



**Bridge Street
School**

School Level Safeguarding Policy

Approved By	Chief Executive Officer	Date:	15/12/2025
Author:	Director of Safeguarding and Attendance	Date:	01/11/2025
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1. Introduction

At Bridge Street School, safeguarding is central to our mission to provide a safe, nurturing, and inclusive environment for every pupil. As a Pupil Referral Unit and Full-Time Alternative Provision, we welcome children from across Derby City who have experienced disrupted education due to permanent exclusions, referrals to AP, or complex circumstances, including those new to the city.

We work with pupils from diverse backgrounds and with a broad range of needs, helping them to re-engage with education and, for some, prepare for reintegration into mainstream school. Every pupil is seen as an individual, and support is tailored to meet their academic, social, and emotional needs.

We are committed to preparing pupils for the future through practical and vocational elements, and a rich wider curriculum that develops confident, responsible citizens.

As a member of the Respect Collaboration Trust, Bridge Street School benefits from a collective commitment to personalisation, inclusion, and continuous improvement. The Trust's ethos "We Never Give Up" underpins our safeguarding practice, ensuring that every child receives the right support at the right time. This collaborative approach ensures consistency and transparency across all schools in the Trust, supporting the holistic development and protection of every pupil

The policy applies to all adults, including Volunteers, Governors, Trustees, Supply staff and Contractors working in or on behalf of the setting.

Safeguarding and promoting the welfare of children, as outlined in [Working Together to Safeguard Children](#) (2023) is defined as:

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

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

Children includes everyone under the age of 18.

We help to keep children safe by:

- Providing safe environments, with secure access, where children can learn and develop
- Acting in the best interests of children to protect them online and offline, including when they are receiving remote education
- At the earliest opportunity, identifying children who may need early help, and who are at risk of harm or have been harmed. This can include, but is not limited to, neglect, abuse (including by other children), grooming or exploitation
- Taking timely and appropriate safeguarding action for children who need extra help or who may be suffering, or likely to suffer, harm. This includes, if required, referring in a timely way to those who have the expertise to help
- Using safe recruitment processes
- Managing allegations that may meet the harm threshold and allegations/concerns that do not meet the harm threshold, referred to as low-level concerns

We will ensure that parents/carers and our partner agencies are aware of our safeguarding policy by ensuring that it is on the school website.

2. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- [Working Together to Safeguard Children](#) (2023)
- [Keeping Children Safe in Education](#) (2025)
- [Designated teacher for looked-after and previously looked-after children](#) (2018)
- [Human Rights Act](#) (1998) and [Equality Act](#) (2010), including the Public Sector Equality Duty
- [Data Protection Act](#) (2018) and [UK GDPR](#)
- [Prevent Duty Guidance](#) (2023) and [The Prevent duty: safeguarding learners vulnerable to radicalisation](#) (2023)
- [Derby and Derbyshire Multi-agency Safeguarding Children procedures](#)

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

- Behaviour Policy
- Physical Intervention Policy
- Acceptable use Policy
- Suspensions and Permanent exclusions policy
- E-Safety Policy
- Staff Code of Conduct
- Safer Recruitment Policy
- GDPR Data Protection policy
- Visiting Speakers Policy

- Relationships and Sex Education Policy

3. What is Abuse

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

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

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

- Any concerns that a child has suffered or is at risk of suffering physical abuse, sexual abuse, emotional abuse, or neglect
- Bullying, including online bullying and prejudice-based bullying, racist, disability and homophobic or transphobic abuse
- Gender-based violence/violence against women and girls
- Sexual harassment, online sexual abuse, and sexual violence between children. Online abuse can include sending abusive, harassing, and misogynistic or misandrist messages; sharing nude and semi-nude images and videos; and coercing others to make and share sexual imagery
- Radicalisation and/or extremist behaviour
- Child sexual exploitation and child criminal exploitation, including county lines
- Risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example youth produced sexual imagery
- Abuse within intimate personal relationships between children (sometimes known as 'teenage relationship' abuse)
- Upskirting
- Substance use – drugs and/or alcohol
- Gang activity and serious violence, particularly affecting young males who have been excluded, have experienced trauma and have been involved in offending
- Domestic abuse
- Forced marriage, marriage/civil partnership under the age of 18, virginity testing or hymenoplasty, female genital mutilation and so-called 'honour-based' abuse
- Children with Perplexing Presentations (PP) in whom illness is fabricated or induced (FII)

- Homelessness
- Other issues not listed here but that pose a risk to children

4. Safeguarding Roles and Responsibilities

Staff induction

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

All staff will:

- Receive a paper or electronic copy of, read and sign to say that they have received, read, and understood:
 - All staff working directly with children Part one of [Keeping Children Safe in Education: for school and college staff](#) and Annex B: Further information (2025)
 - School leaders and Designated Safeguarding Leads/Deputies and Assistant Headteachers read all of [Keeping Children Safe in Education](#) (2025)
 - Governors and Trustees to read all of [Keeping Children Safe in Education](#)

All staff will:

- Be aware of:
 - Operation Encompass, previously known locally as Stopping Domestic Abuse Together /SDAT, a police-led early domestic abuse notification to schools, and the school dedicated safeguarding email address
 - The safeguarding response to children who are missing education or where there are unexplainable and/or persistent absences from education
 - The safeguarding response to child-on-child abuse
 - What private fostering arrangements are and the appropriate safeguarding response
 - The early help process for low level and emerging needs and understand their role in it
 - The process for making a referral to local authority children's social care, the statutory assessments that may follow this and the role they may play in such assessments
 - The protocols for recording concerns on school systems
- Know what to do if a child tells them they are being abused, exploited, or neglected and will be able to reassure children they are being taken seriously, will be supported, and kept safe
- Know what to do if a child shares, produces, or receives a sexual communication, including sharing nudes/ semi-nudes
- Know what to do if a parent or carer shares any concerns about a child
- Be aware:

- Children may not feel ready or know how to tell and/or might not recognise their experiences as harmful and that certain children may face additional barriers to telling
- Any child may benefit from early help and be alert to the need for early help for some groups of children
- Of the indicators of abuse, exploitation, and neglect, understand that children can be at risk inside and outside of the school, in their home, institutional or community setting and online
- Children can abuse other children, referred to as child-on-child abuse, and the school policy to prevent and respond to it
- Children with special education needs, disabilities (SEND) or health issues, particularly those with neurodevelopmental conditions such as autism, as well as those with certain medical or physical health conditions are particularly vulnerable to online and offline abuse, exploitation, and neglect - and also face additional barriers to the recognition of this abuse
- In addition to children with SEND or health issues, that some groups of children are potentially at greater risk of harm, including children who need a social worker, children absent or missing from education or who are electively home educated, children requiring mental health support, looked after/previously looked after children and children who are, or may be, lesbian, gay, bisexual, or gender questioning
- Technology is a significant component in many safeguarding and well-being issues
- Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
- That children's poor behaviour may be a sign that they are suffering harm or that they have been traumatised by abuse
- Of the '*one chance*' rule with suspected or actual victims of forced marriage and so called 'honour-based' abuse. That is, they may only have one opportunity to speak to a victim or potential victim to offer appropriate support and advice
- Of the possible indicators, alongside other factors, and contexts, that a child is likely to be susceptible to an extremist ideology
- Of the indicators which may signal children are at risk from, or involved with, serious violent crime
- Have the skills, knowledge and understanding to keep looked after children and previously looked after children safe
- Discuss/report any concerns they have about a child with the designated safeguarding lead or their deputy. If staff members are unsure, they should always speak to the designated safeguarding lead or their deputy
- Speak to the designated safeguarding lead or deputy about any concerns about so called 'honour-based' abuse, breast ironing, female genital mutilation (FGM), virginity testing and hymenoplasty.
- Work with the designated safeguarding lead and do everything they can to support social workers to help them carry out a statutory assessment
- Be mindful that early information sharing is vital to identifying and tackling all forms of abuse, exploitation, and neglect and in promoting children's welfare, including in relation to their educational outcomes

Chief Executive Officer (CEO)

The Chief Executive Officer (CEO) holds ultimate accountability for safeguarding across the Trust.

- All schools within the Trust comply with statutory safeguarding requirements, including *Keeping Children Safe in Education* and relevant local authority guidance.
- Robust safeguarding policies, procedures, and systems are in place and effectively implemented.
- The Trust Board receives regular safeguarding reports and is informed of any significant incidents or concerns.
- The CEO acts as the accounting officer for safeguarding compliance and liaises with external agencies, regulators, and safeguarding partners as required.

While responsibility is delegated to the Director of Safeguarding and Designated Safeguarding Leads (DSLs), the CEO retains overall accountability for safeguarding performance and culture within the Trust.

Director of Safeguarding

- Lead day-to-day safeguarding operations across the Trust, working closely with Headteachers and Designated Safeguarding Leads (DSLs).
- Ensure all statutory safeguarding duties are fulfilled within each school.
- Develop, implement, and monitor safeguarding policies and procedures, ensuring they are fit for purpose.
- Oversee the annual safeguarding Quality Assurance Programme and report outcomes to Headteachers and the Trust Board.
- Provide regular safeguarding reports to the Trustee responsible for safeguarding and the Executive Team.
- Offer challenge and support to schools to maintain high standards of safeguarding practice.
- Coordinate responses to allegations against staff and ensure adherence to the Trust's Managing Allegations Policy.

Headteacher

The Headteacher holds ultimate accountability for safeguarding across the School.

- Ensure effective safeguarding and child protection policies and procedures are in place, implemented, and reviewed at least annually.
- Embed a whole-school approach to safeguarding, making it central to the school's ethos.
- Ensure all staff, pupils, and parents understand their safeguarding roles and responsibilities.
- Appoint a suitably qualified Designated Safeguarding Lead (DSL) and, where appropriate, deputy DSLs, ensuring they have the time, training, and support to fulfil their roles.
- The Headteacher will hold the role of Deputy Designated Safeguarding Lead

- Ensure all staff receive appropriate and regular safeguarding and child protection training.
- Promote a culture where staff feel able to raise concerns about poor or unsafe practice, and are confident these will be taken seriously.
- Act as the decision-maker for low-level safeguarding concerns about staff, with input from the DSL as appropriate.
- Oversee safer recruitment practices and ensure all staff and volunteers are subject to appropriate checks.
- Uphold and model the staff code of conduct.
- Liaise with the local authority, safeguarding partners, and other agencies as required.
- Ensure effective information sharing and record keeping, including when children move schools.
- Monitor the effectiveness of safeguarding arrangements and report to the governing body or trust board as required.
- Review safeguarding incidents and concerns to ensure lessons are learned and practice is improved.

Designated Safeguarding Lead and Deputy Designated Safeguarding Lead

A senior leader is appointed as DSL, with lead responsibility for safeguarding and child protection, including online safety and understanding the school's filtering and monitoring systems.

The Designated Safeguarding Lead (DSL) has lead responsibility for safeguarding and child protection within the school.

The DSL will:

- Act as the main point of contact for safeguarding and child protection concerns, providing advice and support to staff as needed.
- Ensure all safeguarding concerns are recorded, reported, and responded to appropriately, in line with school and statutory procedures.
- Liaise with the local authority, safeguarding partners, and other agencies, including making referrals and attending multi-agency meetings as required.
- Maintain detailed, accurate, and secure records of safeguarding and child protection concerns and actions taken.
- Ensure all staff receive appropriate safeguarding and child protection training, and keep their own knowledge up to date.
- Support staff to recognise the signs of abuse, neglect, and exploitation, and respond appropriately.
- Promote a culture of vigilance and ensure safeguarding is embedded in all aspects of school life.
- Ensure children's safeguarding needs are considered in all school activities, including curriculum, pastoral support, and extra-curricular provision.
- Support children and families, including those subject to child protection plans or in need of early help.
- Provide regular safeguarding updates and reports to the Headteacher and Governing body.
- Ensure effective information sharing and transition arrangements when children move schools.

Deputy Designated Safeguarding Lead/s

The Deputy Designated Safeguarding Lead (DDSL) supports the DSL in all aspects of safeguarding and child protection, and will deputise for the DSL as required, ensuring continuity of safeguarding leadership and response in their absence.

Safeguarding training

All staff are equipped with the knowledge and skills to keep children safe. In addition to the safeguarding training at induction, all staff and Governors, Trustees will receive safeguarding training appropriate to their roles and responsibilities which is regularly updated. All staff, Governors and Trustees will also receive regular safeguarding and child protection updates at least annually. This will help provide them with an awareness of safeguarding issues that can put children at the risk of harm ensuring they have the relevant skills and knowledge to safeguard children effectively.

5. Bridge Street School Key Safeguarding contacts

Safeguarding Role	Name and Role	School contact details
Designated Safeguarding Lead	Kay Taylor	k.taylor@bridgestreetschoolderby.co.uk Telephone: 01332 973830
Headteacher (Deputy Safeguarding Lead)	Libby Macpherson	l.macpherson@bridgestreetschoolderby.co.uk Telephone: 01332 973830
Deputy Safeguarding Lead and Prevent Lead	Ngaire Coles	n.coles@bridgestreetschoolderby.co.uk Telephone: 01332 973830
Attendance Lead Deputy Safeguarding Lead	Anna Beresford	a.beresford@bridgestreetschoolderby.co.uk Telephone: 01332 973830
Designated Safeguarding Trustee	Gillian Quincy	clerk@respectschools.co.uk
SENCo	Kay Taylor	k.taylor@bridgestreetschoolderby.co.uk Telephone: 01332 973830
Designated Teacher for Looked After/ previously Looked After Children	Kay Taylor	k.taylor@bridgestreetschoolderby.co.uk Telephone: 01332 973830
Senior Lead/s for Mental	Kay Taylor	k.taylor@bridgestreetschoolderby.co.uk Telephone: 01332 973830

Safeguarding Role	Name and Role	School contact details
Health and Well-being		
Trustee for SEND and Mental Health and Well-being	Sandra Fletcher	clerk@respectschools.co.uk
PHSE/RSE Lead	Amy Meakin	a.meakin@bridgestreetschoolderby.co.uk Telephone: 01332 973830
Data Protection Officer	Helen Buckley	h.buckley@respectschools.co.uk
Director of Safeguarding and Attendance	Jemma Tague	j.tague@respectschool.co.uk

See appendix 1 for Local and National key contacts

6. Ensuring a safe environment for all children

At Bridge Street School, all staff recognise the significant and lasting impact that exclusion can have on a child's education, wellbeing, and future opportunities. Staff understand the emotional, social, and academic challenges faced by excluded pupils, including feelings of isolation, loss of routine, and barriers to re-engagement with learning.

Staff work proactively to build trusting relationships, provide consistent support, where every pupil feels valued and understood. We are committed to helping pupils overcome the effects of exclusion, supporting their transition into Bridge Street, and promoting positive outcomes for all.

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

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

Vulnerable children

We recognise some groups of children face greater risks (online and offline) and have agreed arrangements to safeguard them, for example:

- Children with a social worker (Child in Need/Child Protection): The DSL holds and uses this information to inform decisions in the child's best interests, including educational outcomes.
- Children absent from education: Attendance is everyone's responsibility and key to positive outcomes. Absence may signal safeguarding issues (abuse, exploitation, neglect) or risk of becoming CME.

We:

- Build strong relationships with families to understand and address barriers.
- Work with schools, the LA and partners where absence risks becoming persistent/severe. Provide support through the Family Support Worker and Attendance Lead for children who are accessing an amended timetable. Suspended or excluded children are especially vulnerable, particularly those:
 - **Elective Home Education (EHE):** Where parents plan to withdraw a child, the school seeks to arrange a meeting with parents, the LA, and key professionals to ensure the decision is in the child's best interests, especially if they have SEND, are vulnerable, or have a social worker. For children with an EHCP, the LA must review the plan. The LA is notified when a child is removed from roll.
 - **Mental health needs:** Mental health issues can indicate risk of abuse, neglect or exploitation. We have systems to identify concerns early, seek external advice where needed, and ensure clear referral and accountability processes.
 - **Looked-after and previously looked-after children:** The DSL holds key information (social worker and Virtual School Head). The Designated Teacher is appropriately trained and works with the Virtual School and agencies to promote achievement and also holds the position of the Designated Safeguarding Lead. We also recognise the distinct needs of children in kinship care and those pupils are monitored.
 - **Children with SEND/health needs:** These pupils may face additional safeguarding vulnerabilities. As the Designated Safeguarding Lead (DSL) also holds the role of Special Educational Needs Coordinator (SENCO), safeguarding concerns are addressed with a holistic understanding of the child's educational and health profile. Enhanced pastoral and communication support is considered and implemented where appropriate.
 - **Children who are, or may be, lesbian, gay, bisexual, or gender questioning:** We take steps to remove barriers these children face and ensure they feel safe to speak out. Support for gender-questioning children considers their individual needs.
 - **Private fostering:** Where arrangements come to our attention, we notify the LA as required under *Children Act 1989: Private Fostering* and the *Children (Private Arrangements for Fostering) Regulations 2005*.

Additional Risk Factors

We also recognise increased vulnerability for children who:

- Live with domestic abuse, parental substance misuse or adult mental health issues.

- Are asylum seekers/refugees, from new communities, or do not speak English as a first language.
- Live away from home, in care, or in chaotic/neglectful situations.
- Are at risk of homelessness or in temporary accommodation.
- Are young carers, involved in the court system, or affected by parental offending/imprisonment.
- Are vulnerable to discrimination (age, disability, race, religion/belief, sex, sexual orientation, gender reassignment, pregnancy/maternity).
- Are under 18 and vulnerable to pressure or coercion around marriage, including forced marriage or cultural expectations.

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

Teaching safeguarding

We provide age and developmentally appropriate preventative education to help pupils understand personal safety, safeguarding risks, how to recognise when they are at risk, and how to seek help. Teaching includes safe use of technology, healthy relationships online and offline, and how to protect themselves and others. We recognise the risks posed by rapid technological change and ensure children are supported and educated accordingly.

Teaching is tailored to individual needs, including those of children with SEND and those who have experienced abuse. Preventative education forms part of our whole-school approach, preparing pupils for life in modern Britain, encouraging respectful debate, and promoting a culture of zero tolerance towards sexism, racism, disablism, homophobia, biphobia, sexual violence, harassment and all forms of prejudice. Our curriculum responds to local and national safeguarding issues and trends.

Our school values, fundamental British values, behaviour policy, pastoral support and planned relationships, sex and health education underpin this work and are reinforced across the curriculum.

Online Safety

Online safety is embedded in our safeguarding approach, through policies, curriculum, staff training, parental engagement, and the DSL's responsibilities. The school has filtering and monitoring systems in place that meet current DfE standards. This includes:

- Clear roles and responsibilities for managing systems
- Annual review of provision
- Blocking harmful content without restricting learning
- Effective monitoring strategies to meet safeguarding needs

We educate and protect pupils and staff in safe technology use, including remote learning, and act promptly on concerns. Our E-safety policy addresses the four areas of risk (content, contact, conduct, commerce) and covers mobile/smart technology

Systems for Children to Report Concerns

We prioritise ensuring all children feel heard, understood, and safe. Staff listen to children and take account of their wishes in decisions about protection and support, always acting in their best interests.

We recognise some children face barriers in reporting abuse or may not realise what they are experiencing is abusive. We promote trusted relationships and a supportive ethos so that pupils feel able to share concerns directly or indirectly. Staff are alert to early signs of abuse, exploitation, or neglect and know how to respond.

Our school has clear, well-promoted systems for children to report concerns or abuse, including child-on-child abuse. Pupils know these systems are accessible, taken seriously, and allow them to safely express their views and give feedback.

Bridge Street School has a Designated Safeguarding Lead (DSL) who retains strategic and statutory responsibility for safeguarding and child protection and Deputy Designated Safeguarding Leads. The school also benefits from a Family Support Worker and Engagement Mentors and an Attendance Lead, ensuring a comprehensive approach to pupil wellbeing and safeguarding.

All pupils have access to a designated key worker, providing a consistent point of contact for emotional support, guidance, and advocacy. Key workers play a vital role in building trust, monitoring wellbeing, and ensuring that every child feels seen and heard.

Our Safeguarding Team is available every school day to provide support to pupils and families. You can reach the team via our dedicated safeguarding email: safeguarding@bridgestreetschoolderby.co.uk, or by using the 'Report a Worry' button located on our website.

During school holidays and bank holidays, communications are monitored once daily to ensure continued support and timely responses.

Working with parents and carers

We are committed to working in partnership with parents and carers to safeguard and promote the welfare of all children. Our approach is open, honest, and supportive, ensuring everyone is informed and involved in keeping children safe.

We work positively with parents/carers and encourage open communication about any concerns regarding a child's safety, well-being, or mental health.

Our safeguarding approach is whole school and includes.

- Parents/carers receive information on safeguarding topics (e.g., exploitation, child-on-child abuse, online safety, mental health, extremism) and available support.
- We maintain accurate, up-to-date records for each pupil, including emergency contacts, parental responsibility, authorised collectors, GP details, and relevant court orders.

- Information shared with us is treated confidentially and only disclosed to staff on a need-to-know basis.
- Parents/carers are informed of our duty to share safeguarding concerns and to keep related records securely, including transferring them to new settings as needed.
- Where possible, concerns are discussed with parents/carers first, unless this would place the child at risk or is not feasible.

7. Responding to concerns about a child's welfare

Bridge Street School ensures all staff, volunteers, supply staff, and visitors know what to do if they have concerns about a child's welfare:

- In an emergency, staff take immediate action to help the child.
- Staff do not assume others will share vital information; early information sharing is essential.
- All concerns, including possible private fostering, are reported to the designated safeguarding lead (DSL) or deputy as soon as possible, and always by the end of the day.
- If unsure, staff consult the DSL or deputies; if unavailable, concerns are shared with the most senior person present and then with the DSL as soon as possible.
- Staff do not view, copy, print, or share images in cases involving sharing nudes or semi-nudes.
- Information is shared only on a need-to-know basis and not discussed with others.
- Staff record concerns promptly, before the child leaves the premises, using the school's safeguarding system.
- Support is available for staff who are distressed by safeguarding issues.
- Staff must immediately inform the DSL or deputy if there are concerns about:
 - Signs or symptoms of abuse, exploitation, or neglect.
 - Safeguarding risks identified during searches.
 - Changes in behaviour, attendance, or presentation suggesting harm.
 - Hints or disclosures of abuse.
 - Individuals posing a risk to children in a household.
 - Online abuse, harmful sexual behaviour, or inappropriate adult communication.
 - Child-on-child abuse, including sexual violence or harassment.
 - Private fostering arrangements.
 - Risks of domestic abuse, 'honour-based' abuse, FGM, forced marriage, or related concerns.
 - Risks of radicalisation, exploitation, or modern slavery.

If staff suspect a child may be at risk but have no clear evidence, they give the child the opportunity to talk and record any early concerns using the school's safeguarding process. Determining the truth of disclosures is the responsibility of local authority children's social care, but all staff have a duty to recognise and report concerns or the need for extra support.

If a Child Discloses a Concern or Abuse

If a child, parent, or carer shares a concern, staff listen calmly, take them seriously, and reassure them they will be supported and kept safe. No one should be blamed or made to feel ashamed for reporting. Staff should:

- Allow them to speak freely; do not interrupt or ask leading or investigative questions.
- Use open questions (e.g., “Can you tell me what happened?”).
- Remain calm and avoid overreacting or expressing disbelief.
- Reassure with simple words (“You’re doing the right thing,” “This isn’t your fault”).
- Do not promise confidentiality, explain you must share the information to help.
- Do not offer physical comfort unless appropriate.
- Explain what will happen next and who will help.
- Report verbally to the designated safeguarding lead (DSL) as soon as possible.
- Write up the conversation promptly and record this on CPOMS.
- Seek support if you are distressed.

Where possible, disclosures about sexual violence or harassment this should be managed with two staff present but this may not always be possible.

Recording Concerns

Bridge Street School uses the online system CPOMS (Child Protection Online Management System) to securely log and monitor safeguarding concerns. While all staff have access to CPOMS to record concerns, only those with designated safeguarding responsibilities have elevated access to view and manage sensitive case information.

Concerns must be recorded factually, without interpretation or assumption, and should be submitted as soon as possible after the incident or disclosure.

- Log into CPOMS using your email and password
- Select the pupil involved and complete a new incident report.
- Record the concern factually and clearly, including:
 - Use full names (not initials) of staff, other adults and parents/family members (full name in this context means first and surname)
 - Ensure family relationships are clear
 - Use full name (not initials) of child whose record this is
 - Use full name (not initials) of any other child involved and ensure a mirror record is on their file, if appropriate
 - What was seen, heard, or disclosed
 - Date, time, and location
 - Any immediate actions taken
 - Use the alert function to notify the DSL team.
- Do not investigate the concern yourself, record and alert only.
- If the concern is urgent, speak directly to a member of the safeguarding team and follow up recording the concerns on CPOMS.
- Maintain confidentiality and do not discuss the concern with other staff or pupils.

Role of the Designated Safeguarding Lead (DSL) and Deputies

When concerns about a child are identified, the DSL or deputy will:

- Review information and assess for urgent action (e.g., medical needs, immediate safety).
- Check the child's presentation and attendance that day.
- Consider previous concerns and involvement with children's services.
- Decide what checks are needed and inform relevant staff on a need-to-know basis.
- Use appropriate assessment tools and follow local/national guidance.
- For domestic abuse notifications, make general enquiries with the child; follow disclosure guidance if the child initiates discussion.
- Follow local safeguarding procedures and use threshold documents to determine support or referral, including early help or statutory services. (Appendix 2)
- Consider whether to inform parents/carers, unless this increases risk.
- Seek advice from children's social care or other agencies if unsure.
- Refer to Prevent or police if there are concerns about radicalisation or criminal activity.
- Refer to children's services for complex needs or protection concerns, sharing relevant assessments.
- Notify the local authority of private fostering arrangements in writing.
- Refer to police if a child is at immediate risk or a crime is suspected, following guidance on searches and confiscation.
- Submit information sharing forms for exploitation concerns.
- Ensure safeguarding concerns are shared with mainstream schools where pupils are dual registered

Notifying parents/carers

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

Pastoral/school-based support

At Bridge Street School, engagement mentors form a vital part of our pastoral and safeguarding framework. Their role is to provide consistent, relational support to pupils who may be experiencing social, emotional, or behavioural challenges. Engagement mentors work closely with the Designated Safeguarding Lead (DSL), Family Support Workers, and external agencies to ensure that pupils receive holistic care tailored to their individual needs.

This includes supporting pupils reintegrating into education following periods of absence or exclusion. Engagement mentors contribute to risk assessments and individual support plans, and act as trusted adults for pupils who may be vulnerable to exploitation, neglect, or abuse. Their presence helps foster a safe and inclusive environment where pupils feel heard, supported, and able to thrive emotionally and academically

Early Help Support and Assessment

When a child may need coordinated early help, the Designated Safeguarding Lead (DSL) or deputy supports completion of an early help assessment and, if needed, coordinates a team around the family.

The school keeps early help cases under review. If a child's situation does not improve or worsens, a referral to local authority children's services will be considered.

Female genital mutilation (FGM)

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

Referral to Local Authority Children's Social Care

The school refers concerns about a child's welfare to local authority children's social care using agreed procedures. (Appendix 2)

- If a child is at immediate risk of serious harm, an urgent referral is made to children's social care and/or the police.
- The Designated Safeguarding Lead (DSL) or deputy makes urgent referrals by phone and follows up in writing; non-urgent cases are referred online. Early help assessments may be submitted to the Vulnerable Children meeting.
- In emergencies or if action is not taken, any staff member can refer directly and should inform the DSL as soon as possible.
- For known cases of FGM, staff must also report to the police on 101 by the next working day, in addition to the referral.
- Following a referral, the DSL or deputy follows up in writing within 48 hours, maintains contact with social workers, attends relevant meetings, and shares reports with parents/carers and, where appropriate, the child.

Confidentiality and Information Sharing

We share information with local agencies to safeguard pupils, following statutory guidance and data protection law. The Data Protection Act 2018 and UK GDPR do not prevent sharing information for safeguarding purposes.

- Staff share information early to help identify and respond to risks.
- If unsure, staff consult the Designated Safeguarding Lead (DSL) or deputy.
- Fears about sharing information must not prevent safeguarding action.
- Information is shared only with those who need to know and is recorded appropriately.
- Consent is sought where possible, but safeguarding concerns are shared with relevant agencies even without consent if necessary.
- In most cases, concerns are discussed with parents/carers unless this increases risk.
- Details on information sharing are in our Privacy Notices.

Record Keeping

- All safeguarding concerns, discussions, decisions, and actions are recorded in CPOMS, following school protocols. In the event that this system is unavailable staff will record concerns on the Safeguarding/Child Protection recording Form (Appendix 5)
- Each record includes a clear summary of the concern, the actions taken, decisions made, and the rationale behind those decisions. This rationale should explain why a particular course of action was chosen, referencing relevant guidance, professional judgement, or contextual factors. Professional disagreements about a child's safety are also documented.
- When a child transfers, the safeguarding file is sent securely to the new setting within 5 days, separate from the main file, with confirmation of receipt.
- The DSL considers sharing relevant information with the new provider in advance if appropriate.
- Key staff are informed when a child's safeguarding file is received.

Support for those involved in a safeguarding/child protection issue

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

- Taking all suspicions and disclosures seriously
- Nominating a link person who will keep all parties informed and be the central point of contact
- Nominating a 'case manager' where a member of staff is the subject of an allegation made by a child
- Responding sympathetically to any request from a child or member of staff for time out to deal with distress or anxiety
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- Storing records securely
- Offering details of helplines, counselling, or other avenues of external support

- Following the procedures laid down in our whistleblowing, complaints, and disciplinary procedures
- Co-operating fully with relevant statutory agencies

8. Child-on-child abuse, including sexual violence and harassment

Child-on-Child Abuse

Child-on-child abuse can happen in any setting, and our school takes all concerns seriously, ensuring a zero-tolerance approach and clear procedures for staff and students.

- All staff maintain an ‘it could happen here’ approach and report any concerns to the designated safeguarding lead (DSL) or deputy.
- The school recognises that child-on-child abuse can be physical, sexual, or emotional. There is zero tolerance—abuse is never dismissed as ‘banter’ or ‘part of growing up’.
- Abuse is addressed through safeguarding processes, whether it occurs in or outside school, or online. Both victims and those who harm others may need support.
- Child-on-child abuse includes bullying (including online), physical abuse, sexual violence or harassment, sharing nudes/semi-nudes, upskirting, and initiation/hazing.
- Staff challenge inappropriate behaviour and respond to all reports seriously, reassuring children they will be supported and not blamed.
- Child-on-child abuse can affect any child, and vulnerable children may be at greater risk. Power imbalances and opportunity often play a role.
- Perpetrators may also be victims of abuse.

Preventing Child on Child Abuse

There is a whole school approach to preventing child-on-child abuse, including child-on-child sexual violence and sexual harassment; this forms part of the whole school approach to safeguarding.

At Bridge Street School we seek to minimise the risk of child-on-child abuse by ensuring an approach that prepares pupils for life in modern Britain. The school has a clear set of values and standards which are upheld and demonstrated throughout all aspects of school life.

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

All staff understand the importance of challenging inappropriate behaviours between peers that are abusive in nature. Downplaying certain behaviours will not be

tolerated or passed off. Staff will maintain an attitude of '*it could happen here*' and all inappropriate behaviour will be addressed.

The setting deals with a wide continuum of children's behaviour on a day-to-day basis and most cases will be dealt with via school based processes.

Systems for children to report incidents of child on child abuse

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

When staff have concerns about child-on-child abuse, it is essential to act quickly and supportively to protect all children involved.

All concerns are taken seriously and responded to promptly. Staff reassure children they will be supported and kept safe, and never blamed for reporting.

- Reports are managed with two staff present where possible (preferably including the DSL or deputy).
- Abuse online or outside school is treated as seriously as in-school incidents.
- Staff consult the DSL, who assesses each case, considers the wishes of those involved, and uses statutory guidance and risk assessments to decide next steps.
- Victims and alleged perpetrators are supported and protected, including separation in school if needed or through offsite provision.
- All incidents are recorded on CPOMS, and referrals to children's social care or police are made as appropriate.
- Risk and needs assessments are regularly reviewed, and information is shared with new settings if a child transfers.

9. Safer recruitment and selection of staff

The Bridge Street School uses best practice and has adopted robust recruitment procedures as outlined in [Keeping Children Safe in Education](#) (2025) to deter and prevent people who are not suitable to work with children from applying, securing employment or volunteering opportunities in the school. We apply all appropriate measures for our staff, including volunteers, agency, and third-party staff (supply staff) trainees/student teachers, governors/trustees, and contractors. This forms a vital part of the whole school approach to safeguarding and is an essential part of creating a safe environment for our pupils.

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

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

All individuals working in the school, includes:

- Teaching and support staff
- Volunteers
- School Governors/Trustees and Members

Will undergo the following checks prior to appointment:

- Enhanced Disclosure and Barring Service (DBS) check, including a check of the Children's Barred List
- Teacher status verification, confirming Qualified Teacher Status (QTS) where applicable
- Teacher prohibition check, to ensure the individual is not banned from teaching
- Historic sanctions or restrictions issued by the General Teaching Council for England (GTCE), where relevant to staff registered before its closure in 2012

Governors, Trustees, Members and staff in management roles undergo a Section 128 check, which identifies individuals prohibited from holding management positions in schools

In accordance with the Childcare Act 2006 and the Childcare (Disqualification) Regulations 2018, the school is committed to ensuring that individuals working in relevant childcare roles are not disqualified from doing so.

These regulations apply to staff who:

- Work directly with children aged 5 and under (e.g. nursery, reception)
- Provide wraparound care for children up to age 8 (e.g. breakfast clubs, after-school clubs)
- Are involved in the management of such provisions

To ensure compliance, the school requires all staff, regardless of role, to complete an annual Self-Declaration Form. This proactive approach supports our safeguarding culture and helps identify any potential risks early.

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

- **Individuals who have lived or worked outside the UK** – will undergo the same checks as all other staff in the school and further checks deemed appropriate to ensure suitability
- **Agency and third-party staff (supply staff)** - the school will obtain written notification from any agency or third-party organisation provider that they have carried out checks on an individual who will be working at the school that we would otherwise perform.

- **Contractors** - where the school uses contractors to provide services the contract will set out their safeguarding requirements.
- **Trainee/ student teachers** – applicants salaried by the school will undergo all necessary checks by the school. The initial teacher training provider will carry out necessary checks on fee funded trainee teachers and will provide written confirmation that these have been carried out and judged suitable to work with children.
- **Volunteers** - the school will ensure volunteers are appropriately supervised as outlined in [statutory guidance](#) on supervising the activities of workers and volunteers with children. In addition, risk assessments will be undertaken, and professional judgment/ experience used when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaged in regulated activity. The details of the risk assessment will be recorded.

The school maintains a single central record of pre-appointment checks consistent with [Keeping Children Safe in Education](#) (2025).

Visitors

The Bridge Street School premises provide a safe learning environment. We recognise there are different types of visitors, those in a professional capacity, children's relatives or others visiting for school activities or visitors via a third party and have processes in place to ensure they are suitable, are checked and monitored as appropriate. All visitors must report to reception where appropriate ID is checked.

We recognise the importance of allowing access for local authority children's social care to conduct, or to consider whether to conduct an assessment and that staff from other partner agencies may need to visit to see a child or young person to either safeguard or promote their welfare.

External speakers/visitors

The school may ask external speakers or visitors to work with children or provide assemblies on subjects such as online safety, relationships/relationships and sex education and health education or in relation to specific safeguarding risks. On these occasions the school will undertake an assessment of the educational value, the age appropriateness of what is going to be delivered and whether relevant checks will be required, and an assessment made of what will be appropriate supervision. There will also be an agreement made in advance of the session/s on how a safeguarding report should be dealt with by an external visitor in line with the Visitor Speakers policy.

Alternative Provision & Junction 16 Quality Assurance

The Bridge Street School remains responsible for safeguarding all pupils when accessing offsite alternative provision. Written confirmation is obtained from AP providers that all staff have appropriate safeguarding checks, and the provider will notify the Trust of any staff changes. Attendance is monitored, and any safeguarding concerns that arise during AP sessions are reported and recorded in line with procedures set out in section 7.

Placements are reviewed at least termly to ensure safety, suitability, and regular attendance. Immediate review and action are taken if safeguarding concerns arise.

Junction 16:

Junction 16 is the quality assurance and commissioning service for alternative provision (AP) within the Respect Collaboration Trust. Their team ensures that all AP offered by, and through, Respect Schools meets the highest standards by commissioning services via an appropriate procurement system. Junction 16 team conducts regular, robust quality assurance checks for every provider, ensuring Ofsted compliance and maintaining all essential safeguarding records.

Junction 16 responsibilities

- Commissions and quality assures all AP in line with relevant procurement law.
- Conducts regular, robust quality checks for every provider, ensuring Ofsted compliance
- Works in partnership with schools to ensure safeguarding concerns arising in AP settings are promptly shared with the relevant Designated Safeguarding Leads
- Offers a personalised service and can liaise directly with Ofsted.
- Provides its own AP in Outdoor Education, Hair and Beauty, and Construction, with further courses planned.

These arrangements ensure all AP providers used are rigorously quality assured and meet statutory safeguarding requirements.

Dual registered placements

Bridge Street School works in close partnership with mainstream schools to support pupils who are dual registered, ensuring that safeguarding and educational provision are robustly maintained. Each placement is underpinned by a formal commissioning agreement, which outlines the responsibilities of both settings in relation to curriculum access, pastoral support, and safeguarding oversight in line with [Arranging Alternative Provision Guidance 2025](#). Attendance data is shared between Bridge Street School and the mainstream school to ensure accurate monitoring and early intervention where needed. Safeguarding concerns are communicated promptly through Designated Safeguarding Leads, and both schools contribute to risk assessments and support plans to ensure continuity of care and protection for the pupil across both settings

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

As part of our approach to safeguarding there are processes in place for continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour. Our culture and environment support all of our staff to discuss matters that concern them in the workplace and, where appropriate,

outside the workplace (including online) which may have implications for the welfare and safety of children.

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

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

By doing so everyone in the school will:

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

Bridge Street School staff recognise there are two levels of allegation/concern

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

Allegations that may meet the harms threshold

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

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

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

All Allegations are recorded, including context and actions taken.

Staff must report such concerns to the Headteacher immediately. If the concern involves the Headteacher this must be reported to the Director of Education. If there's a conflict of interest this will be reported directly to the Local Authority Designated Officer (LADO).

If a child is at immediate risk, contact Children's Social Care and/or the Police. The DSL is responsible for ensuring the child is safe and making referrals.

Low-Level Concerns

Low-level concerns are behaviours that do not meet the harm threshold but may be inconsistent with the staff code of conduct. These include:

- Inappropriate behaviour inside or outside work
- Conduct that could be misinterpreted or appears compromising

Staff must report low-level concerns to the Headteacher. The DSL or a nominated person may receive the initial report, but the Headteacher must be informed promptly.

Concerns about the Headteacher should be reported to the Director of Education

Staff are encouraged to self-refer if they believe their behaviour may be misinterpreted.

The Headteacher is the decision-maker for all low-level concerns, with input from the DSL where appropriate. Concerns about supply staff or contractors will be shared with their employers.

All low-level concerns are recorded, including context and actions taken.

10. Monitoring and Review

The policy will be reviewed annually as a minimum, unless lessons learnt or new legislation, national or local guidance suggests the need for an earlier date of review.

11. GDPR

Data will be processed to be in line with our requirements and protections set out in the UK General Data Protection Regulation, Data Protection Act as amended by the Data (Use and Access) Act 2025.

Appendix 1

Local and National Safeguarding contacts and information

	Derby	Derbyshire
Early Help and Early Help Advice	<ul style="list-style-type: none"> Derby City Family Hubs and Early Help Early Help Advisors, see Safeguarding Children Procedures Contacts, advice and further information 	<ul style="list-style-type: none"> Family Help Service For advice contact Starting Point Consultation and Advice Service for Professionals via 01629 535353
Targeted Early Help requests	Locality Vulnerable Children Meeting (VCM) for requests for targeted early help via multi-agency team (MAT) or non-urgent social care referrals via Locality Based Single Point of Access (SPA) Clerks	Requests for support from professionals should be made via the online request for support unless a child is at risk of Significant Harm
Speak to a Social Worker for thresholds advice and consultation	Children's Services Professional Consultation Line 07812 300329	Starting Point Consultation and Advice Service for Professionals 01629 535353
Referrals to Local Authority Children's Social Care	<p>Initial Response Team Urgent: 01332 641172 or out of hours via Careline 01332 956606 Non urgent: Derby Children's Social Care Online Referral system</p>	<p>Starting Point Urgent: 01629 533 190 Non urgent: Starting Point online</p>
Local Authority Designated Officer (LADO)	Derby and Derbyshire LADO referral form Email: CPMduty@derby.gov.uk	Derby and Derbyshire LADO referral form Email: professional.allegations@derbyshire.gov.uk
Derbyshire Police	<ul style="list-style-type: none"> 999 for emergencies or 101 for non-emergencies Mandatory reporting of Female Genital Mutilation (FGM) via 101 School Police Safer neighbourhood team or link officer Also see When to call the police – guidance for schools and colleges 	
Prevent (radicalisation and extremism)	<ul style="list-style-type: none"> For advice contact the Local Authority Prevent Team: Derbyshire - 01629 538473 or prevent@derbyshire.gov.uk Derby - Prevent@derby.gov.uk or Sally Siner, Prevent Education Officer on 07765 222032 or sally.siner@derby.gov.uk Police Prevent (radicalisation/extremism) Team on 101 or directly via 0300 1228694. For emergencies phone 999. See Refer someone to the Derbyshire Prevent Team (Derbyshire Constabulary) 	

	Derby	Derbyshire
	<ul style="list-style-type: none"> Reporting extremism concerns about an adult working in an education setting submit the details at report extremism in education 	
Children absent from education	<ul style="list-style-type: none"> Derby Education Welfare Service (EWS) Elective home education (EHE) Children missing education (CME) 	<ul style="list-style-type: none"> Derbyshire Education Welfare Services Elective home education (EHE) Children missing education (CME) See Children missing from education for further information on guidance, policies and procedures relating to school age children missing from education
Virtual School for Looked After Children	<ul style="list-style-type: none"> Virtual School Head - 07812 301044 or graeme.ferguson@derby.gov.uk 	Helen Moxon, interim virtual school headteacher 01629 538028 virtualschool@derbyshire.gov.uk
Emotional Health and Well-being Services	Derby and Derbyshire emotional well-being and mental health services , Specialist Community Advisors Derby/South Derbyshire or North Derbyshire Children and Adolescent Mental Health service Derby and Sothern Derbyshire .	
Domestic Abuse	<ul style="list-style-type: none"> Safer Derby City Derbyshire constabulary - information and advice about domestic abuse webpages 	<ul style="list-style-type: none"> Safer Derbyshire domestic abuse webpage Derbyshire constabulary - information and advice about domestic abuse webpages
Cyberchoices	For children at risk of being drawn into cybercrime via East Midlands Cyber Secure	

Key National Contacts

Organisation	Description and contact details
NSPCC helpline for adults	<p>Helping adults protect children 24 hours a day. For help and support, including anyone needing advice about female genital mutilation, young people affected by gangs, concerns that someone may be a victim of modern slavery contact the NSPCC trained helpline counsellors on:</p> <ul style="list-style-type: none"> Text 88858 0808 800 5000 help@nspcc.org.uk

Organisation	Description and contact details
NSPCC helpline Report Abuse in Education	Bespoke helpline for children and young people who've experienced abuse at school, and for worried adults and professionals who need support and guidance including for non-recent abuse: <ul style="list-style-type: none"> • 0800 136 663 • help@nspcc.org.uk
NSPCC Whistleblowing Advice	Free advice and support for professionals concerned about how child protection issues are being handled in their organisation: <ul style="list-style-type: none"> • 0800 028 0285 • help@nspcc.org.uk
UK Safer Internet Centre professional advice line	Helpline for professionals working with children and young people in the UK with any online safety issues they may face themselves or with children in their care: <ul style="list-style-type: none"> • 0844 381 4772 • helpline@saferinternet.org.uk
Police Anti-Terrorist Hot Line number	0800 789 321
National Domestic Abuse Helpline	Hosted by Refuge , Helpline 0808 2000247
<u>Operation Encompass</u>	Information, resources and eLearning for schools
Report harmful online content	<ul style="list-style-type: none"> • UK Safer Internet Centre – report online harm. A national reporting centre that has been designed to assist anyone in reporting harmful content online • CEOP – to report online sexual abuse or the way someone has been communicating online • Report online material promoting terrorism or extremism
Report Abuse in Education helpline	<ul style="list-style-type: none"> • Young people who have experienced abuse at school and parents and teachers who are concerned about sexual abuse in education settings can call the Report Abuse in Education helpline on 0800 136 663 or email help@nspcc.org.uk
Harmful Sexual Behaviour Support Services	<ul style="list-style-type: none"> • SWGfL Harmful Sexual Behaviour Support Service for the children's workforce 0344 2250623 or email hsbsupport@swgfl.org.uk • Stop it now! For worries about a child's sexual behaviour, 0808 1000 900. Includes Shore which provides a safe and anonymous place for young people to get help and support. The aim is to prevent harmful sexual behaviours among young people.

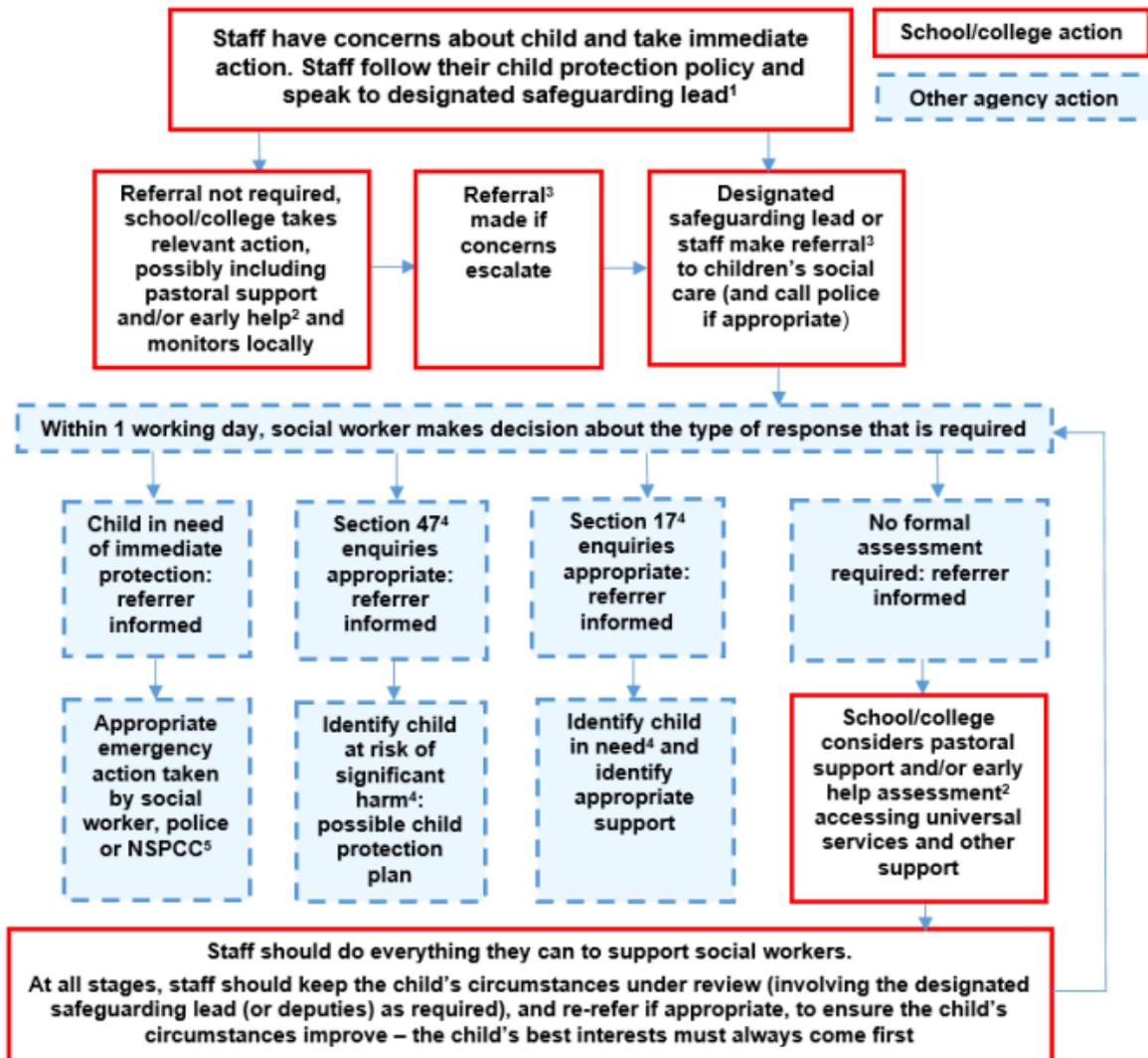
Appendix 2

Local Safeguarding procedures, assessment and referral information

Document	Description	Link
Main Safeguarding Procedures	Multi-agency guidance for assessing and providing help to children at risk.	https://www.ddscp.org.uk/staff-and-volunteers/policies-and-procedures/
Threshold Document	Defines levels of need and appropriate responses across agencies.	ddscp-threshold-document-final-december-2024.pdf
Referral Process	Guidance on making referrals to Children's Social Care. Derby City and Derbyshire	Worried About a Child?
Early Help Assessment (EHA)	Tools and forms for initiating early help support.	eha-guidance-may-2020.pdf derby-eh-pre-assessment-final-may-2020-protected.docx early-help-assessment-final-oct-23-protected.docx
Neglect Toolkit	Graded Care Profile and resources for identifying and responding to neglect.	ddscp-graded-care-profile-guidance-final-april-2020.pdf ddscp-graded-care-profile-assessment-tool-template-final-april-2020.pdf
Child Exploitation Toolkit	Assessment tools for identifying children at risk of exploitation.	cre-risk-assessment-july-2022.docx child-sexual-exploitation-risk-questionnaire-cserq4-april-2021.docx
Prevent Referral Form	Referral guidance for concerns related to radicalisation.	Prevent Derbyshire Constabulary
Multi-agency Dispute, Resolution and Escalation Protocol	Process where there are disagreements between practitioners	multi-agency-dispute-resolution-escalation-protocol-final-nov-2024.pdf
Dissent Form	Disagreement with a decision or recommendation at a child protection conference	dissent-form-derby-and-derbyshire-jan-2024.docx Child Protection Conferences

Appendix 3

Safeguarding Flowchart



Appendix 4 Seven Golden Rules to Sharing Information

- 1. All children have a right to be protected from abuse and neglect. Protecting a child from such harm takes priority over protecting their privacy, or the privacy rights of the person(s) failing to protect them.** The UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 (DPA) provide a framework¹ to support information sharing where practitioners have reason to believe failure to share information may result in the child being at risk of harm.
 - 2. When you have a safeguarding concern, wherever it is practicable and safe to do so, engage with the child² and/or their carer(s), and explain who you intend to share information with, what information you will be sharing and why.** You are not required to inform them, if you have reason to believe that doing so may put the child at increased risk of harm (e.g., because their carer(s) may harm the child, or react violently to anyone seeking to intervene, or because the child might withhold information or withdraw from services).
 - 3. You do not need consent to share personal information about a child and/or members of their family if a child is at risk or there is a perceived risk of harm.** You need a lawful basis³ to share information under data protection law, but when you intend to share information as part of action to safeguard a child at possible risk of harm⁴, consent may not be an appropriate basis for sharing. It is good practice to ensure transparency about your decisions and seek to work cooperatively with a child and their carer(s) wherever possible. This means you should consider any objection the child or their carers may have to proposed information sharing, but you should consider overriding their objections if you believe sharing the information is necessary to protect the child from harm.
 - 4. Seek advice promptly whenever you are uncertain or do not fully understand how the legal framework supports information sharing in a particular case.** Do not leave a child at risk of harm because you have concerns you might be criticised for sharing information. Instead, find out who in your organisation/agency can provide advice about what information to share and with whom. This may be your manager/supervisor, the designated safeguarding children professional, the data protection/information governance lead (e.g., Data Protection Officer⁵), Caldicott Guardian, or relevant policy or legal team. If you work for a small charity or voluntary organisation, follow the NSPCC's safeguarding guidance.
 - 5. When sharing information, ensure you and the person or agency/organisation that receives the information take steps to protect the**
-

identities of any individuals (e.g., the child, a carer, a neighbour, or a colleague) who might suffer harm if their details became known to an abuser or one of their associates.

- 6. Only share relevant and accurate information with individuals or agencies/organisations that have a role in safeguarding the child and/or providing their family with support, and only share the information they need to support the provision of their services.** Sharing information with a third party rarely requires you to share an entire record or case-file – you must only share information that is necessary, proportionate for the intended purpose, relevant, adequate and accurate.

- 7. Record the reasons for your information sharing decision, irrespective of whether or not you decide to share information.** When another practitioner or organisation requests information from you, and you decide not to share it, be prepared to explain why you chose not to do so. Be willing to reconsider your decision if the requestor shares new information that might cause you to regard information you hold in a new light. When recording any decision, clearly set out the rationale and be prepared to explain your reasons if you are asked.

Appendix 5

Safeguarding and Child Protection Recording

Concerns about a child or young person

Child's full name:		Date of birth:	
		Class/year/form:	
Concern identified by:		Role:	
Date of concern:		Time of concern:	
Witness/es:		Place of incident:	
Name of alleged person (s) responsible for the harm/potential harm:			
Not known		Volunteer	
Pupil in this school		Member of staff	
Pupil in another school. please specify		Governor/trustee	
Family member		Other, please specify	

Concern/Incident/Disclosure: Why are you concerned about this child? What have you observed and when? What have you been told and when?

Please provide a description of any incident/s or anything you see or have been told by a child, or another person. Record any visible injuries or ask the child/young person to point to where else it is sore/hurts. Do not remove or lift clothing for the purpose of the examination unless the injury site is freely available because of treatment or take photos of injuries. If photos of injuries are required for evidence purposes, then this should be done by the police.

Remember to make clear what is fact and what is hearsay/opinion. Note the language and terminology used by the child, or adult, and be clear about who has said what.

Continue on a separate sheet if necessary.

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Has any action already been taken in relation to this concern? For example, child taken out of class, first aid

Name of person concerns reported to	Date

Action to be taken / recommendations from designated safeguarding lead

Name of person completing form	Signature	Date and time

Appendix 6

Referral to External Agencies

At the Respect Collaboration Trust, we recognise our commitment to supporting our pupils and their families. We identify that effective support often requires collaboration with external agencies to ensure that individual or group needs are met holistically. Our aim is to work in partnership with families and professionals to secure the best possible outcomes for children.

Referrals to external agencies may be necessary when concerns arise that require specialist input beyond the scope of school-based support. These referrals are guided by the principles of transparency, consent, and child-centred practice. Successful outcomes for children depend on strong partnership working between parents/carers and the practitioners working with them.

Referral Process and Expectations

Initial Consideration and Consent

- Referrals should be discussed with the parent/carer and/or the pupil prior to submission, unless doing so would place the child at further risk (e.g., in cases of suspected abuse or significant harm).
- Verbal or written consent must be obtained before sharing any personal information. Consent should be documented clearly preferably in writing (e.g. email confirmation) and stored securely.
- The referral should never come as a surprise to the family or young person unless safeguarding protocols dictate otherwise.

Completing the Referral

- Provide comprehensive and relevant information to support the referral. Avoid unnecessary detail that is not pertinent to the agency's involvement.
- Ensure the referral is aligned with the criteria and expectations of the receiving agency (e.g., Early Help, CAMHS, Social Care, etc.).

Recording and Notification

- Upload all referral documentation to CPOMS and alert the Designated Safeguarding Lead (DSL) and Deputy DSLs.
- DSL/DDSL Log the referral on the safeguarding tracker spreadsheet to ensure visibility and accountability.
- Inform the School Leadership Team of the referral and any immediate actions taken.

Follow-Up

- Follow up with the external agency to confirm receipt and understand the next steps.
- Record all follow-up actions and communications on CPOMS

- DSL/DDSL record the outcome of the referral on the on the safeguarding tracker.

Multi-Agency Coordination

- Where appropriate, participate in meetings or other multi-agency forums to support coordinated care.
- Ensure that any external advice or recommendations are shared with key staff and integrated into the pupil's support plan.

Monitoring of Support

- Maintain ongoing oversight of the case, ensuring updates are shared with relevant staff and that the pupil continues to receive appropriate support.

Additional Guidance

- In line with statutory guidance (Working Together to Safeguard Children), referrals should be timely, purposeful, and outcome focused.
- If a child's situation deteriorates or fails to improve following Early Help, escalation to Children's Social Care should be considered.
- In cases of immediate risk, referrals to the police or social care must be made without delay.

Managing Concerns About External Agencies

While we value the expertise and support of external agencies, there may be occasions where concerns arise regarding their involvement, responsiveness, or the quality of service provided. Report concerns to the DSL and/or a member of the School Leadership Team.