



**SAFEGUARDING AND  
CHILD PROTECTION  
PROCEDURES  
PART 2  
(ESTEEM NORTH  
ACADEMY  
PROCEDURES)  
SEPT 23**

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## Our Academy

### Our Context

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

Our academy is a multi- sited AP Academy for pupils who are either permanently excluded or at risk of exclusion. Pupils may be on roll in any year group from reception to year 11 over our 3 sites. Many of our pupils are vulnerable and arrive with poor attendance and allocated external agency support already in place. Safeguarding is at the heart of our academy due to the typicality of our pupil cohorts and the significant ACES that they arrive with. Our pupils come to roll over a large area in the north of Derbyshire and we liaise with multiple locality support services. Due to our multiple sites and increasing number of pupils, we operate a system of having several Deputy DSLs. These include site leads, Assistant Headteachers and a dedicated pastoral team.

We report and record safeguarding concerns, and consequent action, using an electronic system called My Concern. This is available to all staff, across all sites as is web based. Behaviour incidents are reported using “Different Class Professional” (DCPro). This is another electronic system. Our staff in the academy are Team Teach trained, however this is to utilise the proactive benefits to aid in the CPD for the behaviour management of challenging pupils. Physical intervention is used as a last resort in order to maintain the safety of the pupils, staff and the premises.

The academy has clear systems to maintain the safety of the pupils on site. Signing in and out, visitor, and frequent visitor, and new staff procedures are common across all sites.

### Our Pupils, Our Families and Our Community

Typically, our academy contains 70% boys and 30% girls and approximately 75-70% FSM and pupil premium pupils. Around 8% of our pupils have an Education and Health Plan. The vast majority of our pupils are permanently excluded with disjointed schooling histories. Due to the large catchment area, pupils over 3 miles from their site are entitled to transport organised by the LA.

All of our pupils have an SEN due to the fact that they are excluded, however, 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.

Any concerns of abuse involving pupils with SEND will require close liaison with the DSL/ DDSL 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 or has certain health conditions and has specific additional needs.
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan).
- has a mental health need.
- is a young carer.
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- is frequently missing/goes missing from care or from home.
- is at risk of modern slavery, trafficking, sexual or criminal exploitation.
- is at risk of being radicalised or exploited.
- has a family member in prison or is affected by parental offending.
- 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 alcohol and other drugs themselves.
- has returned home to their family from care.
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage.
- is a privately fostered child.
- is persistently absent from education, including persistent absences for part of the school day.

## 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 ensures that there are safeguarding training and development updates / guidance and training throughout the year that ensures we are confident and competent to meet the needs of our pupils. Training may include a combination of face to face, in house CPD, online CPD and CPD through the use of external agencies/providers. CPD is calendared for most weeks of the year and we ensure that staff have planned time to complete specific online training. The CPD rotates every 2 or 3 years for certain themes. This year the calendar for online Educare learning includes:

- bullying
- Sexualised behaviours
- Searching, screening and confiscation
- SEND Code of Practice.

The CPD calendar also has themes such as attendance, mental health, communication, speech & language therapy and behaviour management.

Safeguarding Training / Awareness	DSL / DDSL's	academy staff in regulated activity	Staff in non-regulated activity	Governors
Safeguarding and Child Protection	✓	✓	✓	✓
KCSIE updates	✓	✓	✓	✓

PREVENT	✓	✓	✓	✓
Online Safety	✓	✓		✓
FGM	✓	✓	✓	✓
Private Fostering	✓	✓		
Safer Recruitment	✓			✓

We have a team of staff who are trained to lead safeguarding across our academy. The DSL or a 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 one of the DDSLs. 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	Debbie Beckett	<a href="mailto:debbie.beckett@nedsc.derbyshire.sch.uk">debbie.beckett@nedsc.derbyshire.sch.uk</a> 01246 237640
DDSL's	Janine Dix Olivia Leaney Vikki Donson Melanie Stevenson Steven Sell Emma Davis Andrew Chambers	jdix@nedsc.derbyshire.sch.uk <a href="mailto:olivia.leaney@nedsc.derbyshire.sch.uk">olivia.leaney@nedsc.derbyshire.sch.uk</a> vikki.donson@nedsc.derbyshire.sch.uk melanie.stevenson@nedsc.derbyshire.sch.uk steve.sell@nedsc.derbyshire.sch.uk emma.davis@nedsc.derbyshire.sch.uk Andrew.chambers@nedsc.derbyshire.sch.uk
Link Governor	Candace Steele	<a href="mailto:candace.steele@nedsc.derbyshire.sch.uk">candace.steele@nedsc.derbyshire.sch.uk</a>
Link Trustee	Martin Finch	<a href="mailto:mfinch@esteemmat.co.uk">mfinch@esteemmat.co.uk</a>

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

Role	Contact	Details
Esteem Head of Safeguarding and Early Help	Hannah Longley	<a href="mailto:hlongley@esteemmat.co.uk">hlongley@esteemmat.co.uk</a>
Esteem Head of HR	Maxine Day	<a href="mailto:mday@esteemmat.co.uk">mday@esteemmat.co.uk</a>
FASST Senior Key Worker (Early Help)	Rowan Richardson-Lowman	<a href="mailto:rrichardsonlowman@esteemmat.co.uk">rrichardsonlowman@esteemmat.co.uk</a>
Chair of LGB (if concerns are around the Head Teacher)	Candace Steele	<a href="mailto:candace.steele@nedsc.derbyshire.sch.uk">candace.steele@nedsc.derbyshire.sch.uk</a>
Local Safeguarding Advice Line	Starting point advice line	01629 535353

Our academy 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 has access to regular Safeguarding Supervision. The DSL and the DDSLs have access to the Esteem DSL Network.

All staff can access support via Westfield Health.

We follow The Esteem North Academy procedures where we have any concerns regarding the welfare or safety of a pupil.

Our visitors, volunteers, Governors and Trustees also follow Esteem North Academy procedures. This is made clear to them on arrival to any site through the signing in procedures and the visitors information leaflet. Centrally employed Esteem staff and frequent visitors are checked for submission on the SCR on arrival. Transport and escort staff commissioned by the LA are checked by the LA who provide us with letters of comfort. Safeguarding posters with images of the DSL and all DDSL's are displayed on entry to all of our sites and emphasised to all visitors on arrival whilst signing in. Staff not employed by Esteem, and who are not frequent visitors, are not provided with keys or fobs whilst on site and are supervised at all times.

## Communicating and Working with Parents and Carers

Where appropriate, we will discuss any concerns about a pupil with their parents or carers. A member of the safeguarding team 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 or a DDSL.

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 or a DDSL 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 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. 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.

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 academy.

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.

New safeguarding concerns are recorded electronically. Any paper historical records that arrive when a pupil comes to roll is stored in a locked cabinet in the site leads office, separate to their school file. Access to this storage is restricted to the safeguarding team. A pupils file is stored at the site they attend. Information is shared with external agencies and professionals where there is a need and when not doing so would cause further harm to the pupil. Safeguarding documents from Derbyshire may arrive through the DCC electronic system, Perspective Lite.

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 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:

- Have systems in place for pupils to confidently report abuse.
- All pupils have an allocated tutor group and form tutor who is their keyworker
- Have DSL and DDSL posters displayed across all sites in multiple places that are easily visual.
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils.
- Have PSHRE in the curriculum along with assemblies covering relevant themes to keep pupils safe. Depending on age, the curriculum includes teaching about FGM, relationship abuse and CRE.
- Pupils are made aware through discussions in tutor time, and 1:1 time with keyworkers, that reporting concerns is the responsible action to take and will be reassured that they will be safe and supported.
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback.



## 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 Board which is the Derby and Derbyshire safeguarding children partnership.

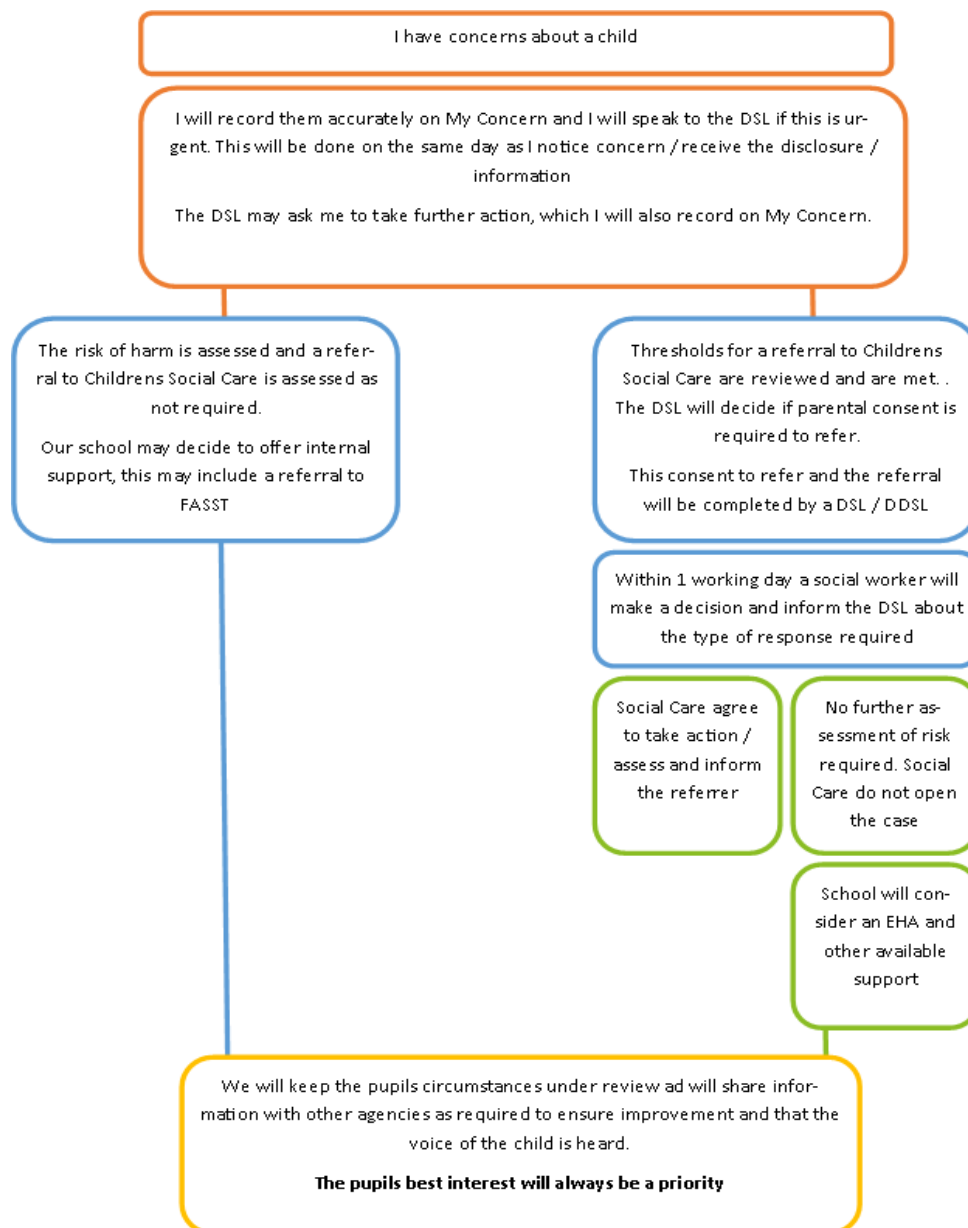
### If a Pupil Makes a Disclosure to Me.

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 and the DDSL's have 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 and DDSLs 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 a 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 a 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 or a DDSL will usually make the referral or will support me to do so. The DSL or DDSL will refer to the local safeguarding partnership 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, DDSL, 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](http://www.fasst-esteem.co.uk)

If an EHA is appropriate, the DSL or a DDSL, will generally lead on either liaising with other agencies and 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 or DDSL 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.

We are trained to notice and to have professional curiosity.

We are supported to discuss our observations and our concerns with a DSL/ DDSL

We 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.

We are skilled at identifying indicators of abuse. We notice changes in behaviour, presentation, motivation and communication and we know what actions are required to promote a pupil’s 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 or a DDSL will make the referral or support us to do so.

If I make a referral directly, I tell the DSL and the DDSLs immediately or as soon as possible.

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, DDSL, 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, DDSL, 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 Board expects members of staff working directly with families to share information appropriately and work to plans agreed in all relevant forums. Good practice includes the expectation that constructive challenge amongst colleagues within agencies, and between agencies, provides a healthy approach to the work. This process will be kept as simple as possible and the aim will be to resolve difficulties at a professional practitioner level, wherever possible and always in a restorative way. We recognise that differences in status and experience may affect the confidence of some workers to pursue this course of action, and support should be sought from the DSL/DDSL. If we believe that concerns regarding a child are not being addressed and outcomes are not improving, we understand the expectations that we will escalate our concerns in line with the [Derby and Derbyshire Multi Agency Dispute Resolution and Escalation Policy](#) until a satisfactory conclusion is reached. When we use professional challenge and/or the escalation process we will set out clearly what we want to achieve as a result of the challenge/escalation, what we expect to happen and the desired outcome.

## 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/DDSL 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 or a DDSL immediately, but we will not investigate it.

### The DSL/DDSL 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/DDSL 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.

**We will create a supportive environment at Esteem North Academy 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. See PSHRE curriculum Long term Plan on the website
- 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 in behaviour, not wanting to hand in their phone, concerns raised by other pupils, signs of bullying, changes in friendship groups, becoming withdrawn/isolated, sexualized language and/or behaviour.

**We will report to the DSL/DDSL immediately if we are made aware** of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery') 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/DDSL.

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/DDSL).
- 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/DDSLs 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/DDSL 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/DDSL 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/DDSL 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/DDSL 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/DDSL, 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/DDSL**

If at the initial review stage, a decision has been made not to refer to police and/or children’s social care, the DSL/DDSL 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/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.

**Referring to the police**

If it is necessary to refer an incident to the police, this will be done through local neighbourhood police link or dialling 101.

**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 RSHE curriculum.

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

We understand that pupils who go missing from education could be at increased vulnerability to neglect, child sexual and child criminal exploitation - particularly county lines. 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 a warning sign to a range of safeguarding issues.

**Indicators of risk may include: Periods of absence, changes in behaviour, “scripted” language, inconsistent reasons for absences, talk of home education, change in presentation, indicators of forms of abuse/neglect, a language barrier, Youth Justice Team involvement.**

- 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.
  - Go missing or run away from home or care.
  - Cease to attend a school.
- Patterns of disengagement from parents / carers (not being able to get in touch via phone or text, not attending professional meetings)
- 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: Changes to timetable, use of translator, text messages, phone calls, letters and e-mail, safe and well visits, meetings with family and other professionals involved, including discussions with mainstream school if Dual Registered, following our attendance procedure, Early Help Assessment (EHA), Child at risk of Exploitation Risk Assessment (CRE RA), FASST Referral, CME Referral, Starting Point Referral or working alongside allocated social workers / early help worker, call to 101.**

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

**Indicators of risk may include: Persistent absences/ missing episodes from home, patterns in missing episodes, signs of bullying, changes in behavior, change in presentation, indicators of forms of abuse/neglect, lack of engagement from parents/carers or inconsistent stories from parents/carers, high frequency of illness or medical appointments, Youth Justice Team involvement.**

Pupils’ attendance may be impacted by poor mental health. This should be dealt with separately to the attendance issue with appropriate support and interventions put in place to improve mental health and wellbeing in order to improve attendance.

**Actions we will consider are: Attendance procedures (Phone calls, home visits, letters, meetings) FASST Referral, Early Help Assessment, Starting Point Referral or working alongside allocated social workers / early help worker, joint working with siblings’ schools, keyworker sessions, CRE Risk Assessment, Child Missing Education Referral, change of timetable or pathway offer to re-engage.**

## A pupil who may be a Young Carer

**Indicators of risk may include:** Tired, withdrawn, frequent absences, increased knowledge of mature subjects /medical jargon, poor presentation or a change in presentation, avoiding socialising with peers, difficulty building or maintaining friendships, preferring adult company, arriving late, poor attendance.

**Actions we will consider are:** Change in timetable, FASST Referral, Starting point referral, Action for Children referral, signposting to local and national charities for physical, emotional or financial support.

## 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, in 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.

We recognise that Child Criminal Exploitation can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. We understand that both girls and boys can be vulnerable to this type of abuse but it can look different for boys and for girls so the indicators may be different.

**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.
- Go missing and are subsequently found in areas away from their home.
- Regularly miss school or education or do not take part in education.
- Have been the victim or perpetrator of serious violence (e.g. knife crime).
- Are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs.
- Are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection.
- Are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity.
- Owe a 'debt bond' to their exploiters.
- Have their bank accounts used to facilitate drug dealing.

**Actions we will consider are: Keyworker sessions, CRE Toolkit and referral to Catch 22 if considered medium or high risk, Starting Point referral, allocated keyworker one to one sessions, Prevent Referral, Calling 101, following attendance procedure, changes in timetable, parental/carer meeting arranged.**

## 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 be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL. All pupils have a risk assessment upon coming to roll at Esteem North Academy, which are updated periodically and as necessary.

## 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, in 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 nonpenetrative 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:** CRE Toolkit, Harmful sexualized behaviour risk assessment, informing the police, Starting Point referral or working alongside allocated social workers / early help worker, supporting with making GP appointments, accessing STI and pregnancy tests, accessing appropriate contraception, supporting conversations between young person and parents/carers, working with outside agencies involved, signposting to local and national charities.

## A pupil who may be at risk of being radicalised

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. 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.

**Actions we will consider are:** Alerting the DSL/DDSL, discussions with parents and/or carers, 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.

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](mailto: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

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.

**Indicators of risk may include:**

- Refusal to engage with, or becoming abusive to, peers and staff
- Change in behavior
- Lack of attendance and/or engagement in learning
- Increased levels of anger/sadness
- Changes in friendship groups and appearance
- A sudden disrespectful attitude to others
- Isolating themselves from others

**Actions we will consider are: Change in timetable, FASST Referral, Starting point referral, Action for Children referral, signposting to local and national charities for physical, emotional or financial support.**

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

### Parental drug and alcohol misuse

**Indicators of risk may include:**

- Refusal to engage with, or becoming abusive to, peers and staff
- Change in behavior
- Lack of attendance and/or engagement in learning
- Increased levels of anger/sadness
- Changes in friendship groups and appearance

- A sudden disrespectful attitude to others
- Isolating themselves from others

**Actions we will consider are: Change in timetable, FASST Referral, Starting point referral, Action for Children referral, signposting to local and national charities for physical, emotional or financial support (e.g. Space4U).**

## Adult mental health issues

**Indicators of risk may include:**

- Refusal to engage with, or becoming abusive to, peers and staff
- Change in behavior
- Lack of attendance and/or engagement in learning
- Increased levels of anger/sadness
- Changes in friendship groups and appearance
- A sudden disrespectful attitude to others
- Isolating themselves from others

**Actions we will consider are: Change in timetable, FASST Referral, Starting point referral, Action for Children referral, signposting to local and national charities for physical, emotional or financial support (e.g. Space4U).**

## 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 – for example, the impact of all forms of domestic abuse on children.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.

Older children 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@nedsc.derbyshire.sch.uk inbox (DSL only).

**Actions we will consider are:** The DSL/DDSL to provide support according to the child's needs, DSL/DDSL to cascade information where appropriate to relevant staff, update records about the circumstances, contact other agencies involved.

## Homelessness

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

**Indicators of risk may include:**

- Sofa surfing
- Transport issues
- School non-attendance
- Change in clothing and behaviour
- Personal hygiene levels

**Actions we will consider are:** Referral to children's social care.

## A pupil who may be experiences mental ill health

**Indicators of risk may include:**

- Withdrawal or isolating themselves
- Change in behaviour
- Poor attendance and engagement
- Personal hygiene levels

**Actions we will consider are:** Discussion with the senior mental health lead, referral to FASST, discussion with parents to see a GP, change in timetable, referral to local or national charities

## A pupil who is misusing alcohol and other drugs themselves

**Indicators of risk may include:**

- Poor attendance and engagement
- Poor personal hygiene
- Possible CRE or CSE concerns
- Presenting at school under the influence

**Actions we will consider are:** The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate. Also consider referrals to local and national charities such as CGL.

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

- We will ensure that staff have the skills, knowledge and understanding to keep looked after children and previously looked-after children safe.
- In particular, we will ensure that appropriate staff have relevant information about children's looked after leg
- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked after children are quickly and effectively responded to.
- 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
- We have appointed a designated teacher who 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.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked after children are quickly and effectively responded to.
- 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

## A pupil who is a private fostering arrangement

### Indicators of risk may include:

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering.

Close relatives are defined as a grandparent, brother, sister, uncle, or aunt (whether of full blood or half blood or by marriage or civil partnership), or a stepparent.

People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

- Children who need alternative care because of parental illness.
- Children whose parents cannot care for them because their work or study involves long or antisocial hours.
- Children sent from abroad to stay with another family, usually to improve their educational opportunities.
- Unaccompanied asylum seeking and refugee children.



- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents.
- Children staying with families while attending a school away from their home area.

**Actions we will consider are:** Staff will notify the DSL/DDSL when they become aware of a private fostering arrangement. There is a mandatory duty on the school to inform Childrens Social Care of a private fostering arrangement, who then have a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

## A pupil who is lesbian, gay, bi or trans

The fact that a child or a young person may be LGBT 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 LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

**Indicators of risk may include:**

- Bullying
- Social isolation from peers
- Withdrawal from school
- Change in behaviour

**Actions we will consider are:**

LGBT inclusion is part of the statutory curriculum, refer to the anti-bullying policy and behaviour policy

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

**Links with other academy policies and practices**

This Policy links with a number of other academy policies, practices and action plans including:

- Behaviour Policy
- ICT and Internet acceptable use policy

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.

## 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, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism.
- **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 curriculum. For example:
  - The safe use of social media, the internet and technology.
  - 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 our website, communications sent directly to them and during parents' evenings. 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.
- 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.

- 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 mobile phone policy, which you can find on our website:

[North East Derbyshire Support Centre | Welcome \(nedsc.derbyshire.sch.uk\)](https://nedsc.derbyshire.sch.uk)

## A pupil who may be at risk of Honor-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. At Esteem North Academy, all staff are alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will contact children's social care and/or the police if appropriate. The DSL will speak to the pupil about their concerns in a secure and private place – we understand the '1 chance rule'.

## 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/DDSL immediately if we suspect a pupil is at risk of FGM or we suspect that FGM has been carried out and the DSL/DDSL 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 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

[www.nedsc.derbyshire.sch.uk/policies](http://www.nedsc.derbyshire.sch.uk/policies)

## National and Local Guidance / Services and Resources

Specific Safeguarding Concerns	National Guidance / Services / Resources	Local Guidance / Services / Resources
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	<a href="http://www.gov.uk">Keeping children safe in education - GOV.UK (www.gov.uk)</a> <a href="#">What is online child-on-child abuse?   Internet Matters</a> <a href="#">Child on child abuse – Safeguarding Network</a>	<a href="#">DDSCP Documents Library</a> <b>Snapp It – Mental health Charity</b>
A pupil who has raised concerns around sharing of nudes and semi-nudes ('sexting')	<a href="http://lgfl.net">Online Safety Resource Centre - London Grid for Learning (lgfl.net)</a> <a href="#">Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)</a>	<a href="#">DDSCP Documents Library</a> <b>Snapp It – Mental health Charity</b>
A pupil who is Missing from Education	<a href="http://www.gov.uk">Children missing education - GOV.UK (www.gov.uk)</a>	Graded Care Profile <a href="#">DDSCP Graded Care Profile Toolkit</a>

	<p><a href="#">Children who run away or go missing from home or care - GOV.UK (www.gov.uk)</a></p> <p><a href="#">Missing Children and Adults strategy - GOV.UK (www.gov.uk)</a></p>	
A pupil who is persistently absent from education, including persistent absences for part of the school day.	<p><a href="#">Securing good attendance and tackling persistent absence - GOV.UK (www.gov.uk)</a></p> <p><a href="#">Attendance: persistent and severe absence thresholds and statistics   The Key Leaders (thekeysupport.com)</a></p>	<a href="#">DDSCP Documents Library</a>
A pupil who may be a Young Carer	<p><a href="#">Young carers   Barnardo's (barnardos.org.uk)</a></p> <p><a href="#">Being a young carer: your rights - NHS (www.nhs.uk)</a></p> <p><a href="#">Young carers   Action For Children</a></p>	<p><a href="#">DDSCP Documents Library</a></p> <p><b>Snapp It – Mental health Charity</b></p>
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	<p><a href="#">County Lines Toolkit For Professionals   The Children's Society (childrenssociety.org.uk)</a></p> <p><a href="#">Missing Children and Adults strategy - GOV.UK (www.gov.uk)</a></p> <p><a href="#">Children missing education - GOV.UK (www.gov.uk)</a></p> <p><a href="#">Safeguarding children who may have been trafficked - GOV.UK (www.gov.uk)</a></p> <p><a href="#">Care of unaccompanied migrant children and child victims of modern slavery - GOV.UK (www.gov.uk)</a></p> <p><a href="#">Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)</a></p> <p><a href="#">Child exploitation disruption toolkit - GOV.UK (www.gov.uk)</a></p>	<p><a href="#">DDSCP Documents Library</a></p> <p><b>Snapp It – Mental health Charity</b></p>
A pupil who may be at risk of serious violence	<p><a href="#">Serious Violence Strategy - GOV.UK (www.gov.uk)</a></p> <p><a href="#">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)</a></p> <p><a href="#">Our approach to evidence - Youth Endowment Fund</a></p> <p><a href="#">Tackling violence against women and girls strategy - GOV.UK (www.gov.uk)</a></p> <p><a href="#">vice to schools and colleges on gangs and youth violence - GOV.UK (www.gov.uk)</a></p>	<a href="#">DDSCP Documents Library</a>
A pupil who may be at risk of CSE	<p><a href="#">Child sexual exploitation: definition and guide for practitioners - GOV.UK (www.gov.uk)</a></p> <p><a href="#">Missing Children and Adults strategy - GOV.UK (www.gov.uk)</a></p> <p><a href="#">Children missing education - GOV.UK (www.gov.uk)</a></p>	<a href="#">DDSCP Documents Library</a>
A pupil who is at risk of being radicalised	<p><a href="#">Educate Against Hate</a></p> <p><a href="#">NSPCC</a></p> <p><a href="#">Channel and Prevent Multi-Agency Panel (PMAP) guidance - GOV.UK (www.gov.uk)</a></p>	<p><a href="#">DDSCP Documents Library</a></p> <p><b>Snapp It – Mental health Charity</b></p>

	<p><a href="#">Prevent legislation, guidance and resources - The Education and Training Foundation (et-foundation.co.uk)</a>  <a href="#">Online Safety Resource Centre - London Grid for Learning (lgfl.net)</a></p>	
A pupil who has a family member in prison, or is affected by parental offending	<p><a href="#">NICCO</a></p>	<p><a href="#">DDSCP Documents Library</a>  <b>Snapp It – Mental health Charity</b></p>
parental drug and alcohol misuse	<p><a href="#">Parental substance misuse   NSPCC Learning</a>  <a href="#">Safeguarding children affected by parental alcohol and drug use - GOV.UK (www.gov.uk)</a>  <a href="#">Parents with alcohol and drug problems: support resources - GOV.UK (www.gov.uk)</a></p>	<p>CGL  <a href="#">DDSCP Documents Library</a>  <b>Snapp It – Mental health Charity</b></p>
adult mental health issues	<p><a href="#">Parental mental health problems   NSPCC Learning</a>  <a href="#">Parenting and mental health - Mind</a>  <a href="#">Parental mental illness for parents   Royal College of Psychiatrists (rcpsych.ac.uk)</a></p>	<p><a href="#">DDSCP Documents Library</a>  <b>GP</b>  <b>Snapp It – Mental health Charity</b></p>
Domestic Abuse. We understand that children are also victims of Domestic Abuse.	<p><a href="#">How to Protect Children From Domestic Abuse   NSPCC Refuge</a>  <a href="#">Home   Safelives</a>  <a href="#">Domestic abuse: specialist sources of support - GOV.UK (www.gov.uk)</a>  <a href="#">Home : Operation Encompass</a></p>	<p><a href="#">DDSCP Documents Library</a>  <a href="http://www.theelmfoundation.org.uk">www.theelmfoundation.org.uk</a>  <a href="http://www.sv2.org.uk">www.sv2.org.uk</a></p>
Homelessness	<p><a href="#">Homelessness (16/17 year olds) - childlawadvice.org.uk</a>  <a href="#">Homelessness   Barnardo's (barnardos.org.uk)</a>  <a href="#">Homelessness and its impact on children - ACAMH</a></p>	<p><a href="#">DDSCP Documents Library</a></p>
A pupil who may be experiences mental ill health	<p><a href="#">Mental health and behaviour in schools - GOV.UK (www.gov.uk)</a>  <a href="#">Children's mental health - Every Mind Matters - NHS (www.nhs.uk)</a>  <a href="#">Signs That a Child Is Suffering From Mental Health Issues   NSPCC</a></p>	<p>Melanie Stevenson  CAMHS  GP  <a href="#">DDSCP Documents Library</a></p>
A pupil who is misusing alcohol and other drugs themselves	<p><a href="#">From harm to hope: A 10-year drugs plan to cut crime and save lives - GOV.UK (www.gov.uk)</a>  <a href="#">Honest information about drugs   FRANK (talktofrank.com)</a>  <a href="#">Drug and alcohol education (pshe-association.org.uk)</a>  <a href="#">DfE's guidance on searching, screening and confiscation</a></p>	<p>CGL  GP  School nurse service  <a href="#">DDSCP Documents Library</a></p>
A pupil who is Looked After,	<p><a href="#">Designated teacher for looked-after and previously looked-after children - GOV.UK (www.gov.uk)</a></p>	<p><a href="#">DDSCP Documents Library</a></p>

Previously Looked After or has returned home to their family from care	<a href="#">Looked after children   NSPCC Learning</a> <a href="#">Looked after children – Safeguarding Network</a>	
A pupil who is a private fostering arrangement	<a href="#">Children Act 1989: private fostering - GOV.UK (www.gov.uk)</a> <a href="#">Private fostering - childlawadvice.org.uk</a>	<a href="#">DDSCP Documents Library</a>
A pupil who is lesbian, gay, bi or trans	<a href="https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education">https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</a> <a href="#">Safeguarding LGBTQ+ children and young people   NSPCC Learning</a> <a href="#">Think your child might be trans or non-binary? - NHS (www.nhs.uk)</a>	<a href="#">DDSCP Documents Library</a> <b>Snapp It – Mental health Charity</b>
A pupil who may be at risk online, including the use of mobile technology or a pupil who is putting others at risk online.	<a href="#">A guide to the Online Safety Bill - GOV.UK (www.gov.uk)</a> <a href="#">Homepage - UK Safer Internet Centre</a> <a href="#">Online safety - BBC Teach</a> <a href="#">Staying safe online   Childline</a> <a href="#">What is Online Safety?   SWGfL</a> <a href="#">CEOP Safety Centre</a>	<a href="#">DDSCP Documents Library</a>
A pupil who may be at risk of Honor-Based Abuse	Forced Marriage Unit on 020 7008 0151 or <a href="mailto:fm@fco.gov.uk">fm@fco.gov.uk</a> <a href="#">Forced marriage - GOV.UK (www.gov.uk)</a> <a href="#">The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk)</a>	
A pupil who may be at risk of FGM or we have discovered that FGM has taken place	<a href="#">Female genital mutilation - GOV.UK (www.gov.uk)</a> <a href="#">Female genital mutilation: resource pack - GOV.UK (www.gov.uk)</a>	<b>GP</b> <a href="#">DDSCP Documents Library</a>