



SAFEGUARDING AND CHILD PROTECTION PROCEDURES PART 2 SEPT 25

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Our School

Our Context

Bennerley Fields is a vibrant, nurturing special school where everyone is welcomed, valued and respected. We provide education for approximately 100 pupils aged 2-16 with a wide range of learning difficulties and diverse needs. We provide places for children who live in Derbyshire, Derby City, Nottingham and Nottinghamshire. We are part of Esteem Multi-Academy Trust.

At Bennerley Fields we strive to:

- Protect children from maltreatment.
- Prevent impairment of our children's mental and physical health or development.
- Ensure that our children grow up in circumstances consistent with the provisions of safe and effective care.
- Take action to enable ALL children to have the best outcomes.

This policy provides guidance to all adults working within the school along with Keeping Children Safe in Education 2025 (KCSIE 25) and Working Together to Safeguard Children 2023.

- This policy is available on our website along with Safeguarding and Child Protection Procedures part 1 and is available on request from the main office.
- This policy will be reviewed on an annual basis or sooner should legislation/guidance change.
- *Photos of DSLs and DDSLs are in the reception area so all pupils and parents are clear who to approach with any concerns regarding safeguarding as well as which ones are in school at that moment.*
- *All staff who work directly with children, are provided with, and have read at least Part 1 or Annex A (condensed version of Part 1) of KCSIE 2025 guidance.*

We ensure that the school uses a robust system regarding staff and visitor induction.

All new staff and new visitors receive an induction according to their role. This includes the checking of ID, and receiving information regarding code of conduct and safeguarding procedures and expectations.

All staff and visitors use the online signing in system and are issued with a lanyard according to their role:

- Staff - orange.
 - Visitors (have a DBS) - green.
 - Visitors (no DBS seen) - red.
- My Concern is used to report and record a safeguarding concern, which all staff have had training to use on induction and reminders throughout the year as needed.
 - Confide is used to report any low level concerns regarding staff including supply, volunteers and contractors.
 - Dan Liddane is the behaviour lead and provides training for all staff in regulated activity with pupils regarding the principles set out by Team Teach approach as a positive behaviour management strategy emphasising de-escalation and positive handling in conflict management.
 - All incidents of challenging behaviour are recorded on Integris as well as training and support for recording of behaviour incidences on Iris during induction and refreshers as needed.

- Arbor is a school Management Information System that holds all pupil information including attendance, SEN and medical. Pupil attendance is reported daily through the attendance register and reports O attendance are accessed through this system.

These procedures should be read in conjunction with other relevant policies.

Our Pupils, Our Families and Our Community

Our pupils have a wide range of needs including:

- Communication and Interaction: e.g., Autistic Spectrum Disorder, speech and language difficulties.
- Cognition and Learning: e.g., dyslexia, global delay.
- Social, Emotional and Mental Health Difficulties: e.g., Attention Deficit Hyperactivity Disorder, Attachment Disorder (ADHD)
- Sensory and Physical: e.g., hearing impairment, visual impairments, sensory processing difficulties, dyspraxia, epilepsy.

All pupils attending the school have an Educational Health Care Plan (EHCP) clearly detailing their special education needs, approaches to meeting these needs and required provision.

We recognise that our pupils with special educational needs (SEN) or disabilities or certain health conditions may face additional safeguarding challenges and are 3 times more likely to be abused than their peers. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

We offer extra pastoral support to our pupils.

We offer enhanced communication support to our pupils.

Any concerns of abuse involving pupils with SEND will require close liaison with the DSL/ DDSLs and the SENCO.

We understand that some children will be more vulnerable, both online and offline, due to their individual needs and / or personal circumstances. We understand that some young people will require more support to keep themselves safe. We are all committed to providing the additional support, education, guidance or multi agency protection that these pupils need to be able to achieve and thrive.

We will ensure that we remain particularly alert to the potential need for additional support at any tier or threshold for a child who:

- Is disabled
- Has special educational needs (whether or not they have a statutory education health and care (EHC) plan)
- Is a young carer
- Is bereaved
- Is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime

- Is frequently missing/goes missing from education, care or home
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Is at risk of being radicalised or exploited
- Is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol
- Is suffering from mental ill health
- Has returned home to their family from care
- Is at risk of so-called ‘honour’-based abuse such as female genital mutilation (FGM) or forced marriage
- Is a privately fostered child
- Has a parent or carer in custody or is affected by parental offending
- Is missing education, or persistently absent from school, or not in receipt of full-time education
- Has experienced multiple suspensions and is at risk of, or has been permanently excluded

Recognising Abuse and Taking Action

Our Training and Our Support

We are all trained in recognising and responding to signs of abuse; training is bespoke to our role and responsibility. The DSL manages an annual safeguarding training and development calendar so that we receive updates / guidance and training throughout the year that ensures we are confident and competent to meet the needs of our pupils. The training is comprehensive, regular and planned and we are able to evidence impact.

Governors receive the appropriate safeguarding training the Esteem MAT Support by the Governance lead and Head of Safeguarding and Early Help. This training is then shared with the school to provide evidence of training.

See Appendix (i)

Safeguarding Training / Awareness	DSL / DDSL	School staff in regulated activity	Staff in non-regulated activity	Governors
Safeguarding and Child Protection	ü	ü	ü	ü
KCSIE updates	ü	ü	ü	ü
PREVENT	ü	ü	ü	ü
Online Safety	ü	ü		
FGM	ü	ü		
Private Fostering	ü	ü		
Safer Recruitment	ü			ü

We have a team of staff in our school who are trained to lead safeguarding across our school. The DSL or the DDSL will always be available on site. If we have concerns about a pupil or the conduct of a member of staff (both in school or outside of school) we always seek advice from the DSL or the DDSL. For more information on the role of the DSL and DDSL, please refer to Part 1 Esteem Safeguarding Policy

Our Safeguarding Team	Names	Contact Details
DSL	Anna Shelton (Deputy Headteacher)	ashelton@bennerleyfields.derbyshire.sch.uk
DDSL	Jenni Wright (Headteacher)	JWright@bennerleyfields.derbyshire.sch.uk
DDSL	Shirley Sewell (Family Support Worker)	familysupport@bennerleyfields.derbyshire.sch.uk
DDSL	Dan Liddane (Assistant Headteacher)	dlidanne@bennerleyfields.derbyshire.sch.uk
DDSL	Gaby Marchini (Assistant Headteacher)	gmarchini@bennerleyfields.derbyshire.sch.uk
DDSL	Julie Addison (Zero Hours Family Support Worker)	Jaddison2@bennerleyfields.derbyshire.sch.uk
Link Governor	Maria Marson	mmarson@bennerleyfields.derbyshire.sch.uk
Link Trustee	Martin Finch	

If the DSL or DDSL requires support or guidance, they can contact:

Role	Contact	Details
Esteem Head of Safeguarding and Early Help	Hannah Longley	hlongley@esteemmat.co.uk
Esteem Head of HR	Chloe Taylor	Ctaylor-walster@esteemmat.co.uk
FASST Senior Key Worker (Early Help)	Timara Soar-Hamilton	Tsoar-hamilton@esteemmat.co.uk
Chair of LGB (if concerns are around the Head Teacher)	Siobhan Cunningham	Scunningham@bennerleyfields.derbyshire.sch.uk
Local Safeguarding Advice Line	Starting Point	01629 535353

Pupils with special educational needs, disabilities or health issues

We recognise that pupils with SEND or certain health conditions can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers. Additional barriers can exist when recognising abuse, exploitation and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration

- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so

We offer extra pastoral support for these pupils. This includes:

Add details of the pastoral support you offer these pupils, as well as the support you provide to help pupils overcome any communication barriers they face.

Any abuse involving pupils with SEND will require close liaison with the DSL (or deputy) and the SENCO.

Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children. Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support.

Our school and Esteem Multi Academy Trust recognises that supporting pupils and families who may be at risk can be challenging for the staff involved. The DSL (or DDSL) has access to regular Safeguarding Supervision and the Esteem DSL Network.

All staff can access support via Westfield Health.

We follow Bennerley Field School's procedures where we have any concerns regarding the welfare or safety of a pupil. Our visitors, volunteers, Governors and Trustees also follow Bennerley Field School's procedures, this is made clear to them. On the first visit to school, all visitors receive an induction pack that identifies the school expectation, who is the Safeguarding team, how to find them to report a concern.

Taxi drivers, minibus drivers and personal assistants have information that is shared at the beginning of the year (or when a new contract is started). This identifies all the Designated and Deputy Designated Safeguarding leads, how to report a concern and the expectations regarding safeguarding at Bennerley Fields. Also, each term an update is shared with them regarding the expectations, how to report a concern and to share any further information needed.

Communicating and Working with Parents and Carers

Where appropriate, we will discuss any concerns about a pupil with their parents or carers. The DSL will normally do this in the event of concern or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the pupil, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and

when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them and understand their wishes in terms of what support they may need and how the report will be progressed.
- Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s).

If school have assessed that Early Help intervention would be appropriate for the pupil or for the family, this referral to Esteem FASST or Derbyshire Family HelpTeam will only be completed with consent. Parents and Carers do have the right to withdraw their consent at any point.

Recording and Reporting

For Staff

We will hold records in line with our Esteem Records Retention Policy.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, will be recorded on My Concern, including where referrals were or were not made to another agency such as local authority children's social care or the Prevent programme, etc. If I am in any doubt about whether to record something, I will discuss it with the DSL / DDSL.

Records will include:

- A clear and comprehensive summary of the concern.
- Details of how the concern was followed up and resolved.
- A note of any action taken, decisions reached and the outcome.

Photographs of children/injuries will not be taken by Esteem staff, except in exceptional circumstances and following a discussion with a member of the Esteem Education Team.

Concerns, referrals and any other documents regarding safeguarding a pupil (including meeting minutes and reports) will be uploaded and stored in My Concern. This confidential information and will be held securely on My Concern and only available to those who have a right or professional need to see them.

Any non-confidential records will be readily accessible and available.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded as soon as possible, securely, and separately from the main pupil file.

To allow the new school/college to have support in place when the child arrives, this should be within:

- **5 days** for an in-year transfer.
- **The first 5 days** of the start of a new term.

In addition, if the concerns are significant or complex, and/or social care are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

- If the receiving school has My Concern then all reports are sent electronically.
- If the school does not use My Concern a safeguarding chronology is generated on My Concern, including all files. Then two DSLs or DDLs will check that the email of the transferring school (speaking to them, sending an

email to confirm and checking the school website). Then the records are sent electronically using secure mail from My Concern and an email is requested to confirm that the information has been received.

- Staff have different levels of access to My Concern, depending on their role. All DSLs and DDSLs have access to all safeguarding information which ensures that confidentiality is upheld.
- In addition, if the concerns are significant or complex and/or social care are involved, the DSL or DDSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.
- All records are then archived on My Concern.

Safeguarding information is kept strictly confidential and will only be shared with appropriate local agencies including Social Services, Early Help Practitioners or the Police. GDPR practices are maintained to ensure the safety and wellbeing of our pupils' information and is only shared to appropriate agencies in line with Derbyshire's Child Protection and Safeguarding Procedures.

Please refer to the EMAT Retention Policy September 23

For Our Pupils

Where there is a safeguarding concern, I will take the pupil's wishes and feelings into account when reporting. The DSL and or DDSLs will consider the pupils wishes and feelings when determining what action to take and what services to provide.

I recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we:

- Constantly reassure pupils that they have a voice, will be listened to and what they say will be taken seriously. They know that they will be supported and kept safe. They will never be given the impression that they are creating a problem by reporting abuse.
- Encourage the pupils to talk freely with staff if they are worried or concerned about something and our staff understand that a victim of any type of abuse should never feel ashamed for making a report. Their views and wishes will inform any assessment and provision for them.
- Pupils are reassured following a disclosure, explaining what happens next and making sure that the support continues, so that they can talk whenever they need to.
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils by:
- Who can help poster displayed in each classroom to identify who can help them (Teacher, Teaching Assistant, Adult in School) as well as DSL and DDSLs.
- Child friendly policies regarding what is safeguarding, what to do if they have a worry, written using pupil voice (the School Council and Wellbeing Team).
- Through the PSHE/RSE curriculum with explicit lessons regarding staying safe, trusted adults. This is further supported by further learning opportunities throughout the day as lead by class or individual discussions, or during assemblies.
- Pupils are supported in reporting concerns with compassion and understanding. All concerns raised by pupils are actioned and investigated by the Designated Safeguarding Leads to ensure pupils feel heard.

Our Safeguarding Procedures

If a Pupil is Suffering or Likely to Suffer Harm or is in Immediate Danger.

We will make a referral to children’s social care and/or the police **immediately** if we believe a child is suffering or likely to suffer from harm or is in immediate danger.

Anyone can make a referral but our DSL and DDSL are trained to lead on referrals.

If I have made the referral directly and I am not the DSL or the DDSL, I will inform the DSL or DDSL immediately or as soon as possible.

We will ensure we follow the procedures for making a referral to Social Care as determined by our local Safeguarding Partnership.

<https://www.derbyshire.gov.uk/social-health/children-and-families/support-for-families/starting-point-referral-form/starting-point-contact-and-referral-service.aspx>

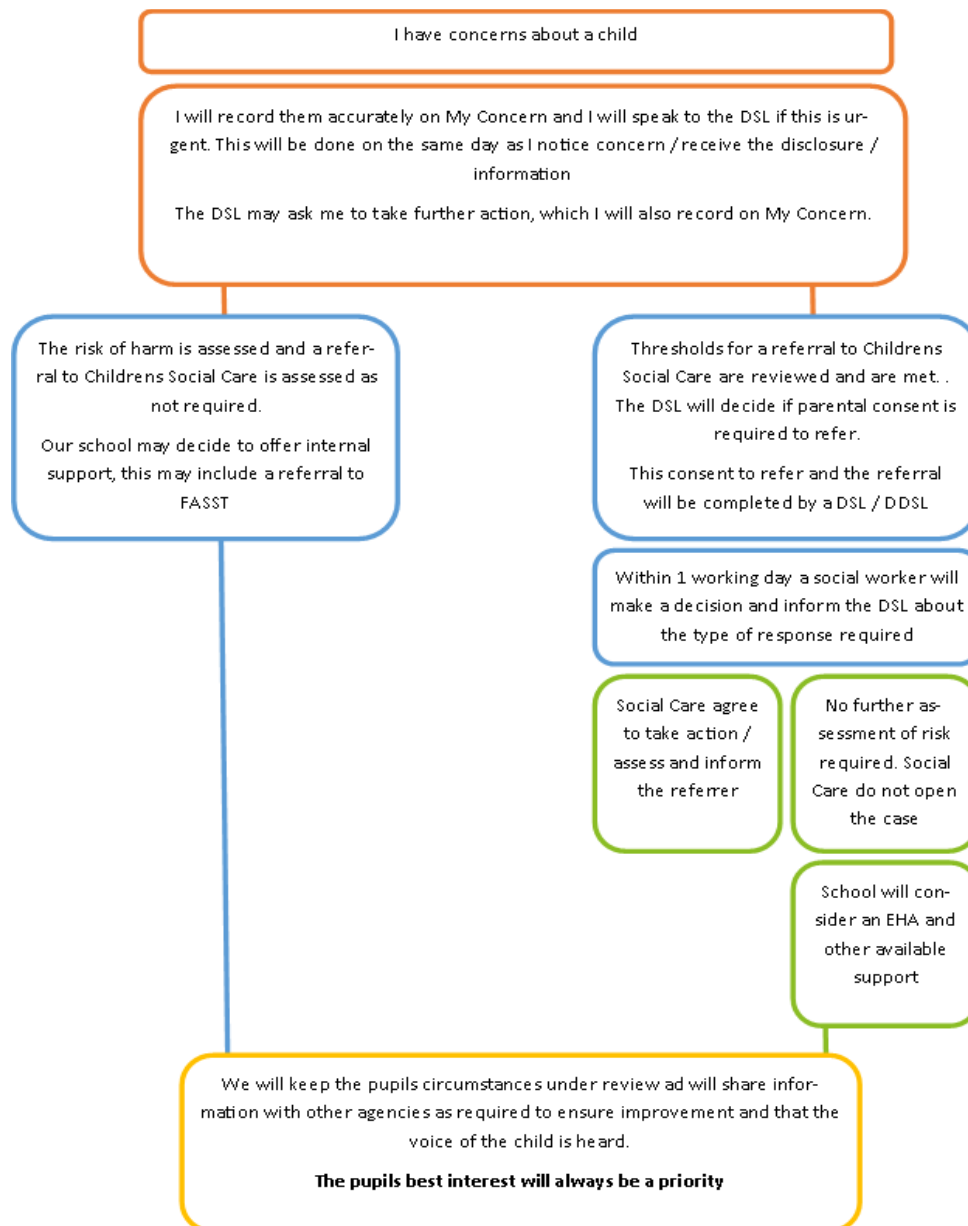
If a Pupil Makes a Disclosure to Me.

If a pupil discloses a safeguarding issue to me, I will:

- Listen to and believe them. I will allow them time to talk freely and will not ask leading questions.
- Stay calm and I won’t show that I am shocked or upset.
- Tell the pupil they have done the right thing in telling me. I won’t tell them they should have told me sooner.
- Explain what will happen next and that I will have to pass this information on. I will not promise to keep it a secret.
- Write up my conversation on My Concern as soon as possible on the day the information was received using the child’s own words. I will stick to the facts, and I won’t put my own judgement on it. I will ensure that my language is professional and cannot be misconstrued. I will record information as if it is going to be shared with external partners and parents / carers.
- Ensure that the DSL has received the report. Alternatively, if appropriate, I will make a referral to children’s social care and/or the police directly and I will tell the DSL as soon as possible. Aside from these people, I will not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.
- I understand that some pupils may:
 - Not feel ready, or know how to tell someone that they are being abused, exploited or neglected.
 - Not recognise their experiences as harmful.
 - Feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers.
 - Not be able to disclose using verbal communication and need access to augmentative communication systems and staff trained.
 - Communicate through their behaviour or require staff to recognise changes in their presentation, concentration and motivation.

None of this will stop me from having a ‘professional curiosity’ and speaking to the DSL or DDSL if I have concerns about a child.

If I have Concerns About a Child (As Opposed to Believing A Child Is Suffering Or Likely to Suffer From Harm, or That They Are In Immediate Danger).



I will record my concern onto My Concern and I will speak to the DSL or DDSL to agree a course of action. I may be required to take low level actions and record this onto the My Concern system.

If in exceptional circumstances the DSL or the DDSL is not available, this will not delay appropriate action being taken. I will speak to a member of the senior leadership team and/or take advice from Esteem Head of Safeguarding, a Senior Practitioner in the Esteem Family and Student Support Team and / or local authority children’s social care. I know I can also seek advice at any time from the NSPCC helpline on 0808 800 5000.

If I take any actions directly, including making a referral to children’s local authority social care, I will always seek advice from Esteem MAT and I will share details with the DSL as soon as practically possible. If I make a referral

directly, I will record the details on My Concern immediately. Any online or paper-based referral must be uploaded as a file onto My Concern.

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will usually make the referral or will support me to do so. The DSL will refer to the local safeguarding partnership / board threshold document and will evidence their concerns using the descriptors published.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes and any discussions are accurately recorded on My Concern.

If the pupil's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

Esteem FASST and Early Help Assessment (EHA)

Esteem FASST are our central Early Help Service. They have a tiered model of support that all pupils and families can access to ensure the right support at the right time.

Further information and referral forms can be found at www.fasst-esteem.co.uk

If an EHA is appropriate, the DSL will generally lead on either liaising with other agencies or setting up an inter-agency assessment or will make a referral to the Esteem FASST who will then lead as appropriate. I may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. We will discuss and agree, with statutory safeguarding partners, levels for the different types of assessment, as part of local arrangements.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Specific Safeguarding Concerns.

At Bennerley Fields all staff are trained to notice and to have professional curiosity. Staff are supported to discuss their observations and their concerns with a DSL/ DDSL. All staff are encouraged to have confidence to challenge and think the unthinkable.

These indicators of abuse and the action we will consider are not an exhaustive list but are points for reflection and consideration. All staff are skilled at identifying indicators of abuse. We notice changes in behaviour, presentation, motivation and communication and know what actions are required to promote a pupils wellbeing and to keep them safe.

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support staff to do so. Alternatively, if appropriate, staff will make a referral to children's social care and/or the police directly and will tell the DSL or DDSL as soon as possible.

In most cases parents/carers are informed of the call and referral being made to Call Derbyshire. However, if we feel that this is not in the best interest of the pupil then the call is made without parents/carers being informed.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child’s situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child’s situation improves.

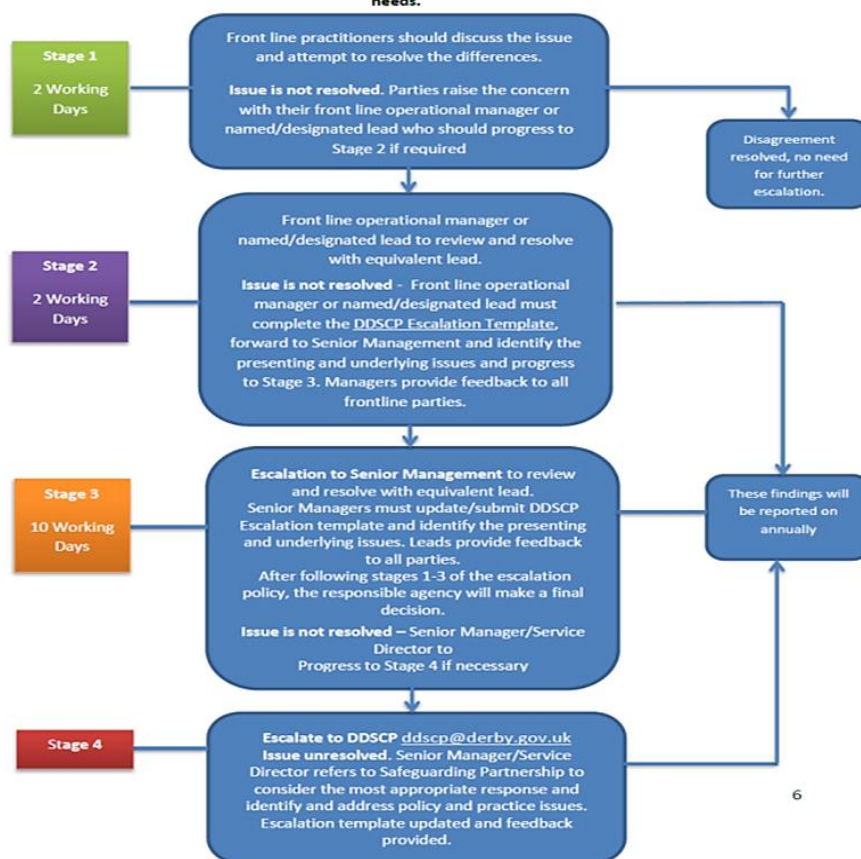
Derby and Derbyshire Safeguarding Children Partnership expects members of staff working directly with families to share information appropriately and work to plans agreed in all relevant forums. It is important that there is a culture which actively supports professional challenge. This should be recognised as a positive activity and a sign of good professional practice and effective multiagency working. Where there are differences and disagreements between agencies or practitioners, a clear framework is in place to ensure that timely and effective resolution is reached.

The Derby and Derbyshire Safeguarding Children Partnership Resolution of Professional Disagreement Flow chart identifies the progression of referral and escalation that Bennerley Fields will follow:

It is every professional’s responsibility to ‘problem solve’. Communication is extremely important and is the key to resolving professional misunderstandings or disagreements.

This is for any professional working with a child who has concerns about another agency’s decision. Concerns should be specific and evidenced based as to the need and difference.

At all stages the discussion and outcome should be within the timescales prescribed and focused on the child’s needs.



A pupil whose behaviour towards other pupils causes a safeguarding concern or where we have received an allegation of Child-on-Child Abuse (peer-on-peer where the young people are 18+)

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils. We have an attitude that child on child abuse can happen here.

We recognise that some groups of children are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk of child-on-child abuse. All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations or concerns that raise safeguarding concerns of harm or risk.

This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence.
- Could put pupils in the school at risk of harm.
- Is violent.
- Involves pupils being forced to use drugs or alcohol.
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes).

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex.
- Through a group of children sexually assaulting or sexually harassing a single child or group of children.
- Online and face to face (both physically and verbally).

Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

Managing allegations of child-on-child abuse (and peer-on-peer abuse where the young people are 18+)

When supporting victims, we will:

- Reassure that the law on child-on-child abuse is there to protect them, not criminalise them.
- Reassure that they are being taken seriously and that they will be supported and kept safe.
- Ensure that they are never given the impression that they are creating a problem by reporting any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.

When supporting alleged perpetrators, the DSL will:

- Take the lead role in any disciplining of the alleged perpetrator(s).
- Provide support (or refer to a service to provide support) at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or LA children's social care to determine this.
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing.

When recording and reporting an allegation of abuse against another pupil we will:

- Record the allegation and inform the DSL immediately, but we will not investigate it.

The DSL will:

- Contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence.
- Put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s).
- Contact the children and adolescent mental health services (CAMHS), if appropriate.

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

- Lucy Faithfull Foundation's '[Shore Space](#)', which offers a confidential chat service supporting young people concerned about their own or someone else's sexual thoughts and behaviours.

We will create a supportive environment at Bennerley Field's school to minimise the risk of child-on-child abuse by:

- Regularly reviewing decisions and actions and updating policies with lessons learnt.
- Looking out for potential patterns of concerning, problematic or inappropriate behaviour, and deciding on a course of action where we identify any patterns.
- Considering if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again.
- Being alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners.
- Remaining alert to the possible challenges of detecting signs that a child has experienced sexual violence and show sensitivity to their needs.
- Challenging any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images.

- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys.
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent.
 - PSHE Curriculum <https://primarysite-prod-sorted.s3.amazonaws.com/bennerley-fields-school/UploadedDocument/1fcbb365-800b-47eb-9f9b-6dd65c8166b8/phse-curriculum-coverage-and-outcomes.pdf>
 - RSE Curriculum <https://primarysite-prod-sorted.s3.amazonaws.com/bennerley-fields-school/UploadedDocument/2b5865fd-4557-4566-9af6-42cf994f7de7/rse-curriculum-coverage-and-outcomes.pdf>
- Ensuring pupils are able to easily and confidently report abuse using our reporting systems.
- Ensuring we reassure victims that they are being taken seriously.
- Supporting pupils who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed.
- Considering intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment.
- Ensuring staff are trained to understand:
 - How to recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.
 - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”.
 - That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to.
 - A friend may make a report.
 - A member of staff may overhear a conversation.
 - A child’s behaviour might indicate that something is wrong.
 - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation.
 - That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.
 - The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it.
 - That they should speak to the DSL if they have any concerns.
 - That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side.

A pupil who has raised concerns around sharing of nudes and semi-nudes ('sexting')

Indicators of risk may include:

- Change of behaviour
- Teased, harassed or bullied
- Low moods and withdrawn from friends
- Change in friendships with older individuals or groups
- Tired due to poor sleep patterns
- Possible self-harm
- Depression and anxiety
- Withdrawal from school and or family life
- Sexualised behaviour
- Poor attendance

We will report to the DSL immediately if we are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos, (including pseudo-images, which are computer generated images that otherwise appear to be a photograph also known as 'sexting' or 'youth produced sexual imagery').

All adult-involved nude and semi-nude image sharing incidents are child sexual abuse offences and must immediately be referred to police/social care.

I will explain to the pupil that I need to report the incident and reassure them that they will receive support and help from the DSL.

I will **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if I have already viewed the imagery by accident, I must report this to the DSL).
- Delete the imagery or ask the pupil to delete it.
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility).
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers.
- Say or do anything to blame or shame any young people involved.

I will record all of this information accurately on My Concern.

The DSL / DDSL will review the information.

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that manages safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s).

- If a referral needs to be made to the police and/or children’s social care.
- What further information is required to decide on the best response.
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown).
- Whether immediate action should be taken to delete or remove images or videos from devices or online services – this is likely to be on advice from the police.
- Any relevant facts about the pupils involved which would influence risk assessment.
- If there is a need to contact another school, college, setting or individual.
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved).

The DSL will make an immediate referral to police and/or children’s social care if:

- The incident involves an adult.
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs).
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person’s developmental stage or are violent.
- The imagery involves sexual acts and any pupil in the images or videos is under 13.
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming).

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children’s social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children’s social care, the DSL will conduct a further review to establish the facts and assess the risks. They may hold interviews with the pupils involved (if appropriate and all pupils involved attend your school). If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children’s social care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done by contacting the local neighbourhood police on 101 where the information of the concern raised and involved parties will be provided.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded on My Concern.

Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our relationships and sex education and online safety curriculum as part of our PSHE curriculum. Teaching follows best practice in delivering safe and effective education.

A pupil who is Missing from Education or is Absent from Education

We understand that pupils go missing from education could be at increased vulnerability to abuse, exploitation and neglect. There are many circumstances where a child may become missing from education, but some children are particularly at risk.

Pupils being absent from education for prolonged periods and/or on repeat can act as warning sign to a range of safeguarding issues.

Indicators of risk may include:

- Change in friendships or relationships with older individuals or groups.
- Significant decline in performance.
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.
- Holidays scheduled for an extended time abroad.
- Change to behaviour- disengaged/angry/withdrawn.
- Patterns of unauthorised absence, particularly in regard to:
 - Pupils from a Gypsy, Roma or Traveler family.
 - Pupils from Service Personnel families.
 - Pupils who arrive from new migrant families.
 - Pupils who are supervised by the youth justice system.
- Patterns of disengagement from parents / carers (not being able to get in touch/no response to ongoing correspondence)
- Any warning signs that a child may be travelling to conflict zones, be at risk of FGM or forced marriage.
- Any signs that a child may be suffering from harm or neglect, or these risks have been identified.

Actions we will consider are:

- Attendance procedures to be followed and reports recorded onto My Concern and referred to the DSL or DDSL.
- The DSL or DDSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

- The DSL or DDSL will follow the Derbyshire County Council's Child Missing from Education School Flowchart and policy ([Derbyshire CME School Flowchart](#)) to ensure the safety and wellbeing of the pupil and to prevent further missing incidents that put the pupil at further risk.
- The school will notify the Local Authority of any pupil/student who fails to attend school regularly after making reasonable enquiries or has been absent without the school's permission for a continuous period of 10 days or more.

Bennerley Fields School holds at least two emergency contact numbers for each pupil and these are used throughout the referral process to try to keep contact throughout.

A pupil who is persistently absent from education, including persistent absences for part of the school day.

Children being absent from education for prolonged periods and/or repeated occasions can act as a vital warning sign to a range of safeguarding issues.

Indicators of risk may include:

- Neglect
- Child sexual and child criminal exploitation (county lines)
- Limited social skills
- Fabricated illness
- Suffer from changes in emotional well-being/Mental Health
- Domestic violence at home

Actions we will consider are:

- DSL to use attendance data to find patterns and trends of persistent and severe absence.
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school.
- Provide access to wider support services to remove the barriers to attendance including Early Help Family Tier support and TAF.
- The DSL or DDSL will refer to call Derbyshire for Social Worker involvement should there be ongoing concerns surrounding the pupils safety and wellbeing linked to their persistent absence.
- Attendance procedure from the Bennerley Fields Academy Policy implemented (available on school website) including phone calls, home visits, in school meetings and escalation to appropriate services should safeguarding concerns arise.

A pupil who may be a Young Carer

There are estimated 1643 young carers aged 18 and under in Derbyshire with the average age in the UK 12 years old. Young carers provide care, assistance or support to another family member who is disabled, physically or mentally ill, or has a substance misuse problem. Young carers can carry out significant or substantial caring tasks, taking on a level

of responsibility that is above what should be expected from a young person. As well as daily tasks, such as housework, cooking and bathing, young carers live with the added pressure of school.

Indicators of risk may include:

- Regularly late or absence and no reason given.
- Change in behaviour – tired/withdrawn
- Difficulty concentrating on work
- Secretive about home life
- Parent not engaging with school
- Physical neglect – hungry, lacking clean uniform
- Low self esteem, anger or guilt
- Worried about the person they are caring for when not with them.

Actions we will consider are:

- Staff will report the safeguarding concern through My Concern and report to the DSL or DDSL.
- The DSL or DDSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.
- The DSL or DDSL will review the information and determine whether the child is at immediate risk. The DSL or DDSL may call Starting Point for advice surrounding the pupil to determine what level of involvement there should be.
- If the pupil is seen to be at significant risk, The DSL or DDSL will then refer to Call Derbyshire for Social Worker Involvement.
- If the pupil is seen to have emerging needs, the DSL or DDSL will refer to the Derbyshire Local Authority's Early Help Team.
- A referral to the Derbyshire Young Carers Service for support will also be made:
<https://derbyshirecarers.co.uk/contact-us-or-make-a-referral>

A pupil who may be at risk of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity. It may involve an exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into

moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of risk may include:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

Actions we will consider are:

- Staff will report the safeguarding concern through My Concern and report to the DSL or DDSL.
- Use the CRE (Child at risk of exploitation) risk assessment
- Seek advice from Esteem Safeguarding lead Hannah Longley
- The DSL or DDSL will review the information and determine whether the child is at immediate risk. The DSL or DDSL may call Starting Point for advice surrounding the pupil to determine what level of involvement there should be.
- The DSL or DDSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.
- If the pupil is seen to be at significant risk, The DSL or DDSL will then refer to Call Derbyshire for Social Worker Involvement.
- The DSL or DDSL will also report incidents of pupils involving anti-social behaviour and criminal behaviour to the police on 101.
- If the pupil is seen to have emerging needs, the DSL or DDSL will refer to the Derbyshire Local Authority's Early Help Team.
- A referral to the Catch22 CRE support Service will also be made:
<https://www.catch-22.org.uk/find-services/county-lines-support-and-rescue/>
- Pupil will be raised in the Local CRE mapping Meetings and Local Anti-Social Behaviour Meetings to ensure appropriate information sharing with local agencies and service providers.

A pupil who may be at risk of serious violence

Indicators of risk may include:

- Increased absence from school.

- Change in friendships or relationships with older individuals or groups.
- Significant decline in performance.
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above)).

We understand the following risk factors which increase the likelihood of involvement in serious violence include:

- Being male.
- Having been frequently absent or permanently excluded from school.
- Having experienced child maltreatment.
- Having been involved in offending, such as theft or robbery.

Actions we will consider are:

- Staff will report the safeguarding concern through My Concern and report to the DSL or DDSL.
- The DSL or DDSL will review the information and determine appropriate action. The DSL or DDSL may call Starting Point for advice surrounding the pupil to determine what level of involvement there should be.
- The DSL or DDSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.
- If the pupil is seen to be at significant risk, The DSL or DDSL will then refer to Call Derbyshire for Social Worker Involvement.
- If the pupil is seen to have emerging needs, the DSL or DDSL will refer to the Derbyshire Local Authority's Early Help Team.
- Pupil will be raised in the Local CRE Meetings and Local Anti-Social Behaviour Meetings to ensure appropriate information sharing with local agencies and service providers.

A pupil who may be at risk of CSE

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. It may involve an exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

We know that CSE is form of child sexual abuse that may involve physical contact, including assault by penetration or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include noncontact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social

media. Some children may not realise they are being exploited for example they believe they are in a genuine romantic relationship.

Indicators of risk may include:

- Unexplained gifts, money or new possessions.
- Associate with other children involved in exploitation.
- Suffer from changes in emotional well-being.
- Misuse alcohol and other drugs.
- Go missing from home or care for periods of time or regularly come home late.
- Regularly miss school or education or do not take part in education.
- Have older boyfriends or girlfriends.
- Suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Actions we will consider are:

- Use the CRE (Child at risk of exploitation) risk assessment
- Seek advice from Esteem Safeguarding lead Hannah Longley
- Staff will report the safeguarding concern through My Concern and report to the DSL or DDSL.
- The DSL or DDSL will review the information and determine whether the child is at immediate risk. The DSL or DDSL may call Starting Point for advice surrounding the pupil to determine what level of involvement there should be.
- The DSL or DDSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.
- If the pupil is seen to be at significant risk, The DSL or DDSL will then refer to Call Derbyshire for Social Worker Involvement.
- If the pupil is seen to have emerging needs, the DSL or DDSL will refer to the Derbyshire Local Authority's Early Help Team.
- A referral to the Safe and Sound CSE support Service will also be made:
<https://www.safeandsoundgroup.org.uk/our-referral-process-2/>
- Pupil will be raised in the Local CRE mapping Meetings and Local Anti-Social Behaviour Meetings to ensure appropriate information sharing with local agencies and service providers.

A pupil who may be susceptible to radicalisation into terrorism

Schools have a duty to prevent children being drawn into terrorism. The DSL will take Prevent awareness training and refresher training and will make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place and monitored, and equip our pupils to stay safe online.

There is no single way of identifying an individual who is likely to be susceptible to radicalisation into terrorism. We understand the national threat picture and the local risks that may impact on our pupils, their families and our school.

Radicalisation refers to the process of a person legitimising support for, or use of, terrorist violence

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

- Negate or destroy the fundamental rights and freedoms of others; or
- Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
- Intentionally create a permissive environment for others to achieve the results outlined in either of the above points

Terrorism is an action that:

- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system

Radicalisation can occur quickly or over an extended period.

Indicators of risk may include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves.
- Becoming susceptible to conspiracy theories and feelings of persecution.
- Changes in friendship groups and appearance.
- Rejecting activities they used to enjoy.
- Converting to a new religion.
- Isolating themselves from family and friends.
- Talking as if from a scripted speech.
- An unwillingness or inability to discuss their views.
- A sudden disrespectful attitude towards others.
- Increased levels of anger.
- Increased secretiveness, especially around internet use.
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions.
- Accessing extremist material online, including on Facebook or Twitter.
- Possessing extremist literature.

- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations.

Children who are at risk of radicalization may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child’s vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Bennerley Fields School is clear that this exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of the school’s safeguarding duty. The school’s designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

Prevent Duty and Channel Prevent

The school governors, the Head Teacher the DSL and DDSs will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school’s RE curriculum, SEND policy, Assembly Policy, the use of school premises by external agencies, integration of students by gender and SEN, antibullying policy and other issues specific to the school’s profile, community and philosophy.

All schools are subject to a duty to have “due regard to the need to prevent people being drawn into terrorism” (section 26, Counter Terrorism and Security Act 2015). This is known as The Prevent Duty and is part of our schools wider safeguarding obligations.

Designated safeguarding leads and other senior leaders familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and covers childcare). We follow the guidance in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

Our school has a Prevent Single Point of Contact (SPOC) who is the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this is the DSL.

Our School will monitor online activity within the school to ensure that inappropriate sites are not accessed by students or staff. This is best done using specialist online monitoring software, which in this school is called smoothwall.

Channel

Staff at Bennerley Fields will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government’s programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children’s social care team.

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. Anyone that is referred to Prevent will be assessed by Local Authority and other partners to see if they are suitable for Channel. It aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals.
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

- The Channel program focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's participation in the program is entirely voluntary at all stages.
- Schools have a duty to cooperate with the Channel program in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

Actions we will consider are:

- consider the level of risk and decide which agency to make a referral to. This could include the Police or [Channel](#), the government's programme for identifying and supporting individuals at risk of becoming involved with or supporting terrorism or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

A pupil who has a family member in prison, or is affected by parental offending

Indicators of risk may include:

- Suffer from poor mental health – anxiety, upset.
- Be subject to bullying
- Isolated from friends
- Frequent absence from school
- Academic achievement shows a decline
- Having extra responsibilities at home

- Family breakdown leading to discourse at home

Actions we will consider are:

Staff will report the safeguarding concern through My Concern and report to the DSL or DDSL.

- The DSL or DDSL will review the information and decipher whether the child is at immediate risk. The DSL or DDSL may call Starting Point for advice surrounding the pupil to determine what level of involvement there should be.
- The DSL or DDSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.
- If the pupil is seen to be at significant risk, The DSL or DDSL will then refer to Call Derbyshire for Social Worker Involvement.
- If the pupil is seen to have emerging needs, the DSL or DDSL will refer to the Derbyshire Local Authority's Early Help Team.
- If the pupil requires family support, the DSL or DDSL will refer to the Esteem Trust FASST Team for Family Tier Support.
- Mental health services referral including Changing Lives Compass Service:

<https://www.compass-uk.org/services/compass-changing-lives/#:~:text=You%20can%20speak%20to%20one,%2C%20parents%2C%20carers%20and%20professionals.>

A pupil whose family circumstance may presenting challenges. This could be concerns around:

Parental drug and alcohol misuse

Indicators of risk may include:

- Suffer from poor mental health
- Be subject to bullying
- Isolated from friends
- Poor Attendance
- Academic achievement shows a decline
- Having extra responsibilities at home
- Lack of contact and support from home
- Neglect - unclean, hungry.
- Pupil drug and alcohol misuse

Actions we will consider are:

- Staff will report the safeguarding concern through My Concern and report to the DSL or DDSL.

- The DSL or DDSL will review the information and decipher whether the child is at immediate risk. The DSL or DDSL may call Starting Point for advice surrounding the pupil to determine what level of involvement there should be.
- The DSL or DDSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.
- If the pupil is seen to be at significant risk, The DSL or DDSL will then refer to Call Derbyshire for Social Worker Involvement.
- If the pupil is seen to have emerging needs, the DSL or DDSL will refer to the Derbyshire Local Authority's Early Help Team.
- Drug and Alcohol mentoring support referral for pupils:
<https://www.changegrowlive.org/young-peoples-service-derbyshire/info>
- Mental health services referral to the Changing Lives Compass Service:
<https://www.compass-uk.org/services/compass-changing-lives/#:~:text=You%20can%20speak%20to%20one,%2C%20parents%2C%20carers%20and%20professionals.>

Adult mental health issues

Indicators of risk may include:

- Isolated from friends
- Frequent absence from school
- Academic achievement shows a decline
- Having extra responsibilities at home
- Tired
- Difficulty concentrating on work
- Secretive about home life
- Parent not engaging with school
- Physical neglect – hungry, lacking clean uniform
- Low self-esteem, anger or guilt

Actions we will consider are:

- Staff will report the safeguarding concern through My Concern and report to the DSL or DDSL.
- The DSL or DDSL will review the information and decipher whether the child is at immediate risk. The DSL or DDSL may call Starting Point for advice surrounding the pupil to determine what level of involvement there should be.
- The DSL or DDSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

- If the pupil is seen to be at significant risk, The DSL or DDSL will then refer to Call Derbyshire for Social Worker Involvement.
- If the pupil family circumstance is seen to have emerging needs, the DSL or DDSL will refer to the Derbyshire Local Authority's Early Help Team.

Domestic Abuse. We understand that children are also victims of Domestic Abuse.

The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children.

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.

Older pupils may also experience and/or be the perpetrators of domestic abuse and/or violence in their own personal relationships. This can include sexual harassment.

Indicators of risk may include:

- DA notifications into the Safeguarding@bennerleyfields.derbyshire.sch.uk inbox (DSL and DDSLs only). We will not contact parents when we receive a notification; we will ensure we are available to support the child.
- Increased absence from school
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Mental Health concerns/changes
- Covering up with clothing- possibly to hide marks or bruises
- Suffer from sexually transmitted infections or regular urine infections
- Display sexual behaviours beyond expected sexual development or become pregnant
- Numerous accidents
- Lacking social skills with peers
- Low self-esteem and confidence
- Poor personal hygiene

- Increased phone use

Actions we will consider are:

- Staff will report the safeguarding concern through My Concern and report to the DSL or DDSL.
- Support to be offered from school by a Family Support Worker. They will be able to signpost support from the school website, other outside agencies. This could lead to an early help assessment to support the family. A referral for the FASST team can be made for the family or HOPE for the child or young person.
- The DSL or DDSL will review the information and could contact the police on 999 to report the concern. The DSL or DDSL will then refer to Call Derbyshire for Social Worker Involvement.
- Parent/carer will only be informed of service involvement by the school at this point if it does not put the pupil in harms way.
- The DSL or DDSL will then follow police and social worker guidance on how to ensure the safety of the pupil.
- The DSL or DDSL may seek support from Operation Encompass' Professionals' National Advice and Guidance line on 0204 513 9990 to seek guidance from an Educational or Clinical Psychologist about how best to support the pupil.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

Indicators of risk may include:

- Increased absence from school.
- Significant decline in performance.
- Signs of self-harm or a significant change in wellbeing
- Mental Health concerns/changes
- Lacking social skills with friends
- Low self-esteem and confidence
- Family breakdown, leading to discourse in the home.
- Poor personal hygiene
- Change to behaviour- withdrawn/angry

Actions we will consider are:

- Staff will report the safeguarding concern through My Concern and report to the DSL or DDSL.
- Advice from Early Help Team
- Support for pupil or family from FASST team
- The DSL or DDSL will review the information and decipher whether the child is at immediate risk. The DSL or DDSL may call Starting Point for advice surrounding the pupil to determine what level of involvement there should be.

- The DSL or DDSL will provide guidance on contact details and referral routes for the local housing authority for the family to raise concerns at the earliest opportunity.
- The DSL or DDSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.
- If the pupil is seen to be at significant risk, The DSL or DDSL will then refer to Call Derbyshire for Social Worker Involvement.
- If the pupil is seen to have emerging needs, the DSL or DDSL will refer to the Derbyshire Local Authority's Early Help Team.
- Mental health services referral to the Changing Lives Compass Service:
<https://www.compass-uk.org/services/compass-changing-lives/#:~:text=You%20can%20speak%20to%20one,%2C%20parents%2C%20carers%20and%20professionals.>

A pupil who may be experiences mental ill health

In the UK, One in six children aged five to 16 were identified as having a probable mental health problem in July 2021 and the likelihood of young people having a mental health problem has increased by 50%. As the prevalence of mental health issues continues to rise, staff at Bennerley Fields are trained to recognise the risks and signs of pupils facing challenges and actions to be taken to provide continued support. They are also supported by a dedicated mental health team in school as well as signposting on the school website.

<https://www.bennerleyfields.derbyshire.sch.uk/family-mental-health-and-well-being-support/>

Indicators of risk may include:

- Isolated from friends
- Attendance declines
- Academic achievement shows a decline
- Significant change in wellbeing
- Difficulty concentrating on work
- Physical neglect – hungry, lacking clean uniform
- Low self-esteem, anger or guilt
- Changes to behaviour- withdrawn/angry/disengaged
- Poor personal hygiene
- Increase in criminal behaviour or anti-social behaviour.
- Increased risk of CRE/CSE/County Lines.

Actions we will consider are:

- Staff will report the safeguarding concern through My Concern and report to the DSL or DDSL.
- Support to be offered from school by a Family Support Worker. They will be able to signpost support from the school website, other outside agencies. This could lead to an early help assessment to support the family. A referral for the FASST team can be made for the family or HOPE for the child or young person.
- The DSL or DDSL will review the information and decipher whether the child is at immediate risk. The DSL or DDSL may call Starting Point for advice surrounding the pupil to determine what level of involvement there should be.
- The DSL or DDSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.
- If the pupil is seen to be at significant risk, The DSL or DDSL will then refer to Call Derbyshire for Social Worker Involvement.
- If the pupil is seen to have emerging needs, the DSL or DDSL will refer to the Derbyshire Local Authority's Early Help Team.
- Mental health services referral to the Changing Lives Compass Service:
<https://www.compass-uk.org/services/compass-changing-lives/#:~:text=You%20can%20speak%20to%20one,%2C%20parents%2C%20carers%20and%20professionals.>

A pupil who is missing alcohol and other drugs themselves

Indicators of risk may include:

- Suffer from poor mental health and irritable
- Lacking social skills with peers
- Poor Attendance
- Academic achievement shows a decline
- Lack of contact and support from home
- Hungry and unclean.
- Physical ill health
- Significant change in wellbeing
- Increase in criminal behaviour or anti-social behaviour
- Changes in behaviour – withdrawn /angry/disengaged
- Increased risk of CRE/CSE/County Lines.

Actions we will consider are:

- Staff will report the safeguarding concern through My Concern and report to the DSL or DDSL.
- Family Support Worker to contact family and signpost and support as needed. School to seek professional advice as needed.
- The DSL or DDSL will review the information and decipher whether the child is at immediate risk. The DSL or DDSL may call Starting Point for advice surrounding the pupil to determine what level of involvement there should be.

- The DSL or DDSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.
- If the pupil is seen to be at significant risk, The DSL or DDSL will then refer to Call Derbyshire for Social Worker Involvement.
- If the pupil is seen to have emerging needs, the DSL or DDSL will refer to the Derbyshire Local Authority's Early Help Team.
- Drug and Alcohol mentoring support referral for pupils:
<https://www.changegrowlive.org/young-peoples-service-derbyshire/info>
- Mental health services referral to the Changing Lives Compass Service:
<https://www.compass-uk.org/services/compass-changing-lives/#:~:text=You%20can%20speak%20to%20one,%2C%20parents%2C%20carers%20and%20professionals.>

A pupil who is Looked After, Previously Looked After or has returned home to their family from care

In 2022, there were 1004 reported children in care based in Derbyshire, with an increase of 32% over 4 years. Looked after children and previously looked after children can present with significant vulnerabilities both in the community and within the home, requiring a multi-agency approach to supporting their safeguarding needs.

Indicators of risk may include:

- Increased absence from school
- Significant decline in performance
- Significant change in wellbeing
- Mental health concerns
- Lacking social skills with peers
- Increased risk of drug and alcohol use
- Increase in criminal behaviour or anti-social behaviour
- Changes to behaviour- withdrawn/angry/disengaged
- Increased risk of CRE/CSE/County Lines

Actions we will consider are:

- At Bennerley Fields, we ensure that staff have the skills, knowledge and understanding to keep looked after children and previously looked-after children safe.
- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements.
- The DSL and DDSLs has details of children's social workers and relevant virtual school heads.

- The appointed designated teacher, Anna Shelton, is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance. The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.
- The designated teacher will work closely with the DDSLs to ensure that any safeguarding concerns regarding looked-after and previously looked after children are quickly and effectively responded to
- The Designated teacher will work with virtual school heads to promote the educational achievement of looked-after and previously looked after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans.
- The DSL will communicate all safeguarding concerns to the appointed guardian/carer and allocated social worker to ensure the safety and wellbeing of the pupil.
- Any concerns involving CSE, CRE, County lines, anti-social behaviour or criminal behaviour will be reported to the police on 101.
- Drug and Alcohol mentoring support referral for pupils:
<https://www.changegrowlive.org/young-peoples-service-derbyshire/info>
- Mental health services referral to the Changing Lives Compass Service:
<https://www.compass-uk.org/services/compass-changing-lives/#:~:text=You%20can%20speak%20to%20one,%2C%20parents%2C%20carers%20and%20professionals>

A pupil who is a private fostering arrangement

Private Fostering is an arrangement made by a parent with a carer who has agreed to look after the child/young person on their behalf. They are not arranged by the local authority. In some circumstances the parents may not have agreed, or the circumstances of their living arrangements raises health, welfare and safety concerns for the child/young person. If the arrangement is to last, or has lasted for 28 days or more, it is classed as private fostering.

Private fostering arrangements can be a positive response from within the community to difficulties experienced by families. Privately fostered children remain a diverse and potentially vulnerable group.

Indicators of risk may include:

- Increased absence from school
- Significant decline in performance
- Significant change in wellbeing
- Mental health concerns
- Increased risk of drug and alcohol use
- Changes to behaviour- withdrawn/angry/disengaged
- Increased risk of CRE/CSE/County Lines

Actions we will consider are:

- Staff will report the safeguarding concern through My Concern and report to the DSL or DDSL.
- The DSL or DDSL will review the information and contact the Derbyshire Professional advice line on 01629 535353 if the child's current residence/place of stay in the arrangement is in Derbyshire. If not the DSL or DDSL will make contact with the relevant Local Authority Children's Services contact and referral point.
- If the advice provided is that this may be a private fostering arrangement, the DSL will make a referral to social services through Call Derbyshire using the online contact/referral form. If there is immediate concern for the child's welfare and safety, the DSL or DDSL will treat this as a child protection concern and contact Call Derbyshire on 01629 533190.

A pupil who is lesbian, gay, bi or gender questioning

The fact that a child or a young person may be LGB or gender questioning is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGB or gender questioning (whether they are or not) can be just as vulnerable as children who identify as LGB or gender questioning.

See the DFE guidance on gender questioning for further guidance (Sept 2025)

Indicators of risk may include:

- Increased absence from school.
- Significant decline in performance.
- Significant change in wellbeing

We also recognize that LGTQ+ children are more likely to experience poor mental health. Any concerns should be reported to the DSL or DDSL.

Actions we will consider are:

When families/carers are making decisions about support for gender questioning pupils, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children.

When supporting a gender questioning pupil, we will take a cautious approach as there are still unknowns around the impact of social transition, and a pupil may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases, autism and/or attention deficit hyperactivity disorder (ADHD).

We will also consider the broad range of their individual needs, in partnership with their parents/carers (other than in rare circumstances where involving parents/carers would constitute a significant risk of harm to the pupil). We will also include any clinical advice that is available and consider how to address wider vulnerabilities such as the risk of bullying.

Risks can be compounded where children lack trusted adults with whom they can be open. We therefore aim to reduce the additional barriers faced and create a culture where pupils can speak out or share their concerns with members of staff.

LGBT inclusion is part of our RSE curriculum.

A pupil who may be at risk online, including the use of mobile technology or a pupil who is putting others at risk online

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this we:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors.
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones').
- Set clear guidelines for the use of mobile phones for the whole school community.
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described below) from the school's IT systems.
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community.

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

To meet our aims and address the risks above we will:

- Educate pupils about online safety as part of our PHSE curriculum. For example:
 - The safe use of social media, the internet and technology, including Artificial Intelligence,
 - Keeping personal information private.

- How to recognise unacceptable behaviour online.
- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim.
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year.
- Educate parents/carers about online safety via face to face sessions, our website and social media platforms. We will also share clear procedures with them so they know how to raise concerns about online safety.
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present.
 - Staff will not take pictures or recordings of pupils on their personal phones or cameras.
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology.
- Ensure that all staff have read the Code of Conduct each year which outlines acceptable behaviours around the use of their own mobile phone, technology and use of social media.
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones.
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#).
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems. This is then assessed [using plan technology for your school service](#), to self assess against the filtering and monitoring standards.
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community.

This section summarises our approach to online safety and mobile phone use. For comprehensive details about our school's policy on online safety and the use of mobile phones, please refer to our Online Safety policy and Acceptable use of ICT policy, which you can find on our website <https://www.bennerleyfields.derbyshire.sch.uk/school-policies/>

A pupil who may be at risk of Honour-Based Abuse

So-called 'honor-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honor of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

Since February 2023, it's been a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or another form of coercion are not used. This applies to non-binding, unofficial 'marriages' as well as legal marriages.

All forms of HBA are abuse and will be handled and escalated as such.

Indicators of risk may include:

- Persistent absence from school
- Holidays scheduled for an extended time abroad
- Missing from education
- Significant decline in educational performance.
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Mental Health concerns/changes
- Covering up with clothing- possibly to hide marks or bruises
- Suffer from sexually transmitted infections or regular urine infections
- Become pregnant
- Low self-esteem and confidence
- Poor personal hygiene
- Change to behaviour- disengaged/angry/withdrawn
- Request for extended leave of absence and failure to return from visits to country of origin
- Fear about forthcoming school holidays
- Surveillance by siblings or cousins at school
- Being withdrawn from school by those with parental responsibility
- Sudden announcement of engagement to a stranger, either to friends or on social media

Actions we will consider are:

- Staff will speak to the pupil about their concerns in a secure and private place
- Staff will report the safeguarding concern through My Concern and report to the DSL or DDSL.
- The DSL or DDSL will review the information and contact the police to report the concern. The DSL or DDSL will then refer to Call Derbyshire for Social Worker Involvement.
- Parent/carer will only be informed of service involvement by the school at this point if it does not put the pupil in harms way.
- The DSL or DDSL will then follow police and social worker guidance on how to ensure the safety of the pupil.
- The DSL or DDSL may seek support from Operation Encompass' Professionals' National Advice and Guidance line on **0204 513 9990 to seek guidance from** an Educational or Clinical Psychologist about how best to support the pupil.

A pupil who may be at risk of FGM or we have discovered that FGM has taken place

Keeping Children Safe in Education explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”.

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’.

Indicators of risk may include:

- A pupil confiding in a professional that FGM has taken place.
- A mother/family member disclosing that FGM has been carried out.
- A family/pupil already being known to social services in relation to other safeguarding issues.

A girl:

- Having difficulty walking, sitting or standing, or looking uncomfortable.
- Finding it hard to sit still for long periods of time (where this was not a problem previously).
- Spending longer than normal in the bathroom or toilet due to difficulties urinating.
- Having frequent urinary, menstrual or stomach problems.
- Avoiding physical exercise or missing PE.
- Being repeatedly absent from school or absent for a prolonged period.
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour.
- Being reluctant to undergo any medical examinations.
- Asking for help, but not being explicit about the problem.
- Talking about pain or discomfort between her legs.

Potential signs that a pupil may be at risk of FGM include:

- The girl’s family having a history of practicing FGM (this is the biggest risk factor to consider).
- FGM being known to be practiced in the girl’s community or country of origin.
- A parent or family member expressing concern that FGM may be carried out.
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues.

A girl:

- Having a mother, older sibling or cousin who has undergone FGM.
- Having limited level of integration within UK society.

- Confiding to a professional that she is to have a “special procedure” or to attend a special occasion to “become a woman”.
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period.
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM.
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion).
- Being unexpectedly absent from school.
- Having sections missing from her ‘red book’ (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication.

Actions we will consider are:

Speak to the DSL or DDSL immediately if we suspect a pupil is at risk of FGM or we suspect that FGM has been carried out and the DSL or DDSL will follow our local safeguarding procedures.

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl’s physical or mental health or for purposes connected with labour or birth.

Will immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL or DDSL and complete a My Concern report and involve children’s social care as appropriate.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Concerns about a staff member, supply teacher, volunteer or contractor

Please refer to the Esteem Managing Allegations and Low-Level Concerns Policy

Complaints

Please refer to the Esteem Complaints Policy

Whistle Blowing

Please refer to the Esteem Whistleblowing Policy

National and Local Guidance / Services and Resources

Specific Safeguarding Concerns	National Guidance / Services / Resources	Local Guidance / Services / Resources
<p>A pupil whose behaviour towards other pupils causes a safeguarding concern or where we have received an allegation of abuse towards a pupil by a pupil. Child on Child Abuse</p>	<p>Keeping children safe in education - GOV.UK (www.gov.uk) What is online child-on-child abuse? Internet Matters Child on child abuse – Safeguarding Network</p>	<p>Starting Point Consultation and Advice Service for Professionals 01629 535353 Starting Point Urgent: 01629 533 190</p> <p>Starting Point online</p> <p>DDSCP Child on Child Abuse Strategy</p>
<p>A pupil who has raised concerns around sharing of nudes and semi-nudes ('sexting')</p>	<p>Online Safety Resource Centre - London Grid for Learning (lgfl.net) Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)</p>	<p>Safer Derbyshire Online Exploitation Briefing</p>
<p>A pupil who is Missing from Education</p>	<p>Children missing education - GOV.UK (www.gov.uk) Children who run away or go missing from home or care - GOV.UK (www.gov.uk) Missing Children and Adults strategy - GOV.UK (www.gov.uk)</p>	<p>a child missing from education (CME), tel: 01629 535741</p> <p>Derbyshire Child Missing from Education Policy</p> <p>Derbyshire CME School Flowchart</p>
<p>A pupil who is persistently absent from education, including persistent absences for part of the school day.</p>	<p>Securing good attendance and tackling persistent absence - GOV.UK (www.gov.uk) Attendance: persistent and severe absence thresholds and statistics The Key Leaders (thekeysupport.com)</p>	<p>cs.cmecoordinators@derbyshire.gov.uk a child without a school place (WASP), tel: 01629 532817</p> <p>Derbyshire County Council Attendance Guidance.</p>
<p>A pupil who may be a Young Carer</p>	<p>Young carers Barnardo's (barnardos.org.uk) Being a young carer: your rights - NHS (www.nhs.uk) Young carers Action For Children</p>	<p>Derbyshire Carers Association info@derbyshirecarers.co.uk 01773 833 833</p>
<p>A pupil who may be at risk of being drawn in to anti-social or criminal behaviour, including gang involvement and association with</p>	<p>County Lines Toolkit For Professionals The Children's Society (childrenssociety.org.uk) Missing Children and Adults strategy - GOV.UK (www.gov.uk) Children missing education - GOV.UK (www.gov.uk) Safeguarding children who may have been trafficked - GOV.UK (www.gov.uk)</p>	<p>DSCB CRE Strategy</p> <p>Derbyshire Constabulary County Lines advice and guidance</p> <p>Safer Derbyshire Anti Social Behaviour Guidance</p>

organised crime groups or county lines	Care of unaccompanied migrant children and child victims of modern slavery - GOV.UK (www.gov.uk) Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk) Child exploitation disruption toolkit - GOV.UK (www.gov.uk) CSA Centre	
A pupil who may be at risk of serious violence	Serious Violence Strategy - GOV.UK (www.gov.uk) An analysis of indicators of serious violence: Findings from the Millennium Cohort Study and the Environmental Risk (E-Risk) Longitudinal Twin Study (publishing.service.gov.uk) Our approach to evidence - Youth Endowment Fund Tackling violence against women and girls strategy - GOV.UK (www.gov.uk) vice to schools and colleges on gangs and youth violence - GOV.UK (www.gov.uk)	
A pupil who may be at risk of CSE	Child sexual exploitation: definition and guide for practitioners - GOV.UK (www.gov.uk) Missing Children and Adults strategy - GOV.UK (www.gov.uk) Children missing education - GOV.UK (www.gov.uk) Preventing Child Sexual Exploitation The Children's Society	DDSCP CSE Guidance.
A pupil who is at risk of being radicalised	Educate Against Hate NSPCC Channel and Prevent Multi-Agency Panel (PMAP) guidance - GOV.UK (www.gov.uk) Prevent duty guidance: England and Wales (2023) - GOV.UK (www.gov.uk) Prevent legislation, guidance and resources - The Education and Training Foundation (et-foundation.co.uk) Online Safety Resource Centre - London Grid for Learning (lgfl.net)	Safer Derbyshire Online Radicalisation- parent/carer information form DDSCP Neurodiversity and Channel briefing
A pupil who has a family member in prison, or is affected by parental offending	NICCO	
parental drug and alcohol misuse	Parental substance misuse NSPCC Learning Safeguarding children affected by parental alcohol and drug use - GOV.UK (www.gov.uk) Parents with alcohol and drug problems: support resources - GOV.UK (www.gov.uk)	Alisonhill3@derbyshire.gov.uk https://services.actionforchildren.org.uk/derbyshire/space-4-u/ https://www.changegrowlive.org/
adult mental health issues	Parental mental health problems NSPCC Learning Parenting and mental health - Mind	https://www.bennerleyfields.derbyshire.sch.uk/family-mental-health-and-well-being-support/ Mental Health Lead – Anna Shelton Mental Health First Aiders – Sarah McGarva and Julie Addison

	Parental mental illness for parents Royal College of Psychiatrists (rcpsych.ac.uk)	Mental Health team – Sarah McGarva, Julie Addison, Rachel Raisin Moss, Anna Shelton
Domestic Abuse. We understand that children are also victims of Domestic Abuse.	How to Protect Children From Domestic Abuse NSPCC Refuge Home Safelives Domestic abuse: specialist sources of support - GOV.UK (www.gov.uk) Home : Operation Encompass	https://www.theelmfoundation.org.uk/ Derbyshire Protocol- Multi Agency Safeguarding in Domestic Abuse Incidents https://www.bennerleyfields.derbyshire.sch.uk/family-mental-health-and-well-being-support/
Homelessness	Homelessness (16/17 year olds) - childlawadvice.org.uk Homelessness Barnardo's (barnardos.org.uk) Homelessness and its impact on children - ACAMH	Derbyshire Homelessness Service
A pupil who may be experiences mental ill health	Mental health and behaviour in schools - GOV.UK (www.gov.uk) Children's mental health - Every Mind Matters - NHS (www.nhs.uk) Signs That a Child Is Suffering From Mental Health Issues NSPCC	https://www.bennerleyfields.derbyshire.sch.uk/family-mental-health-and-well-being-support/ Mental Health Lead – Anna Shelton Mental Health First Aiders – Sarah McGarva, Julie Addison, Gemma Cox and Claire Dunne Pastoral Middle Leaders – Gemma Cox and Claire Dunne Mental Health team – Sarah McGarva, Julie Addison, Rachel Raisin Moss, Anna Shelton
A pupil who is misusing alcohol and other drugs themselves	From harm to hope: A 10-year drugs plan to cut crime and save lives - GOV.UK (www.gov.uk) Honest information about drugs FRANK (talktofrank.com) Drug and alcohol education (pshe-association.org.uk) DfE's guidance on searching, screening and confiscation	Alisonhill3@derbyshire.gov.uk https://services.actionforchildren.org.uk/derbyshire/space-4-u/ https://www.changegrowlive.org/
A pupil who is Looked After, Previously Looked After or has returned home to their family from care	Designated teacher for looked-after and previously looked-after children - GOV.UK (www.gov.uk) Looked after children NSPCC Learning Looked after children – Safeguarding Network	
A pupil who is a private fostering arrangement	Children Act 1989: private fostering - GOV.UK (www.gov.uk) Private fostering - childlawadvice.org.uk	
A pupil who is lesbian, gay, bi or trans	https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education Safeguarding LGBTQ+ children and young people NSPCC Learning Think your child might be trans or non-binary? - NHS (www.nhs.uk)	
A pupil who may be at risk online, including	A guide to the Online Safety Bill - GOV.UK (www.gov.uk)	

the use of mobile technology or a pupil who is putting others at risk online.	Homepage - UK Safer Internet Centre Online safety - BBC Teach Staying safe online Childline What is Online Safety? SWGfL CEOP Safety Centre	
A pupil who may be at risk of Honor-Based Abuse	Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk Forced marriage - GOV.UK (www.gov.uk) The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk)	
A pupil who may be at risk of FGM or we have discovered that FGM has taken place	Female genital mutilation - GOV.UK (www.gov.uk) Female genital mutilation: resource pack - GOV.UK (www.gov.uk)	Derbyshire FGM risk assessment, decision making and Action Flowchart

Appendix (i)

CPD Calendar September 2025-July 2026

Course	Date	How	Who
KCSIE 2024 September update (level 1) OR National College KCSIE	September At induction	INSET day training National College	All staff New staff
Familiarisation of KCSIE part 1 and annex B	September	Reading on My Concern	All staff
Online safety	September	National College	All staff
Prevent, radicalisation and extremism	November	National College	All staff
FGM	March	National College	All staff

Private Fostering	February	Update	All staff