. However, where there are safeguarding concerns about a child, information will be shared with the appropriate organisations such as local authority children's social care under alternative, appropriate,

lawful basis. In most cases concerns will be discussed with parents and carers prior to the referral taking place unless doing so would increase risk.

Details of whom the school shares information with, in what circumstances and under what lawful basis can be found in our published Privacy Notices.

Record keeping

All concerns, discussions and decisions made, including the rationale for those decisions, should be recorded in writing following the protocols in Appendix 4: Safeguarding and child protection recording . This includes instances where referrals were or were not made to another agency, such as local authority children's social care or the Prevent programme etc. If in doubt about recording requirements staff should discuss with the designated safeguarding lead or their deputy. These records are made on MyConcern; decisions not to refer must include the reasons and the arrangements for review.

Records of concerns documentation, referrals and other written safeguarding information are kept in a child protection file for each child and stored separately from each child's education file; this file is 'tagged' to indicate that separate information is held. Child protection files are confidential and stored securely and only made available to relevant individuals.

Records will include:

- A clear, factual and comprehensive summary of the concern which distinguishes between observed concerns, professional opinion and historic information (see Appendix 4)
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached, the rationale for these, and the outcome, as well as a review of any progress made
- Any professional differences of opinion about the safety of a child will also be recorded; see DDSCP Multi Agency Dispute Resolution and Escalation Policy and Derby and Derbyshire Child Protection Conference Professional Dissent Process

When a child leaves the school, the designated safeguarding lead will ensure a copy of these records will be sent securely as soon as possible (within 5 days for an in-year transfer or within the first 5 days of the start of a new term) to any school or other education setting to which the child transfers and a confirmation of receipt obtained. The child protection file transfer will be separate to the main pupil file. This will allow the new provider to continue supporting the child and have the support in place for when the child arrives.

When child protection files are transferred, the school will include a clear, structured summary identifying current safeguarding concerns, relevant context, and any ongoing support

needs.

The designated safeguarding lead will also consider if it would be appropriate to share any information with the new education provider in advance of the child leaving e.g. children who have or who have had a social worker and those receiving support through the Channel programme.

Where the school considers that safeguarding information is unclear or incomplete, the DSL will seek clarification where necessary to support effective safeguarding.

The designated safeguarding lead, their deputy/ies and key staff such as special education needs co-ordinators will be informed when a child's safeguarding/child protection file is received.

Safeguarding and child protection records are held securely on MyConcern, separately from the main education record, with access restricted to authorised staff. Paper records are secured and transferred or retained in accordance with the school's records retention arrangements and advice from Education Data Hub, the school's Data Protection Officer.

Support for those involved in a safeguarding/child protection issue

Child neglect, abuse and exploitation are devastating for children and can also result in distress and anxiety for staff who become involved. We will support the children and their families and staff by:

- Taking all suspicions and disclosures seriously
- Nominating a link person who will keep all parties informed and be the central point of contact
- Nominating a 'case manager' where a member of staff is the subject of an allegation made by a child
- Responding sympathetically to any request from a child or member of staff for time out to deal with distress or anxiety
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- Storing records securely
- Offering details of helplines, counselling, or other avenues of external support
- Following the procedures laid down in our whistleblowing, complaints, and disciplinary procedures
- Co-operating fully with relevant statutory agencies
- Ashleigh Booth leads staff wellbeing. Staff may seek confidential support from the Headteacher or Deputy Headteacher. The DSL will seek appropriate professional advice and supervision for complex cases while protecting confidentiality. Any further support or supervision arrangements must be agreed with school leadership.

Section 7: Child-on-child abuse, including sexual harassment and violence

All staff working in or on behalf of the school maintain an attitude of '**it could happen here'** – this is especially important when considering child-on-child abuse. Even if there are no reports it does not mean it is not happening.

If staff have any concerns regarding child-on-child abuse, they should speak to the designated safeguarding lead or their deputy

The school recognises that children may abuse their peers physically, sexually, and emotionally. There is a zero-tolerance approach to child-on-child abuse; abuse is abuse and this will not be tolerated or passed off as 'banter', 'just having a laugh', 'boys being boys' or 'part of growing up' as this can lead to a culture of unacceptable behaviours, misogyny and an unsafe environment for children. policy and other relevant policies) At Newton, restorative approaches do not replace safeguarding procedures. The DSL assesses safety and support for all children involved and seeks multi-agency advice or referral where needed.

Newton Primary School will take child-on-child abuse as seriously as abuse perpetrated by an adult and address it through the same processes as any safeguarding issue. We will respond to all reports and concerns, including those that have happened outside of the school and / or online. In addition, we also recognise that children who abuse others and any other child affected by child-on-child abuse are also likely to have considerable welfare and safeguarding issues themselves.

What is child-on-child abuse?

- Keeping Children Safe in Education (2026) defines child-on-child abuse as most likely to include but not limited to:
    - Bullying (including cyberbullying, prejudice based and discriminatory bullying)
    - Abuse within intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
    - Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens and /or encourages physical abuse)
    - Serious physical assault and harm, or the threat of harm with a weapon
    - Harmful sexual behaviour, sexual violence, such as rape or penetration including with an object and sexual assault (this may include an online element which facilitates, threatens and /or encourages sexual violence)
    - Sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may include misogyny/misandry, be standalone or part of a broader pattern of abuse
    - Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
    - Consensual and non-consensual making or sharing of nudes and semi-nudes, including those generated by AI
    - Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm

    - Initiating/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)
- It can also include causing someone to engage in extremist or radicalising behaviour
- Child-on-child abuse exists on a continuum and different forms of abuse may overlap
- It can affect any child/young person of any age and sex and can occur between two children or through a group of children abusing a single child or group of children
- Sometimes vulnerable children are targeted. For example:
    - Those living with domestic abuse or with intra-familial abuse in their histories
    - Young people in care
    - Those who have experienced bereavement through the loss of a parent, sibling, or friend
    - Black and minority ethnic children are under identified as victims but are over identified as perpetrators
    - There is recognition it is more likely that girls will be victims and boys are likely to be perpetrators. However, both girls and boys can experience child-on-child abuse, but they are likely to experience it differently e.g., girls being sexually touched/assaulted or boys being subject to homophobic taunts/initiation/hazing (rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group)
    - Evidence also shows that children with disabilities, and lesbian, gay, bisexual, or gender questioning children are at greater risk
- It is influenced by the nature of the environments in which children/young people spend their time - home, school, peer group, online and community - and is built upon notions of power and consent. Power imbalances related to gender, social status within a group, intellectual ability, economic wealth, social marginalisation etc, can all be used to exert power over a peer
- Child-on-child abuse involves someone who abuses a ‘vulnerability’ or power imbalance to harm another and has the opportunity or is in an environment where this is possible
- While perpetrators of child-on-child abuse pose a risk to others, they are often victims of abuse themselves

Preventing child-on-child abuse

All staff know that child-on-child abuse is preventable and know that timely, evidence-based support can be key to preventing children from going on to commit harm, abuse or violence. There is a whole school approach to preventing child-on-child abuse, including child-on-child sexual violence and sexual harassment; this forms part of the whole school approach to safeguarding. The school will seek to minimise the risk of child-on-child abuse by ensuring an approach that prepares learners for life in modern Britain. The establishment has a clear set of values and standards which are upheld and demonstrated throughout all aspects of school life.

The school provides a safe environment, is alert to when children might be at highest risk around the school day, promotes a culture of positive standards of behaviour, takes steps to

address inappropriate behaviour, has effective systems in place where children can confidently raise concerns knowing they will be taken seriously and provides safeguarding through the curriculum via relationships education/relationships and sex education, online safety, and other curriculum opportunities. This may include targeted work with children identified as vulnerable or being at risk and developing risk assessment and targeted work with those identified as being a potential risk to others.

All staff understand the importance of challenging inappropriate behaviours between peers that are abusive in nature. We recognise the escalatory nature of misogyny and downplaying certain behaviours will not be tolerated or passed off. Staff will maintain an attitude of '*it could happen here'* and all inappropriate behaviour will be addressed.

The setting deals with a wide continuum of children's behaviour on a day-to-day basis and most cases will be dealt with via school-based processes. These are outlined in the following policies:

- Newton Primary School behaviour policy, including bullying/ online bullying and prejudice-based bullying and school screening, searching, and confiscating powers and how they will be used safely, and appropriately, including police strip searches
- Online safety policy and other associated issues, including making or sharing nudes and semi-nudes and extremist material
- Attendance policy
- Relationships education/ relationships and sex education

Systems for children to report abuse

Even if there are no reports, all staff understand it does not mean it is not happening; it may be the case that it is not being reported. We recognise that children may not find it easy to tell staff about the abuse, that certain children may have additional barriers to telling someone and children can show signs or act in ways they hope adults will notice or react to. In some cases, victims may make indirect reports via a friend or staff may overhear conversations. All staff recognise the indicators and signs of child-on-child abuse and know how to identify it.

See page 24 *Systems for children to report concerns and abuse* for information about the systems in place for children to confidently report abuse.

If staff have any concerns regarding child-on-child abuse, which may have taken place on or off-site, they should speak to the designated safeguarding lead or deputy

Action on concerns

Child-on-child abuse may be a one-off serious incident or an accumulation of incidents. Staff may be able to easily identify some behaviour/s as abusive however in some circumstances it may be less clear. Reports of sexual violence and harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. In all cases the initial response to a report is very important. Members of staff will take the concerns seriously and reassure the child that they will be supported and kept safe, regardless of how long it has taken them to come forward. If possible, reports should be managed with two members of staff present (preferably one being the designated safeguarding lead or a deputy), however this might not be possible in all cases. The victim will not be given the impression they are creating a problem or made to feel ashamed for making a report or their experience minimised. Abuse which has occurred online or outside

of the school will be treated just as seriously as that which has occurred within the education environment.

Staff must follow *Section 6. Responding to concerns about a child's welfare* and discuss the concerns and seek advice from the designated safeguarding lead.

When an allegation is made by a pupil/student against another pupil/student, members of staff should consider if the issues raised indicate that the child and/or alleged perpetrator may have low level, emerging needs, complex/serious needs, or child protection concerns and follow the process outlined in Section 6. Responding to concerns about a child's welfare.

Considerations for cases where child-on-child abuse is a factor include:

- What are the wishes of victims in terms of how they want to proceed?
- What is the nature, extent and context of the behaviour including verbal, physical, sexual (including making or sharing of nudes/semi-nudes) and/or online abuse? Was there coercion, physical aggression, bullying, bribery or attempts to ensure secrecy? What was the time, location, duration, and frequency? Is the incident a one off or a sustained pattern of abuse? (Remember there may be other forms of abuse in addition to what has been reported) Were other children and /or adults involved? Has a crime been committed and/or have any harmfully sexual behaviours been displayed?
- What is the child's age, development, capacity to understand and make decisions (including anything that might have had an impact on this e.g., coercion), and family and social circumstances? What is the nature of the relationship between the children involved? Are they in a current or previous intimate personal relationship, do they live in the same household or setting, attend the same school, classes, or transport?
- What are the relative chronological and developmental ages of the children? Does the victim or perpetrator have a disability or learning difficulty? Are there are any differentials in power, social standing, or authority?
- Is the behaviour age appropriate or not? Does it involve inappropriate sexual knowledge or motivation?
- Are there any risks to the child victim or alleged perpetrator themselves and others e.g., other children in school, adult students, school staff, in the child's household (particularly siblings or other children related to the household), extended family, peer group or wider social network? Are there any links to child sexual exploitation, child criminal exploitation or gang related activity?

Immediate consideration should be given to how best to support and protect the victim and alleged perpetrator and any other children involved/impacted. Where the report involves rape or penetration including with an object, the alleged perpetrator must be removed from any classes they share with the victim. There must also be careful consideration on how best to keep the victim and alleged perpetrator apart on school premises (including any before or after school activities) and on transport to and from the setting.

For all other reports of sexual violence and sexual harassment and forms of child-on-child abuse, the proximity of the victim and alleged perpetrator and considerations regarding shared classes, schools premises and transport should be considered immediately.

All decisions will be made in the best interests of the children involved and should not be perceived to be a judgement on the guilt of the alleged perpetrator. In all cases, the initial report should be carefully evaluated on a case-by-case basis with the designated safeguarding lead taking a leading role and using their professional judgement, supported by

other agencies, such as local authority children's social care and the police as required. The designated safeguarding lead will refer to relevant assessment tools and guidance as appropriate such as:

- Keeping Children Safe in Education (2026) part five
- Sharing nudes and semi-nudes: advice for education settings working with children and young people
- Searching, screening and confiscation at school
- Behaviour in schools
- School suspensions and permanent exclusion
- Stop it Now Sexual Behaviours Traffic Light Tool
- DDSCP Thresholds Document
- DDSCP Safeguarding Children Procedures, in particular Children who present a risk of harm to others and Safeguarding children from online harms procedures
- When to call the police – guidance for schools and colleges

When appropriate the designated safeguarding lead may seek further advice from local or national safeguarding contacts as outlined in Section 4: Key safeguarding contacts.

Whenever there is an allegation of abuse, including concerns about sexual harassment and violence, made against a child, the designated safeguarding lead and other appropriate staff will draw together separate risk and needs assessments and action plans to support the victim and the alleged perpetrator. These will consider:

- The victim, especially their protection and support
- Whether there have been other victims
- The alleged perpetrator/s
- All the other children (and if appropriate adult students and staff) at the school, especially any actions that are needed to protect them from the perpetrator/s, or from future harms
- The time and location of the incident and any action required to make the location safer
- When information can be disclosed to staff and others, including the alleged perpetrator and parents/carers

Whenever local authority children's social care and/or the police are involved, the school will work in collaboration to ensure the best possible support and protection is provided for both the victim and the alleged perpetrator.

All reports of child-on-child abuse (including sexual harassment and/or sexual violence) will be recorded in the child's safeguarding/child protection file. This will include all decision making, risk and needs assessment and plans recorded in writing as outlined in Section 6.

Where appropriate incidents may be managed internally (universal and community based support), via early help (emerging/additional needs – which will be known as Family Help) or through local authority children's social care (via intensive and specialist services which incudes child protection concerns); reports to the police will be run in parallel with children's social care as outlined in the Derby and Derbyshire multi-agency safeguarding procedures, in

particular Children who Present a Risk of Harm to Others and Safeguarding children from online harms procedures.

All risk and needs assessment and action plans whether internal or multi-agency will be reviewed and updated on a regular basis. If things do not improve or deteriorate the situation should be reconsidered.

The school uses the Contextual Safeguarding School Beyond Referrals Self-Assessment Toolkit & Guidance to self-assess our response to harmful sexual behaviour. All relevant policies will be updated to reflect the lessons learnt and consideration given to the wider cultural issues within the school that enabled the behaviour to occur.

Where the victim or alleged perpetrator transfers to another education setting, the designated safeguarding lead will ensure the new provider will be made aware of any on-going support needs (and will discuss this with the victim and where appropriate their parents, as to the most suitable way of doing this) as well as transferring the safeguarding/child protection file. In the case of the alleged perpetrator, where appropriate, this will also include potential risks to other children and staff. See Section 6. Responding to concerns about a child's welfare - record keeping.

Any suspicion or allegations that a child has been sexually abused or is likely to sexually abuse another child (or adult) or where there are concerns about any other form of abuse, a referral must be made immediately to local authority children's social care and where appropriate, the police

Section 8: Safer recruitment and selection of staff

The school uses best practice and has adopted robust recruitment procedures as outlined in Keeping Children Safe in Education (2026) to deter and prevent people who are not suitable to work with children from applying, securing employment or volunteering opportunities in the school. We apply all appropriate measures for our staff, including volunteers, agency, and third-party staff (supply staff) trainees/student teachers, governors, and contractors. This forms a vital part of the whole school approach to safeguarding and is an essential part of creating a safe environment for our learners.

Those involved with the recruitment and employment of our staff have received appropriate safer recruitment training and at least one person who conducts an interview has completed safer recruitment training.

Safer practice in recruitment means thinking about and including issues to do with child protection and safeguarding children at every stage of the process from advertising, job descriptions/person specifications, application forms, shortlisting, employment history and references, selection, and pre-appointment vetting checks.

Appropriate recruitment and vetting checks are carried out for each role in accordance with Keeping Children Safe in Education, including enhanced DBS and barred list checks where applicable, identity, right to work, references, qualifications and relevant prohibition checks. Governors are checked for section 128 directions where required. Childcare disqualification requirements are considered for relevant staff working with children aged five and under or in childcare for children under eight, including the school-run after-school club. The school seeks appropriate assurance from Club 414 about its own recruitment and safeguarding checks.

Other checks that may be necessary for staff, volunteers, and others:

- Individuals who have lived or worked outside the UK – will undergo the same checks as all other staff in the school and further checks deemed appropriate to ensure suitability
- Agency and third-party staff (supply staff) - the school will obtain written notification from any agency or third-party organisation provider that they have carried out checks on an individual who will be working at the school that we would otherwise perform.
- Contractors - where the school uses contactors to provide services the contact will set out their safeguarding requirements.
- Trainee/ student teachers – applicants salaried by the school will undergo all necessary checks by the school. The initial teacher training provider will carry out necessary checks on fee funded trainee teachers and will provide written confirmation that these have been carried out and judged suitable to work with children.
- Volunteers - will undergo all necessary checks by the school and if they are in a role that involves teaching, training, instructing or supervising children frequently or on more than 3 days in a 30-day period or overnight the school will obtain an enhanced DBS check with children's barred list information.

The school maintains a single central record of pre-appointment checks consistent with Keeping Children Safe in Education (2026).

Recruitment, vetting, volunteer supervision and the single central record must meet current statutory requirements. School leaders will apply the school's recruitment procedures alongside this policy.

Visitors

The school premises provide a safe learning environment with secure access. We recognise there are different types of visitors, those in a professional capacity, children's relatives or others visiting for school activities or visitors via a third party and have processes in place to ensure they are suitable, are checked and monitored as appropriate.

We recognise the importance of allowing access for local authority children's social care to conduct, or to consider whether to conduct an assessment and that staff from other partner agencies may need to visit to see a child or young person to either safeguard or promote their welfare. For visitors who are there in a professional capacity, the school will check ID and be assured that the visitor has had the appropriate DBS check depending on the activity they are there to carry out (or that the visitor's employers have confirmed that their staff have appropriate checks).

External speakers/visitors

The school may ask external speakers or visitors to work with children or provide assemblies on subjects such as online safety, relationships/relationships and sex education and health education. On these occasions we refer to the Effective Working Together Guidance: Supporting Schools to Deliver the PSHE Programme guidance. The school will undertake an assessment of the educational value, the age appropriateness of what is going to be delivered and whether relevant checks will be required, and an assessment made of what will be appropriate supervision. There will also be an agreement made in advance of the session/s on how a safeguarding report should be dealt with by an external visitor. See school policy/agreement for visiting speakers.

Alternative provision

The school continues to be responsible for the safeguarding any learner placed with an alternative provision provider. Learners in alternative provision often have complex needs and are vulnerable to additional risk of harm. We will ensure that the provider meets the needs of the learner.

The school obtains written confirmation from the provider that:

- Appropriate safeguarding checks have been carried out on their staff and individuals working for the provider; and
- The provider will inform the school of any arrangements that may put the child at risk i.e., staff changes, so the school can ensure that appropriate safeguarding checks have been carried out on new staff.

The school has arrangements in place to ensure attendance is monitored and that there are effective safeguarding arrangements within the provision. Attendance at any alternative provision is checked and concerns followed up promptly. The school retains oversight of the pupil's safety, whereabouts and education.

Alternative provision placements are regularly reviewed to provide assurance that the learner is regularly attending, and the placement continues to be safe and meets the child's needs. Formal placement reviews take place at least half-termly and sooner if concerns arise.

Use of school premises for non-school activities

Our school safeguarding arrangements will apply to all activities provided by the school under the direct supervision of school staff. Where activities are provided by another body, the governing board will seek assurance that the provider has appropriate safeguarding/child protection policies and procedures in place, as outlined in the Keeping children safe in out-of-school settings guidance. This includes arrangements to liaise with the school where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll/attend the college. Safeguarding requirements are included in all lease/hire agreements. Club 414 privately operates the breakfast club. The school operates the after-school club, to which this policy applies directly. The school will agree clear safeguarding liaison, emergency contact and handover arrangements with Club 414 and seek written assurance about safeguarding procedures, recruitment checks and reporting. Providers and individuals working with children must report concerns immediately to the DSL, share relevant significant incidents including off-site incidents, follow escalation arrangements and share information securely. They must contact social care or the police directly where necessary to protect a child.

Section 9: What staff should do if they have a safeguarding concern or an allegation about another member of staff or concerns about safeguarding practices within the school

As part of our whole school approach to safeguarding there are processes in place for continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour. Our culture and environment support all of our staff to discuss matters that concern them in the workplace and, where appropriate, outside the workplace (including online) which may have implications for the welfare and safety of children.

All concerns and or allegations about adults working in or on behalf of the school (including supply teachers, trainee teachers, contractors, and volunteers) will be reported, recorded, and dealt with promptly and appropriately.

This includes whenever the school receives an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children.

By doing so everyone in the school will:

- Create and embed a culture of openness, trust, and transparency
- Help to identify concerning, problematic, or inappropriate behaviour at an early stage
- Minimise risk of abuse
- Ensure that school staff are clear about professional boundaries and act within these, in accordance with the ethos and value of the school

The school recognise there are two levels of allegation/concern

1. Allegations that **may** meet the harms threshold
2. Allegations/concerns that **do not** meet the harms threshold, also known as 'low level concerns'

Our response to concerns/allegations is consistent with the DDSCP Safeguarding Children Allegations against Staff, Carers and Volunteers procedure.

1. Allegations that may meet the harms threshold

This is where an allegation might indicate that a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school or college. Where it is alleged that anyone working in the establishment, including supply teachers, contractors and volunteers has:

- Behaved in a way that has harmed a child, or may have harmed a child and/or;
- Possibly committed a criminal offence against or related to a child and/or;
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This includes any behaviour that may have happened outside school and is known as transferable risk.

If you have concerns about another staff member

Staff who are concerned about the conduct of a colleague (including supply staff, contractors, and volunteers) must remember that the welfare of the child is paramount.

If staff have a safeguarding concern or an allegation of harming or posing a risk of harm to children is made about another member of staff then this should be reported without delay to the Headteacher, who will consider whether an onward referral to the LADO is required. Where there are concerns/allegations about the Headteacher this should be referred to the chair of governors/chair of the management committee/proprietor. In a situation where there is a conflict of interest in reporting the matter to the Headteacher this should be reported directly to the Local Authority Designated Officer (LADO). The member of staff should make a record which will include time, date, place of incident, persons present, what was witnessed, what was said etc; this should then be signed and dated. At Newton, report concerns about adults directly to Sarah Hughes. Concerns about Sarah Hughes go directly to Peter Roberts, Chair of Governors, using the confidential route described below. Keep adult allegation records securely with restricted access and seek LADO advice promptly where the harm threshold may be met. Do not investigate before taking appropriate advice.

Looking after the welfare of the child

Where a child has been harmed, or there is an immediate risk of harm to a child or if the situation is an emergency, local authority children's social care should be contacted and where appropriate the police. It is the designated safeguarding lead's responsibility to ensure the child is not at risk and refer cases of suspected abuse to children's social care.

For further information, see Newton Primary School's staff code of conduct and the current Derbyshire procedure for managing allegations against staff, carers and volunteers. Safeguarding allegations are referred to the LADO in accordance with that procedure.

2. Concerns that do not meet the harm threshold

Allegation/concerns that do not meet the harms threshold are referred to as 'low-level concerns". A low-level concern does not mean it is insignificant, rather that the behaviour towards the child does not meet the harm threshold as outlined above.

A low- level concern is any concern, no matter how small, that an adult working in or on behalf of the school may have acted in a way that is:

- Inconsistent with the staff behaviour (code of conduct) policy, including inappropriate conduct outside of work, or
- Does not meet the harm threshold or is not serious enough to consider a referral to the Local Authority Designated Officer (LADO)

The behaviour can exist on a wide spectrum. Further information about distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour can be found in the school staff behaviour (code of conduct) policy.

Staff must share low-level concerns promptly and in confidence with Sarah Hughes, Headteacher. Concerns must be recorded factually and held securely with restricted access. They should not be placed routinely on a pupil's MyConcern record. If initially shared with a deputy DSL, the concern must be passed promptly to the Headteacher. Concerns must be reviewed for patterns and referred to the LADO if the harm threshold may be met.

Low-level concerns or allegations about Sarah Hughes must be reported directly to Peter Roberts, Chair of Governors. Staff may request confidential contact through the school office or send sealed correspondence marked Private and confidential for the Chair of Governors. Staff must not route the concern through the Headteacher or the shared safeguarding inbox. If contacting the Chair would delay necessary action, or there is a conflict of interest, contact the LADO directly.

Staff are also encouraged to self-refer where they have found themselves in a situation which could be misinterpreted, might appear compromising to others and/or on reflection they believe they have behaved in a way that they consider falls below the expected professional standards.

The Headteacher will be the decision maker in respect of all low-level concerns; however, this may be undertaken in collaboration with the designated safeguarding lead.

Reports about supply staff or contractors will be notified to their employers.

All low-level concerns will be recorded in writing to include details of the concern, the context and the action taken. For further information about the procedure for recording and responding to low-level concerns see school staff behaviour (code of conduct) policy.

Concerns about safeguarding practices within the school

All staff are encouraged to raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime. These concerns will be taken seriously by the senior leadership team.

For information about how to raise concerns with the senior leadership team or other channels see staff behaviour (code of conduct) policy, which incorporates the whistleblowing routes available to staff.

Appendix 1 Fallback safeguarding concerns form

Use when MyConcern is unavailable or you do not have access. Speak immediately to the DSL or deputy; do not wait to complete this form. Give the completed form directly to the DSL or deputy for secure recording. Concerns about adults follow Section 9.

Child's full name and date of birth	
Class or year group	
Your name and role	
Date and time of concern	
Place and people present	
What happened or was disclosed	Record facts and the child's exact words. Distinguish observation from information reported by others.
Immediate action taken	
Reported to and time reported	
Your signature and date	
DSL action decision and rationale	
Follow-up and review arrangements	

Appendix 2 Safeguarding reporting and referral steps

1 Act immediately

If a child is in immediate danger, call 999. Take necessary action to protect the child. Do not wait for a DSL.

2 Tell the safeguarding team

Speak immediately to Sarah Hughes or a deputy: Helen Baines, Ashleigh Booth or Carol Wain. Contact through the school office on 01773 872384. Do not rely on email or a MyConcern alert for urgent action.

3 Record the concern

Make a factual MyConcern record promptly, using the child's own words. If the system is unavailable, complete Appendix 1 and hand it directly to a DSL or deputy.

4 Assess and refer

The DSL or deputy considers the child's wishes, immediate safety and support needs. Refer urgent protection concerns to Starting Point on 01629 533190 or the police. Professional advice is available on 01629 535353. Anyone may refer directly; inform the DSL as soon as possible.

5 Follow up and escalate

Record the decision, reasons, referral, actions and outcome. Check that support or statutory action is progressing. Escalate through local procedures if the response does not protect the child.

Concerns about an adult

Report directly to Sarah Hughes. Concerns about Sarah go directly to Peter Roberts, Chair of Governors, using the confidential route in Section 9. Contact the LADO where appropriate: professional.allegations@derbyshire.gov.uk.

Outside school hours

The safeguarding inbox is checked less frequently during holidays. For urgent concerns contact Starting Point or the police directly; call 999 for immediate danger.

Appendix 3 The seven golden rules of information sharing

1. **All children have a right to be protected from abuse and neglect. Protecting a child from such harm takes priority over protecting their privacy, or the privacy rights of the person(s) failing to protect them.** The UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 (DPA) provide a framework to support information sharing where practitioners have reason to believe failure to share information may result in the child being at risk of harm.
2. **When you have a safeguarding concern, wherever it is practicable and safe to do so, engage with the child and/or their carer(s), and explain who you intend to share information with, what information you will be sharing and why.** You are not required to inform them, if you have reason to believe that doing so may put the child at increased risk of harm (e.g., because their carer(s) may harm the child, or react violently to anyone seeking to intervene, or because the child might withhold information or withdraw from services).
3. **You do not need consent to share personal information about a child and/or members of their family if a child is at risk or there is a perceived risk of harm.** You need a lawful basis to share information under data protection law, but when you intend to share information as part of action to safeguard a child at possible risk of harm, consent may not be an appropriate basis for sharing. It is good practice to ensure transparency about your decisions and seek to work cooperatively with a child and their carer(s) wherever possible. This means you should consider any objection the child or their carers may have to proposed information sharing, but you should consider overriding their objections if you believe sharing the information is necessary to protect the child from harm.
4. **Seek advice promptly whenever you are uncertain or do not fully understand how the legal framework supports information sharing in a particular case.** Do not leave a child at risk of harm because you have concerns you might be criticised for sharing information. Instead, find out who in your organisation/agency can provide advice about what information to share and with whom. This may be your manager/supervisor, the designated safeguarding children professional, the data protection/information governance lead (e.g., Data Protection Officer), Caldicott Guardian, or relevant policy or legal team. If you work for a small charity or voluntary organisation, follow the NSPCC's safeguarding guidance.
5. **When sharing information, ensure you and the person or agency/organisation that receives the information take steps to protect the identities of any individuals (e.g., the child, a carer, a neighbour, or a colleague) who might suffer harm if their details became known to an abuser or one of their associates.**
6. **Only share relevant and accurate information with individuals or agencies/organisations that have a role in safeguarding the child and/or providing their family with support, and only share the information they need to support the provision of their services.** Sharing information with a third party rarely requires you to share an entire record or case-file – you must only share information that is necessary, proportionate for the intended purpose, relevant, adequate and accurate.
7. **Record the reasons for your information sharing decision, irrespective of whether or not you decide to share information.** When another practitioner or organisation requests information from you, and you decide not to share it, be prepared to explain why you chose not to do so. Be willing to reconsider your decision if the requestor shares new

information that might cause you to regard information you hold in a new light. When recording any decision, clearly set out the rationale and be prepared to explain your reasons if you are asked.

Taken from Information Sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers (2024) HM Government

Note:

The Derbyshire Education Data Hub advise schools ensure there is a good working relationship between DSL and Data Protection Officer (DPO). Work together to determine when information should be shared, how and under what lawful basis. Ensure all decisions are properly recorded and do not attempt to redact information without the support and advice of your Data Protection Officer (even if your safeguarding recording software offers this functionality).

Appendix 4 Safeguarding and child protection recording

(Please note: this appendix has been developed and published for schools by the Derbyshire Data Protection Hub)

Introduction

The Independent Inquiry into Child Sexual Abuse (IICSA) found that proper creation, maintenance and long-term retention of records is an important part of supporting victims of Child Sexual Abuse (CSA) and bringing perpetrators to justice. This is because victims and survivors may take decades to come to terms with what has happened to them and potentially to decide to take action to report a crime.

The IICSA Inquiry recommended that records relating to CSA should be retained for 75 years. It also recommended that the UK government directs the Information Commissioner's Office (ICO) to introduce a Code of Practice on retention of and access to records known to relate to child sexual abuse. The Inquiry report stated that such a code should set out that institutions should have:

- retention policies that reflect the importance of such records to victims and survivors, and that they may take decades to seek to access such records;
- clear and accessible procedures for victims and survivors of child sexual abuse to access such records;
- policies, procedures and training for staff responding to requests to ensure that they recognise the long-term impact of child sexual abuse and engage with the applicant with empathy.

Newton Primary School recognises the importance of records for victims and survivors and will review its practices with the Data Protection Officer in light of IICSA recommendations and current legal requirements.

Statement of Intent

Newton Primary School is aware that creation, maintenance and retention of child protection, safeguarding and CSA records must be carried out with the understanding that access to records may be required many decades after records are created.

This appendix must be read alongside the school's records retention arrangements. Education Data Hub advises on retention, secure transfer, access requests and lawful information sharing.

How to record safeguarding/child protection concerns.

Given these very long retention periods, Newton Primary School will ensure that safeguarding, child protection and CSA records are written in such a way as to be intelligible in the future and without any additional knowledge of the school, its staff, pupils or systems. Staff will be trained in good practice.

Our records will:

- Be written by the school's Designated Safeguarding Lead (DSL), Deputy (DDSL) or other suitably trained staff
- Identify the author by name and role
- Make clear it where the person who is recording the information is not the person who has seen or heard the issue, and identify all relevant parties by name and role

- Use full names (not initials) of staff, other adults and parents/family members (full name in this context means first and surname)
- Ensure staff roles / job titles are included
- Ensure family relationships are clear
- Use full name (not initials) of child whose record this is
- Use full name (not initials) of any other child involved and ensure a mirror record is on their file, if appropriate
- Not use initials when recording names
- Where individuals have the same or similar names, ensure there is a distinguishing factor, eg middle name, job title, DoB etc
- Ensure all spelling, punctuation and grammar is correct.
- Use appropriate language to describe events, not slang, shorthand, local terminology or asterixis.
- Ensure quotes are properly identified as such and attributed to their owner
- Be objective and avoid opinion. If opinion is necessary, ensure it is identified as such and attributed to its owner.

How records are stored

Newton Primary School uses MyConcern to record and store safeguarding and child protection concerns, decisions, referrals and follow-up actions.

The school will review safeguarding data processing, access controls and any required Data Protection Impact Assessment with Education Data Hub.

We inform our pupils, families and staff that we process their personal data for this purpose via our Privacy Notices which are published on the school website.

Related first-hand paper notes must be securely retained and accurately transcribed into MyConcern, identifying who wrote the original notes and when. The transcription must state the date and time of the original notes. Relevant diagrams are scanned and retained securely. Original evidence must not be discarded merely because it has been transcribed.

The transfer of pupil safeguarding records

Keeping Children Safe in Education states that “where children leave the school or college, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives. The designated safeguarding lead should ensure secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file.”

When a child leaves Newton Primary School, all pupil records, including safeguarding, child protection and CSA records must be transferred in a secure manner, to the child’s new school. The legal basis and time scale for this can be found in The Education (Pupil Information) (England) Regulations 2005, parental consent is not required.

All copies of data held by the school that the child has departed will then be deleted or retained in line with the retention policy, including all paper records and data stored electronically. A record could be kept for tracking and auditing purposes only.

Schools may retain some minimal 'skeleton' data about pupils' admission, departure and next destination (where known) in order to respond to any requests for information about these pupils and for the school's historical archive. Where we intend to create and maintain these records, this will be noted on the retention policy. In some instances, we may have a legitimate interest in retaining a copy of more detailed pupil records for a longer time period. If we do retain pupil records, we will justify this retention and document the reasons for doing so, and will carry out a Data Protection Impact Assessment where required.

Responsibility for maintaining the pupil record, including retaining records relating to Child Protection, Safeguarding and CSA passes to the 'last known school'.

The school is the final or last known school if:

- secondary phase and the pupil left at 16 years old or for post-16 or independent education, or;
- at any point the pupil left for elective home education, they are missing from education, or have left the UK, or have died.

Tertiary colleges are not included in this definition, therefore the school will retain the record. However, the college must receive a copy of the child protection file, as per the requirements of KCSiE above.

Retention of Records relating to Staff

Newton Primary School retains staff records in line with the school Record Retention Policy. Where staff records pertain to CSA they will be retained for up to 75 years, subject to review, as set out in the Policy.

As stated above regarding the long-term retention of minimal pupil records, we may wish to retain very basic 'skeleton' records about staff that have worked in the school beyond the normal retention of the whole personnel/HR file. This information may include the staff name, role, contract start and end dates and evidence of Single Central Record checks. This may be useful when we need to respond to requests for information from/regarding staff, in the event of it being needed for litigation or other legal purpose and as part of our historical archive. If we intend to create and maintain these records, this will be noted on the retention policy.

Appendix 4 - MY concern WAGOLL
For purpose of concern, child is named Jonny Boy.

Concern Summary- Jonny Boy disclosed parents arguing at home.

Details of Concern- This morning, upon entering the classroom, Jonny Boy appeared visibly upset. I, Mrs Emma Jones, Class Teacher, spoke with Jonny Boy privately outside of the classroom to offer support. During the conversation, Jonny Boy disclosed that they had been awoken the previous night by their mother (mothers name- use integris) and father (fathers name) shouting at each other.

When asked what time the incident occurred, Jonny Boy was unable to provide a specific time. Jonny Boy added that their parents were speaking “nicer” to each other that morning.

Location- Classroom

Actions- Reassured Jonny Boy and told them that I would need to pass this information onto Mrs Collins (Headteacher and Lead DSL). I asked Miss Joanna Smith (Teaching Assistant) to check in with Jonny Boy later in the day. Jonny Boy returned to class.

Chronology updates by DSL

Action- Mrs Collins (Headteacher) spoke to Jonny Boy at breaktime about the shouting that they had heard last night between Mum and Dad. Mrs Collins asked if this happened often, Jonny Boy responded ‘no’. Mrs Collins told Jonny Boy that she would contact Mum to discuss. Miss Smith (Teaching assistant) was asked to update the concern once she had spoken to Jonny Boy. Mrs Collins contacted Jonny Boy's Mum (add full name) to discuss the concern raised. Mum said that she was shouting over housework and confirmed that this didn't happen often. Mrs Collins asked if Mum could reassure Jonny Boy when they returned home. Miss Smith (Class Teacher) spoke with [Jonny Boy] and observed them for the remainder of the day, noting no further signs of distress.

Outcome- No further action from school. Concern to be closed. Situation to be monitored as part of ongoing pastoral support.

Key Points to remember for staff when recording concerns

* Always log children’s full names. Staff should log full names and your role (if member of staff their job title, if family member their relation to child). If you are unsure of how to spell names please check on RM Integris (or ask a member of staff who has access to do so.)
*Always add location to the concern
* Use professional language e.g. (avoid opinions and always think someone may need to read this in 15 to 20 years). Ensure spelling and grammar are correct. Remember this could be read and shown in a court of law.
* Staff to always log their actions (if the concern is around behaviour what did the teacher do).
* Staff should always notify a DSL regarding their concern. If staff member believes a child is it at immediate risk of harm then they must file log as Urgent and immediately find a DSL.
* Never log a concern that needs actioning after the close of school- always find a DSL first. (If a concern is logged after school DSL's might not see this until the next day).

Appendix 5

Safeguarding at Newton

It could happen here.

Immediate danger? Call 999

Protect the child. Do not wait for a DSL.

1 Tell a safeguarding lead immediately

Sarah Hughes (DSL) or a deputy:
Helen Baines, Ashleigh Booth or Carol Wain.
Speak face to face, or call the school office:

01773 872384

2 Write down your concern

Staff: record the concern on **MyConcern**, using the WAGOLL on the safeguarding board in the staffroom.
Supply staff and visitors: ask office staff for **Appendix 1 of the Safeguarding Policy**, or find it on the school website.
Record facts and the child's own words.
Handwritten notes must go directly to a DSL or deputy.

Urgent concerns must be reported directly.

Do not rely on email or a MyConcern alert.
Cannot reach a DSL? Anyone can refer to
Starting Point: 01629 533190 or the police.
The DSL will assess, refer, record and follow up.

Concern about an adult?

Tell **Mrs Hughes**. If the concern is about her, contact **Peter Roberts, Chair of Governors**, confidentially through the office. Do not use the shared inbox.
LADO: professional.allegations@derbyshire.gov.uk

Out of hours: **Starting Point 01629 533190** or the police.
Immediate danger: call 999.