

Granby Junior School



Child Protection and Safeguarding Policy

Derby and Derbyshire

Safeguarding Child Protection/Safeguarding Policy for Education Providers

Review Date	Approved by	Governor Minute Reference
September 2026	Full Governing Body	FGB/21/10/25

Date: September 2025

Designated Safeguarding Lead – Mrs C Rees Headteacher Deputy

Designated Safeguarding Lead – Mrs Caroline McCondach

Deputy Headteacher/SENDCo

DSL/Family Support Worker – Hollie Clark

DSL/School Business Manager – Lauren Hill

Safeguarding Governor – Mrs K Kells

Policy review dates and changes

Review date	By whom	Summary of changes made	Date ratified by governors/trustees	Date implemented
12/9/25	C Rees	Name change from Miss Lauren Slater to Mrs Lauren Hill	FGB/21/10/24	12/9/25

Contents

Section		Page number
1.	Introduction 1.1 Our School Setting, it's Community and our Vision and Ethos 1.2 Our Responsibilities 1.3 Safeguarding and Child Protection Policy Statement 1.4 Context	4
2.	What is abuse?	8
3.	School/college staff safeguarding roles and responsibilities 3.1 Staff Induction 3.2 Governors and the Management of School Safeguarding 3.3 Headteacher 3.4 Designated Safeguarding Lead and Deputy Designated Safeguarding Lead(s) 3.5 Safeguarding Training	10
4.	Key safeguarding contacts 4.1 School Staff with specific responsibilities 4.2 Other Key Local Safeguarding Contacts – Derbyshire/Derby City 4.3 Key National Contacts 4.4 Links to the bordering County of Nottinghamshire	15
5.	Ensuring a safe environment for all children 5.1 Vulnerable Children 5.2 Teaching Safeguarding 5.3 Online Safety 5.4 Systems for Children to Report Concerns and Abuse 5.5 Working with Parents and Carers	21
6.	Responding to concerns about a child's welfare 6.1 Key points to remember for nay member of staff or visitors whenever they have concerns about a child's welfare 6.2 If a child choses to tell a member of staff about a concern or abuse 6.3 Role of designated safeguarding lead and their deputy(s) following identification of concerns 6.4 Notifying parents/carers 6.5 Pastoral/school based support 6.6 Early help support and assessment (emerging needs). 6.7 Female Genital Mutilation (FGM) 6.8 Action following referral 6.9 Confidentiality and Sharing Information 6.10 Record Keeping 6.11 Support for those involved in a safeguarding/child protection issue	30

7.	Child-on-child abuse, including sexual violence and harassment 7.1 Overview 7.2 What is Child-on-child Abuse 7.3 Preventing Child-on -child abuse 7.4 Systems for children to report abuse 7.5 Action on concerns	40
8.	Safer recruitment and selection of staff 8.1 Overview 8.2 Visitors 8.3 External Speakers/Visitors 8.4 Alternative Provision 8.5 Use of school premises for non-school; activities	46
9.	What staff should do if they have a safeguarding concern or an allegation about another member of staff or concerns about safeguarding practices within the school 9.1 Overview 9.2 Allegations that may meet the harms threshold 9.3 If you have concerns about a staff member 9.4 Looking after the welfare of a child 9.5 Concerns that do not meet threshold 9.6 Concerns about safeguarding practices within the school	48
Appendices		
1.	Example concerns form	52 - 54
2.	Safeguarding flowchart	55
3.	LADO Flow Chart	56
4.	The seven golden rules to sharing information	57 - 58
6.	Safeguarding and Child Protection Recording	59 - 61

Section 1: Introduction

1.2 Our School Setting, it's Community and our Vision and Ethos

Granby Junior School is situated in the Cotmanhay ward of Ilkeston in Erewash. As such, it serves an area of high deprivation, being the most deprived area in Derbyshire and ranked 227 in England (1 being the most). Erewash has shown some improvements but is still a community in need. It houses many low-income families as well as families across the socio-economic boundaries. Families in all these areas can and have experienced difficulties at times and this, and other community specific issues like County Lines, substance abuse and knife crime mean there is a far-reaching impact on our children and those who care for them. These needs are often specific to our school context and the families we serve. We fully recognise the or roles and responsibilities in supporting our children and families in addressing these needs.

As a result, our Mission Statement shows how our vision for our children is a whole package of care, support and nurture in order to enable each individual child to achieve the very best that they can be:

CARE to ACHIEVE your BEST

Confidence and respecting everyone

Believe, enjoy, succeed together

The school seeks to educate children for life by: **"creating a secure, happy, caring and positive learning environment within which all our children can celebrate success and achieve their fullest potential."**

CARE by providing an environment where all children, regardless of race, gender, background and disability, feel valued, develop confidence and self-esteem, have respect for others and become self-disciplined and motivated in their work and behaviour.

ACHIEVE by ensuring that all children reach their potential through a well-planned curriculum which responds to their individual needs, in a rich and stimulating learning environment.

BEST by having consistently high expectations of all children, equipping them with key skills and preparing them to adapt to the changing world around them. Teaching them to respond positively to different challenges, new technology and develop a willingness to engage in continued learning.

Other school policies such as SEND, Behaviour and **THRIVE**, reference these contextual elements and support the Early Help work, which is completed under the safeguarding umbrella.

1.2 Our Responsibilities

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

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

As defined in [Working Together to Safeguard Children](#) (2023) safeguarding and promoting the welfare of children as:

- Providing help and support to meet the needs of children as soon as problems emerge

- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and
- Promoting the upbringing of children with their birth parents, or otherwise their family network¹ 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 Framework²

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

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

Children 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 child protection/safeguarding policy by ensuring that it is on the school website

The school website will also have information about how parents/children/other agencies can contact the designated safeguarding lead and their deputy/ies. The designated safeguarding lead or a deputy /ies are always available during school hours for the staff in the school to discuss any safeguarding concerns. CR, CMc, HC and LS may be available in school holidays to attend safeguarding meetings if required.

¹ A family network can be a blood-relative, or a non-related connected person, such as a family friend or neighbour

² [Children's social care: national framework](#). The statutory national framework document is for those who work in local authority children's social care. It includes relevant information for all safeguarding partners and agencies who work with children's social care.

1.3 Safeguarding and Child Protection Policy Statement

Granby Junior School operates a whole school approach and ethos to safeguarding and protecting children. Where safeguarding is concerned, we maintain an attitude of **“it could happen here”**. We recognise that everyone in the school has a role to play to keep children safe;

this includes ensuring children feel heard and understood, identifying concerns, sharing information, and taking prompt action. Safeguarding and child protection is incorporated in all relevant aspects of processes and policy development. All systems, processes and policies operate with the best interests of a child at their centre.

We ensure that all children are safeguarded while on or off school premises and are proactive about anticipating and managing risks that children face in the wider community and online. To support this the school assesses the risks and issues in the wider community when considering the well-being and safety of its learners. Due to the context of our school, our children may be at greater risk of neglect, the trauma of domestic violence, being in a family where drugs or alcohol are misused, online grooming and in extreme cases – county lines influences through older siblings. We have also had rare instances of sibling sexual abuse, Our children also express concerns over knives in the community.

To protect our learners, we have a PREVENT action plan/risk assessment and are part of Operation Encompass (previously known locally as Stopping Domestic Abuse Together/(SDAT) for early identification of DA incidents related to our children.

Our preventative education includes:

- PSHE / RHE through Derbyshire ‘PSHE Matters’ Syllabus
- Working towards the **BERT Award** for RSE education
- **NSPCC PANTS**
- Online safety rules refreshed regularly
- Safety assemblies (sun safety, water, road, train, online, strangers, dogs)
- **‘Action for Children’** work around mental health
- **DAaRT** life skills education education with our Y6 children
- We take part in the **Anti- Bullying Alliance Awards**,
- Cross phase work with Ormiston Academy Peer Educators on the **Coriell Awards for drugs work**,
- **I-Avengers work** around safety onlin
- Working with the Police to develop an Anti Knife crime education package for Primary age children.
- We also working towards the **National On-line Safety Award**.

The school recognises we have an important role to play in multi-agency safeguarding arrangements and contributes to multi-agency working as set out in [Working Together to Safeguard Children](#) (2023). As a relevant agency, the school understands its role within local safeguarding arrangements and operates in accordance with the [Derby and Derbyshire Safeguarding Children multi-agency procedures](#), including the local criteria for action (known as the [Threshold document](#)) and Derby and Derbyshire local protocols fro assessment and support.

To support key multi-agency safeguarding communications we have a dedicated secure safeguarding email address **safeguarding@granby.derbyshire,sch.uk**, which is accessible by at least two members of our safeguarding staff. During the school term and in school hours, this is checked daily. An ‘out of office’

message is operational during other times and in school/college holidays to advise partner agencies if and how often messages will be checked/responded to and when the school/college will reopen.

The school is also aware of and implements any local learning where appropriate, such as those as outlined in DDSCP Briefing Note: [safeguarding school age children and learning from case reviews](#) and other DDSCP briefing notes relating to learning from reviews or audit located in the multi-agency safeguarding children procedures [document library](#).

We continue to work with other agencies such as school nurses, health teams, social care, Educational Psychologists, Early Help Teams etc to tailor support for individual children and families.

This includes:

- Attendance at safeguarding children meetings (core group, child in need, team around the family, initial child protection conference, review child protection conferences and strategy meetings)
- Contact with school health and health visitors
- The Senior Mental Health Lead attends network meetings
- Contact with Early Help teams
- Reviews for children with Education Health Care Plans
- Attendance meetings where school attendance is poor. These are sometimes supported by the Transition/Early Help Team from Social Care.

Children who are vulnerable but not open to a plan or whose families are not currently being supported elsewhere, are tracked by school and support given through THRIVE, Early Help if needed for the whole family, or are sign posted to suitable help elsewhere. Staff are available to meet with parents/carers as matters arise.

1.4 Context

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

- Department for Education's [statutory guidance](#) publications for schools and local authorities, including:
 - [Working Together to Safeguard Children](#) (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, or failure to act, it relates to broader aspects of care and education. This policy therefore complements and supports a range of other school/college policies, such as:

- Children's health and safety and well-being, including their mental health

- Behaviour policy, including how we engage learners struggling to engage in school, mental health and behaviour, acceptable and non-acceptable behaviours, how we prevent and respond to bullying including cyber bullying, prejudiced based and discriminatory bullying and child-on-child abuse. This policy also outlines the school/college's screening, searching, and confiscating powers and how they will be used safely, proportionately, and appropriately, including police strip searches
- Reduced timetables, suspension, and permanent exclusion
- Use of reasonable force/physical intervention, including the increased vulnerability of children with special education needs (SEN) or disabilities and equality duties
- School attendance, including children who are absent from education particularly on repeat occasions and/or prolonged periods or go missing from education, home, or care
- Meeting the needs of learners with medical conditions
- Providing first aid
- Educational visits
- Intimate care and emotional well-being
- Online safety, including use of mobile and smart technology, online safety at school and at home and other associated issues, including sharing nudes and semi-nudes, use of mobile phones/devices in school, appropriate filtering and monitoring, and how children can be kept safe from terrorist and extremist materials
- Safer recruitment and selection, including single central record
- Staff behaviour (Code of Conduct), including low level concerns, managing allegations against staff, including supply staff, contractors and volunteers incorporating 'duty to refer' and whistleblowing, acceptable use of technologies/mobile devices, staff/learner relationships and communications, including the use of social media
- School security and visitors
- Policy/agreement for visiting speakers
- SEND annual information report
- Relationships education (RE)/relationships and sex education (RSE) and health education (physical and mental well-being)
- Communications
- Complaints procedure
- Information sharing

Section 2: What is abuse?

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

Safeguarding issues can put children at of risk harm. Behaviours linked to drug taking and or alcohol misuse, deliberate absence from 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, 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)
- Upskirting³
- Substance misuse – drugs and 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
- For our younger children, these risks may come from their adult or an older sibling, and they may be unaware of the potential risk themselves.

Further information about indicators of abuse and neglect as well as safeguarding risks noted above are located in [Keeping Children Safe in Education](#) (2025).

³ Upskirting is taking a picture of someone’s genitals or buttocks under their clothing without them knowing, either for sexual gratification or in order to humiliate or distress the individual. This is a criminal offence, see Voyeurism (Offences) Act (2019)

Section 3: School/College staff safeguarding roles and responsibilities

3.1 Staff Induction

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

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

All staff will:

- Receive a paper/electronic copy of, read and sign to say that they have received, read, and understood:
 - Those who work directly with children at least Part one of [Keeping Children Safe in Education: for school and college staff](#) and Annex B: Further information (2025) ○ School/college leaders, including governors/trustees/proprietors and designated safeguarding leads/deputies all of [Keeping Children Safe in Education](#) (2025)
 - Staff who do not work with children directly at least [Keeping Children Safe in Education: for school and college staff \(part 1\)](#) (2025) or Annex A Safeguarding information for school and college staff (a condensed version of part 1) All staff will:
- Be aware of:
 - Operation Encompass, previously known 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)⁴, virginity testing and hymenoplasty⁵

⁴ There is a specific [legal duty](#) on teachers to report acts of FGM on girls under 18 to the police

⁵ It is illegal to carry out, offer or aid and abet virginity testing or hymenoplasty in any part of the UK; see multi-agency [guidance](#) for more information

- 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

3.2 Governors and the Management of School Safeguarding

As outlined in [Keeping Children Safe in Education](#) (2025) the governing body has a strategic leadership responsibility for the school safeguarding arrangements and has the responsibility to ensure that the school complies with safeguarding duties under legislation. There is a link Governor who works with the DSL to take leadership responsibility for the establishment's safeguarding arrangements.

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

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

- Governors exercise strategic oversight of all aspects of safeguarding in the school and this is a standing item at all governing body meetings and recorded in minutes.
- A safeguarding audit is undertaken to ensure the effectiveness of safeguarding policies and processes. *(Note: DDSCP provides an annual safeguarding audit tool. An online version is currently under development for 2025-2026 and all schools are expected to respond⁶)*
- In addition, an annual review and risk assessment of the school approach to online safety, policy and practice is undertaken. This is completed through the [360 Degrees Safe Online Safety Self Review Tool for Schools](#). Filtering is undertaken through RM Safety Net and regularly checked by our DCC technician. It is also checked through SWGfL/UK Safer Internet Centre test filtering.
- The DDSCP Stopping Domestic Abuse Together (SDAT) [checklist](#) is completed to ensure the effectiveness of safeguarding communications and responses to police domestic abuse notifications, via Operation Encompass – The SDAT checklist is currently under review by the local authority.

3.3 Headteacher

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

⁶ See [Working Together to Safeguard Children](#) (2023) page 34, point 79

3.4 Designated Safeguarding Lead and Deputy Designated Safeguarding Lead

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

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

The school also has a deputy designated safeguarding lead, as well as two other DSLs, to cover for when the designated safeguarding lead is not available; the lead responsibility however remains with the designated safeguarding lead.

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

The designated safeguarding lead or a deputy is always available during school hours for the staff in the school to discuss any safeguarding concerns.

In exceptional circumstances, if all DSL's are unavailable, the school has a reciprocal arrangement with Charlotte Infant School – our feeder infants. Miss Emma Pittman (Headteacher/DSL) headteacher@charlotte.derbyshire.sch.uk or Louise Jenkins (DHT/DSL), both of whom can be contacted by telephone 0115 9230970. The school is geographically close and so staff could liaise in person if required.

More information about the role and responsibilities of the designated safeguarding lead can be found in [Keeping Children Safe in Education](#) (2025) Annex C: Role of the designated safeguarding lead.

3.5 Safeguarding training

All staff and governors are equipped with the knowledge and skills to keep children safe. In addition to the safeguarding training at induction, all staff and governors will receive safeguarding training appropriate to their roles and responsibilities which is regularly updated⁷. They also receive Prevent Duty, child-on-child abuse, private fostering and online safety training (which includes effective responses to sharing nudes/semi-nudes and an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring). All staff and governors will also receive regular safeguarding and child protection (including online safety) updates at least annually. This will help provide them with an awareness of safeguarding issues that can put children at the risk of harm ensuring they have the relevant skills and knowledge to safeguard children effectively.

All staff will receive training on:

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

⁷ See DDSCP multi-agency training pathway on the [training page](#) of www.ddscp.org.uk

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

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

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

Section 4: Key Safeguarding Contacts

4.1 School staff with specific safeguarding responsibilities

Safeguarding Role	Name and Role	School Contact Details
Designated Safeguarding Lead	Mrs Caroline Rees - Headteacher	0115 9322424 headteacher@granby.derbyshire.sch.uk safeguarding@granby.derbyshire.sch.uk
Deputy Designated Safeguarding Lead	Mrs Caroline McCondach – Deputy Headteacher/SENDCo/DSL	0115 9322424 carolinem@granby.derbyshire.sch.uk safeguarding@granby.derbyshire.sch.uk
Other staff with safeguarding responsibilities	Family Support Worker/DSL – Hollie Clark	0115 9322424 hollie.clark@granby.derbyshire.sch.uk safeguarding@granby.derbyshire.sch.uk
	Lauren Hill – School Business Manger	0115 9322424 lslater@granby.derbyshire.sch.uk safeguarding@granby.derbyshire.sch.uk
Attendance /Education Welfare Officer	Mrs Jo Frith	0115 9322424 jfrith@granby.derbyshire.sch.uk
SENDCo	Mrs Caroline McCondach – Deputy Headteacher/SENDCo/DSL	0115 9322424 carolinem@granby.derbyshire.sch.uk
Designated Safeguarding Governor	Mrs Kate Kells	chairofgovernors@granby.derbyshire.sch.uk
Designated Teacher for Looked After/ previously Looked After Children	Mrs Caroline McCondach – Deputy Headteacher/SENDCo/DSL	0115 9322424 carolinem@granby.derbyshire.sch.uk
Senior Lead for Mental Health and Well-being	Mrs Caroline McCondach – Deputy Headteacher/SENDCo/DSL	0115 9322424 carolinem@granby.derbyshire.sch.uk
Governor for Mental Health and Well-being	Mrs Kate Kells	chairofgovernors@granby.derbyshire.sch.uk
PHSE/RSE Lead	Mrs Kathy Taylor	kahyt@granby.derbyshire.sch.uk
SLT Digital Lead	Mrs Diane Sleight	sleightd@granby.derbyshire.sch.uk
Date Protection Officer	Lauren Hill	lslater@granby.derbyshire.sch.uk

4.2 Other Key Local Safeguarding Contacts

	Derby	Derbyshire
Early Help and Early Help Advice	Derby City Family Hubs and Early Help Early Help Advisors	<ul style="list-style-type: none"> 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	Initial Response Team Urgent: 01332 641172 or out of hours via Careline 01332 956606 Non urgent: Derby Children's Social Care Online Referral system	Starting Point Urgent: 01629 533 190 Non Urgent: Starting Point online
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 	
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) Reporting extremism concerns about an adult working in an education setting submit the details at report extremism in education 	

	Derby	Derbyshire
Education Welfare and Local Authority Children Missing Education CME) Officer	<ul style="list-style-type: none"> • <i>(Add names, roles and contact details)</i> • Derby Education Welfare Service • CME: 01332 641448 or cme@derby.gov.uk • See Children Missing Education for further information and CME referral form and for notification forms for child on roll, removal from roll and removal from roll to Elective Home Education (EHE) 	<ul style="list-style-type: none"> • <i>(Add names, roles and contact details)</i> • Derbyshire Education Welfare Services • CME: CS.CMECoordinators@derbyshire.gov.uk • 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 • Specialist Education Support Officer for LAC 	<ul style="list-style-type: none"> • Helen Moxon, interim virtual school headteacher 01629 538028 virtualschool@derbyshire.gov.uk • Specialist Education Support Officer for LAC or other role
Public Health Nurse/other health contact/s		<ul style="list-style-type: none"> • Health Visitors – 01159 512436 • School Nurses – 01159 512438 or 01246 515100
Emotional Health and Well-being Services	<ul style="list-style-type: none"> • emotional well-being and mental health services, • Specialist Community Advisors. Erewash North and South: Angela Jordan, 07787 274992, angela.jordan6@nhs.net • Schools Mental Health Lead – Cherry Delbridge 	
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	
Cyber Crime	www.saferderbyshire.gov.uk/cyberchoices	
Homelessness or at risk of homelessness	Derby city council homelessness webpages	Derbyshire county council Preventing homelessness webpages

4.3 Key National Contacts

Organisation	Description and contact details
NSPCC helpline for adults	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: <ul style="list-style-type: none"> • Text 88858 • 0808 800 5000 • help@nspcc.org.uk
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
Operation Encompass	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
Organisation	Description and contact details
	<ul style="list-style-type: none"> • 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.
Childline	<ul style="list-style-type: none"> • Tel: 0800 11 11
Child Sexual Abuse	<ul style="list-style-type: none"> • CEOP

When to contact the Police: <https://schoolsnet.derbyshire.gov.uk/keeping-children-safe-in-education/safeguarding-policies-guidance-andprotocols/when-to-contact-the-police.aspx>

Police Non-Emergencies:

101

DfE- one single access web link to access all Local Authority’s reporting webpage or phone numbers of national helplines for any concerns/worries about a child, young person, and vulnerable adults

<http://www.gov.uk/report-child-abuse>

PREVENT:

Making a Prevent referral Derby & Derbyshire www.saferderbyshire.gov.uk/preventreferral

Contact the lead officer for Prevent at Derbyshire County Council

DCC Prevent Lead 01629 538473

4.4 Links to the boarding County of Nottinghamshire:

Police contact can be made to the boarding Police Authority (Nottinghamshire) through **Tel:101** Or in an emergency through **Tel: 999**

For all other Safeguarding Issues/concerns with Nottinghamshire parents/children, contact should be made to the Multi-Agency Safeguarding Team (MASH) see following for details.

The Multi-Agency Safeguarding Hub (MASH) is the single point of contact for all professionals to report safeguarding concerns.

You can contact the MASH team in one of the following ways:

- telephone: 0300 500 80 90
- fax: 01623 483295
- email: mash.safeguarding@nottscc.gcsx.gov.uk
- online form: [concerned about a child](#)
- online form: [concerned about an adult \[Word\]](#) [Ⓜ](if the form will not open when clicking the link, instead right click the link and click 'Save link as...' or 'Save target as...' to download it to your computer first).
- post:
MASH
Mercury House
Little Oak Drive
Sherwood Business Park
Annesley
Nottinghamshire
NG15 0DR.

Opening hours:

- Monday to Thursday: 8.30am to 5pm
- Friday: 8.30am to 4.30pm

Section 5: Ensuring a safe environment for all children

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

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

5.1 Vulnerable children

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

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

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

- Building strong relationships with families, listening to, and understanding barriers to attendance and working with families to remove them. This includes:
 - Making home visits for **Safe and Wellbeing Checks**, if we cannot make contact or have not seen a child in school for a number of days without reason
 - Inviting families in to discuss issues with us, and to establish support and routines for good school attendance.
- Sharing information and work collaboratively with other schools in the area, the local authority, and other partners when absence is at risk of becoming persistent or severe. This includes:
 - Working with the local **Early Help Team/Transition Team**
 - Referring to **Social Care** if necessary

- Referring to **Child Missing in Education** if the family cannot be located, the child is not registered with another school or have not been seen for a period of time outlined in the Derbyshire County Council protocol.

The school also recognises that when children are not in school, such as when a learner is on a reduced timetable, suspended or excluded, they miss the protection and opportunities that education can provide, and can become more vulnerable to harm. Learners who have a social worker, including looked-after children, and previously looked-after children, are especially vulnerable.

The school proactively supports learners in the school environment and decision-making processes about reduced timetables, suspension or exclusion and operate in the best interest of children as outlined in local and national guidance. **All** amendments to a full-time school allocation for the purpose of a Part-time Timetable or fixed term exclusions, are recorded and uploaded to the child's file. Part-time timetables are reported to the authority as half termly as is required. (National guidance [Behaviour in Schools \(2024\)](#), [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(2024\)](#), [Supporting pupils at school with medical conditions \(2015\)](#) and local guidance [Derby part-time timetable guidance and a protocol and Derby In Year Fair Access \(IYFA\) and Exclusions or Derbyshire part-time timetables and Derbyshire attendance management and exclusions](#))

- **Children who go missing from school, particularly those where it is believed a child/children may be leaving the country.**

The school's response supports identifying the range of safeguarding issues that may occur in this instance. It also helps prevent the risk of children going missing in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker, where going missing from education may increase known safeguarding risks within the family or in the community.

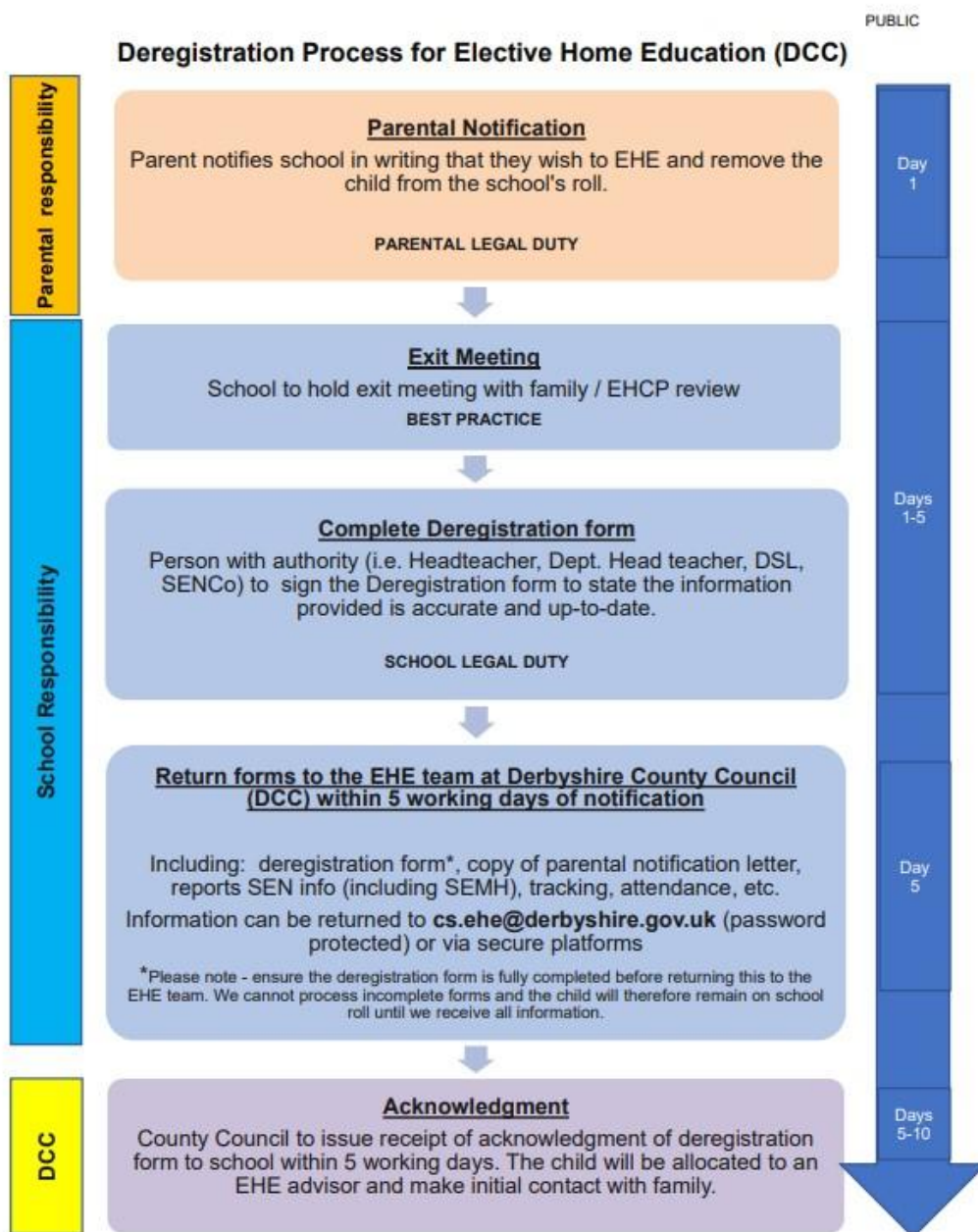
Staff should refer concerns through CPOMS and DLS's will adhere to **Children Missing from Education (CME)** processes and procedures as set out by national and local guidelines on all children where there is a concern they may be missing or who are missing.

School policies related to this include:

- **Positive Behaviour Policy**
- **Children Missing from Education**
 - **SEND Policy**
 - **SEND Information Report**

- **Elective home education.** Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the school will seek to co-ordinate a meeting with the parents/carers, Local Authority, and other key professionals where possible. This would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child and is particularly important where a child has SEND, is vulnerable, and/or has a social worker or is vulnerable.

Where a child has an Education, Health and Care Plan (EHCP) the local authority should review the plan with parents/carers. Where a child is taken off roll, we will inform the Local Authority of the deletion from our admission register via the system outlined on the [Derby](#) or [Derbyshire](#) Elective Home Education webpages.



If you have any enquiries or need advice regarding any of your pupils, please email cs.ehe@derbyshire.gov.uk or call 01629 533720

- **Children who require mental health support.**

The school has an important role to play in supporting the well-being and mental health of our learners. Mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation. Recognising **emotional and mental health** needs in children when children are struggling to seek advice and support including signposting to health agencies and organisations who can assist

We have clear systems and processes in place for identifying possible emotional well-being issues and mental health problems, seek advice from external agencies where appropriate and have clear referral and accountability systems.

Classes undertake daily THRIVE sessions to facilitate discussion and support at class level. This helps build resilience and supports emotional well-being. This can be linked to the curriculum or can be a stand alone session responding to needs. This follows whole class profiling

Where an individual approach is required, staff who work closely with the child will flag issues as may the parent. In school we can provide THRIVE Nurture or THRIVE 1:1 support for children dependent on needs, which will be based on the THRIVE profile when it is completed.

Work is also done on mental health through PSHE sessions. The school also undertakes key days related to this such as Mental Health Awareness Day and #Hello Yellow. We also work with Compass/Action for Children on mental health teaching for children and training for staff. The school also make use of the Derby and Derbyshire Mental Health Pathway Guidance. The mental health lead- Mrs Caroline McCondach, attends regular update sessions.

School policy related to this: ○ **Emotional Health and Wellbeing Policy**

- **Looked after children and previously looked after children.**

Granby Junior School ensures that appropriate staff have the information they need in relation to a child's looked after legal status, contact arrangements with birth parents or those with parental responsibility, care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead has:

- Details of the child's social worker, and
- The name and contact details of the virtual school head and the relevant support officer in the authority that looks after the child
- The name of the Personal Advisor appointed to support a child who has left care

When dealing with looked after children and previously looked after children, the school will work with all local authority children's social care, health and other relevant agencies and take prompt action when necessary to safeguard these children, who are a particularly vulnerable group. The school has a named designated teacher – Mrs Caroline McCondach, who works with the Virtual School, to promote the educational achievement of pupils who are looked after, have left care through adoption, special guardianship, or child arrangement orders, or adopted from state care outside of England and Wales. The designated teacher has appropriate training, relevant qualifications, and experience.

School policy related to this:

- **LAC Policy**

- **Children with special educational needs and disabilities (SEND) or health issues.**

We recognise that children identified as **SEND** in school can be more vulnerable and may not be able to recognise abuse, abusive situations or protect themselves from significant harm and exploitation.

The designated safeguarding lead and SENCo/named person with oversight of SEND will closely liaise whenever there are any concerns or reports of abuse, neglect or exploitation involving a child with SEND, neurodevelopmental conditions such as autism or certain medical or physical health conditions.

The school/college will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

- **Children who are, or may be, lesbian, gay, bi, or trans (LGBTQ+).** The school will take steps to reduce the additional barriers these children face and provide a safe space for them to speak out or share their concerns with staff.

This includes:

- Open discussion around these areas (at an age appropriate level) during PSHE/RSE lessons
- Having a range of literature and books to support these areas
- Having a non-gender specific uniform
- Having toileting facilities that can support those identifying as a different gender
- Having staff who are trained in 1:1 discussion and support
- Having a range of ways that children can raise issues with staff such as worry boxes, post-it notes, organiser notes etc.

The DfE is expected to publish revised guidance on Gender Questioning Children during summer 2025)

- **Private fostering**

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

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

- In a family circumstance presenting challenges for the child, such as parental substance (drugs and/or alcohol) misuse, adult mental health issues and domestic abuse
- Misusing drugs and or alcohol
- Being an asylum seeker/refugee
- Being from our New Communities

- Living away from home, including private fostering arrangements which may be ambiguous, or have returned home to their family from care
- Are at risk of homelessness or living in temporary accommodation
- Living in chaotic, neglectful, and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of age, gender reassignment, marriage/civil partnership, pregnancy/maternity leave, disability, race (including colour, nationality, ethnic or national origin), religion/belief, gender, sex, or sexual orientation
- Being a **young carers** and recognising that their needs can make them more vulnerable or at risk. Therefore, being able to ensure they are supported to help reach their potential with an understanding that staff and volunteers may need to refer into early help social care services for an assessment of their needs or signposted to organisations that can help them.
- Not speaking or not having English as a first language
- Being involved in the court system
- Children affected by parental offending or with family members in prison
- Mental Health

At Granby Junior school we offer group and 1:1 THRIVE Nurture sessions, as well as Bereavement 1:1 work. The class teacher supports groups and whole class needs through daily THRIVE and through the PSHE curriculum. THRIVE whole class and individual profiling enables staff to bespoke work to specific needs at a variety of levels.

5.2 Teaching Safeguarding

We are committed to offering our learners age and developmentally appropriate preventative education and ensure that learners are aware of personal safety, safeguarding risks, recognise when they are at risk and how and where to get help and support if they need it. They will be taught about their use of technology, healthy relationships online and offline, how to keep themselves and others safe, including online.

We recognise the new safeguarding risks caused by rapid technological developments and the need to support and educate children about these. To be effective, we employ [best practice principles](#) to ensure there is a safe and supportive environment and to facilitate participative and interactive education which aims to support and not to alarm pupils. We refer to the Effective Working Together Guidance: Supporting Schools to Deliver the PSHE Programme guidance⁸ to help to ensure that the input of external visitors to school enhances our PSHE programme. The school is sensitive to our learners' circumstances and recognises teaching will need to be tailored to the specific needs and vulnerabilities of individual children, including those who have been victims of abuse and children with special educational needs and disabilities.

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

⁸ Please see [DDSCP safeguarding Update: July 2025](#). It will shortly be available on a Derbyshire based website.

The school's core values and standards, alongside the fundamental British Values, are upheld and demonstrated throughout all aspects of the school.

This is underpinned by the school's positive behaviour policy, THRIVE Nurture and 1:1 and our planned evidence-based relationships education/relationships and sex education and health education and reinforced throughout the whole curriculum.

See Granby Junior Schools relationships education/relationships and sex education and health education policy and behaviour policy.

We also support teaching through links with NSPCC, National Online Safety Awards. A thread of safeguarding runs through all subjects at some level, whether it be keeping safe online or safety in science.

5.3 Online Safety

Online safety and protecting learners from potentially harmful and inappropriate online material forms part of the whole school approach to safeguarding, including policies, curriculum, staff training, roles and responsibilities of the designated safeguarding lead and parental engagement.

The school has filtering and monitoring systems in place, which meet the current DfE [filtering and monitoring standards](#). This includes:

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

The school/college uses the DfE '[plan technology for your school service](#)' to self-assess against filtering and monitoring standards and takes action on recommendations. In addition we refer to [Generative AI: product safety expectations guidance](#) to use AI safety.

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

The school's online safety policy outlines how the four areas of risk, content, contact, conduct and commerce, will be addressed to protect and educate learners and staff. It also incorporates the use of mobile and smart technology and appropriate filtering and monitoring on school devices and networks. Security protection procedures which meet the updated [Cyber security standards for schools and colleges](#) are in place in order to safeguard the systems, staff and learners and review the effectiveness of these procedures to keep up with ever evolving cyber-crime technologies.

The school is also in regular communication with parents and carers and uses these communications to reinforce online safety and the systems the school use to protect children from online harms. Information is also posted on the school website and signposted to parents.

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

School policy related to this:

- Online Safety Policy.

5.4 Systems for Children to Report Concerns and Abuse

Our school recognises the importance of ensuring that all children feel heard and understood. We have a culture of listening to children and taking account of their wishes and feelings, **through pupil voice, questionnaires, THRIVE Nurture/1:1, Attachment Aware work, whole class THRIVE, work with Changing Lives and other opportunities within PHSE and well-being work.** This feeds into any measures the school may put in place to protect them.

Whenever there are any concerns, the child's wishes will be taken into account when determining what action to take and what services are provided. The welfare and safety of a child is of paramount concern and staff will act in the best interests of the child.

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

The school has an open and accepting attitude towards children and promotes a positive and supportive environment as part of our responsibility for pastoral care. Our school ethos promotes trusted relationships between learners and all staff which supports children to tell staff about any concerns they may have, as stated above.

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

The school has systems in place for children to complain and/or confidently report their concerns, including any form of abuse or neglect, including child-on-child abuse, and know that their concerns will be treated seriously.

Systems we have in place include: -

- Class Teacher /LSA time
- THRIVE Time
- Rainbow Worry Block/Pad in each classroom
- Access to Pupil Welfare Team in reception
- Child friendly safeguarding policy – in development
- NSPCC S.O.S.S. assemblies encouraging children to speak to safe adults -
- NSPCC PANTS assemblies
- Other aspects dependent on age such as worry monsters / worry hands/worry tree/different faces etc

5.5 Working with Parents and Carers

We recognise the importance of working together with parents/carers to educate as well as safeguard and promote the welfare of children. Granby Junior School will ensure that:

- We work with parents positively, openly and honestly
- Parents are encouraged to discuss their issues or concerns about safety and welfare of children, including any worries about a child's emotional well-being or mental health. They will be listened to and taken seriously
- Parents/carers are aware there is a whole school safeguarding approach to ensure that children are kept safe and well, and the school is part of Operation Encompass (previously known locally as Stopping Domestic Abuse Together/ SDAT
- We will provide parents with information about safeguarding issues, such as child exploitation (sexual and criminal), child-on-child abuse, emotional well-being/mental health, online safety, including sharing nudes and semi-nudes, harmful sexual behaviour, and terrorist/extremist material. We will also outline the support available to keep children safe within the school/college, locally and nationally
- Up to date and accurate information is kept about learners i.e.
 - names and contact persons with whom the child normally lives
 - those with parental responsibility
 - where reasonably possible, we hold more than one emergency contact number
 - if different from above, those authorised to collect the child from the setting
 - name and contact details of GP
 - any relevant court orders or any other factors which may impact on the safety and welfare of the child
- Information about our learners given to us by children themselves, their parents, or carers or by other agencies will remain confidential. Staff will be given relevant information on a 'need to know' basis in order to support the child
- It is made clear to parents and carers that the school has a duty to share information when there are any safeguarding concerns. Also, that there is a duty to keep records which relate to safeguarding work by the school, or partner agencies. These will be kept securely, kept apart from the main pupil record and only accessible to key members of staff. Copies of these records will be securely sent to any education provider to which the child transfers and a confirmation of receipt obtained
- Where we have reason to be concerned about the welfare of a child, we will always seek to discuss this with the child's parents or carers first. However, there may be occasions where we are not able to do this, for example, when by doing so, it places the child at additional risk or where it may not be possible to speak to the parents/carers

Section 6: Responding to Concerns about a Child's Welfare

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

- In an emergency take the action necessary to help the child, for example, call 999
- Do not assume a colleague or another professional will take action and share information that might be critical to keeping a child safe. Early information sharing is vital in keeping children safe, whether this is when problems first emerge, or when a child is already known to local authority children's social care
- As soon as you are able, report your concerns, including any possible [private fostering](#) arrangements, to the designated safeguarding lead or their deputy as soon as you can and by the end of the day at the latest. Any concerns should be made via our on-line reporting system CPOMS and alerted to the appropriate person. If a member of staff has concerns that a child may be in immediate danger when they return home that night, the concern should be raised in person in a timely fashion, and then recorded on the system for evidence. This will ensure no important alerts are missed due to circumstances.
- If you are unsure, speak to the designated safeguarding lead or their deputy
- If the designated safeguarding lead or their deputy is not around, ensure the information is shared with the most senior person in the school that day. The concerns and any action taken must then be shared with the designated safeguarding lead as soon as it is possible. The reciprocal arrangements with Charlotte Infants could support staff in this instance.
- by speaking to one of the DSLs or a senior teacher in your team. Confidentiality of information will need to be maintained.
- If the concerns are about sharing nudes and semi-nudes do not view, copy, print or share the images
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends, or family
- As soon as you are able complete a record of the concerns. This should be on the same day and before the child is due to leave the school premises

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

- Concerns that a child is presenting signs or symptoms of abuse, exploitation, or neglect, including suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- Searching incidents where there are reasonable grounds to suspect a learner was in possession of a prohibited item⁹ or where a search has revealed a safeguarding risk
- Behaviour or changes in presentation, including changes in school attendance, which gives rise to suspicions that a child may not be receiving adequate care or may be suffering harm
- Hint or disclosure of abuse about or by a child
- Concerns that a person(s) who may pose a risk to children is living in a household with children present
- Concerns about online abuse including cybercrime, exploitation, harmful sexual behaviour, sharing nudes and semi nudes and/or where any adult appears to be sexually communicating (e.g., email, text, written note or verbally) with a child
- Concerns about child-on-child abuse, including sexual violence and harassment
- Information which indicates that the child is living with someone who does not have parental responsibility for them (this is known as private fostering)
- Concerns that a child is at risk of domestic abuse or so-called 'honour-based' abuse, including forced marriage, marriage, or civil partnership under the age of 18, female genital mutilation (FGM), breast ironing, virginity testing or hymenoplasty
- Concerns that a child is at risk of radicalisation, child sexual exploitation or criminal exploitation, including county lines; or that a child or their parent/carer may be a victim of modern slavery (trafficked)

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

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

⁹ Prohibited items include knives and weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks pornographic images; any article that the member of staff reasonably suspects has been, or is likely to be used, to commit an offence, or to cause personal injury to, or damage to property of; any person (including the learner). (*Amend as per school/college behaviour policy*)

Ensure you record these early concerns using CPOMS and following the protocols in Appendix 4: Safeguarding and Child Protection Recording. If a child or adult does begin to reveal that a child is being harmed, you should follow the advice in the section '*If a child chooses to tell a member of staff about a concern or abuse*'.

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

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

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

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

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

- Allow them to speak freely, listen to what is being said without interruption and without asking leading questions
- Keep questions to a minimum and of an open nature ('TED questions' tell me, explain, describe) i.e., 'can you tell me what happened?' rather than 'did x hit you?'
- Remain calm and do not overreact – the child (or their parent/carer) may stop talking if they feel they are upsetting you
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- Avoid admonishing the child or adult for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but they may interpret it that they have done something wrong
- Do not be afraid of silences – remember how hard this must be for the child or adult
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what do other family members think about all this
- At an appropriate time tell the child or adult that to help them you must pass the information on
- Do not automatically offer any physical touch as comfort; it may be anything but comforting to a child who has been abused

- Tell the child or adult what will happen next. The child or adult may agree to go with you to see the designated safeguarding lead. Otherwise let them know that someone will come to see or contact them before the end of the day
- Report verbally to the designated safeguarding lead
- Write up your conversation as soon as possible and hand it to the designated safeguarding lead
- Children should **not** be asked to write statements about abuse or any concerns that may have happened to them or sign the staff record
- Seek support if you feel distressed. This may be sometime after the disclosure

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

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

- Review information received and assess if any urgent actions are needed, i.e. medical, child's immediate safety
- Check what is known about the child when they arrived (or not) at school today, how they are presenting physically and emotionally and if there are any changes in their behaviour
- Consider what is already known about the child and their family, including whether any previous concerns have been raised by staff or if they are already known to local authority children's services (targeted early help or social care)
- Consider what 'checks' need to be carried out and how best these can be achieved
- Inform relevant school staff who have a specific need to know i.e., class/form teacher and relevant support staff
- Where appropriate use relevant national, local, and education-based risk identifying, assessment tools and guidance to support the identification of needs and decision making, such as:
 - School-based records, assessments, and chronologies, including any contextual factors/placed based risks
 - DDSCP multi-agency guidance, tools and briefing notes cover a broad range of safeguarding issues: for example Vulnerability of children not in school guidance, Children and Young People Missing from Home or Care protocol, Self-harm and Suicidal Behaviour Guidance, Briefing Note: Harmful Online Challenges and Hoaxes, Guidelines for gathering information and assessing the needs of children whose parents have drug/alcohol issues, Practice Guidance Child Sexual Abuse within the Family, Practice Guidance for responding to Adults and Child Victims of Modern Slavery, Male Circumcision guidance, Was not brought guidance, Childhood Obesity: Health, Well-being and Safeguarding guidance for practitioners, Guidance for responding to Adults and Child Victims of Modern Slavery, Schools Stopping Domestic Abuse Together Guidance, Domestic Violence Risk Identification Matrix (DVRIM), Safelives DASH Risk Identification Checklist (domestic abuse risk to adults), Children at Risk of Exploitation assessment, Graded Care Profile (neglect) and Working with Sexually Active Children and Young People Under the Age of 18; see DDSCP safeguarding children [procedures](#) and [documents library](#)
 - National guidance and assessment tools e.g. [Stop it now](#) (sexual behaviours), [Contextual safeguarding](#) tools, [Sharing nudes and semi-nudes: advice for education settings working with children and young people \(2024\)](#)
- Not directly approaching a child or parent/carer about an incident when the school/college have received a domestic abuse notification and instead make general enquiries with the child about how they are. If a child initiates a conversation about the incident the guidance outlined in the section '*If a child chooses to tell a member of staff about a concern or abuse*' will be followed • Following the [Derby and Derbyshire Safeguarding Children Procedures](#) and using the DDSCP [Threshold document](#) to support decision making about the child's needs and the appropriate level of support and intervention. Possible options include internal support via school/college pastoral systems, early help assessment and referral to statutory services such as local authority children's services
-

-
- Considering whether the matter should be discussed with the child's parents or carers or whether to do so may put the child at further risk of harm, see Notifying parents
- If unsure about the action to take, including if a child protection referral should be made, seeking advice from local authority children's social care or another appropriate agency
If the concerns are about radicalisation or violent extremism, contacting the local authority Prevent team for advice and where appropriate making a referral to the police Prevent Team
Where the child has complex needs or where there are child protection concerns, referring as appropriate to Local Authority Children's Services via agreed processes, providing a copy of the early help assessment, action plan and any other relevant assessments
- Notify the appropriate Local Authority Children's Services of any private fostering arrangements, to allow the local authority to check the arrangement is suitable and safe for the child. Notifications will contain the information specified in Schedule 1 of The Children (Private Arrangements for Fostering) Regulations 2005 and made in writing¹⁰
- If a child is at risk of immediate harm, and/or where it is believed a criminal offence has been committed, including sexual violence and harassment, referring to the police. See [NPCC When to call the police; guidance for schools and colleges](#). Safeguarding considerations must take priority and include how screening, searching, and confiscating powers will be used safely, proportionately, and appropriately, including undertaking a police strip search on a child and the requirement for children to have an [appropriate adult](#).; see [Searching, screening and confiscation at school guidance \(2022\)](#)
- In all cases where children are believed to be at risk of exploitation, complete and submit an [Information Sharing Form for Professionals Operation Liberty](#) to raise concerns and share information

6.4 Notifying parents/carers

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

6.5 Pastoral/school-based support (universal support/ low level needs)

In all cases the school will consider what support could be offered within the setting via pastoral support processes This is based around THRIVE profiling and through Early Help and 1:1 discussions. Staff to support this include the family support worker and the THRIVE Nurture team. Small group and 1:1 work is also undertaken when needed by the class LSA. The SENDCo, who is also a THRIVE practitioner, works with SEND children.

Pastoral support will be kept under constant review to ensure that it is effective.

6.6 Early help support and assessment (emerging needs)

Where a child is likely to require co-ordinated support from a range of early help services, or where there are concerns for a child's well-being or a child's needs are not clear, not known or not being met, the designated safeguarding lead or their deputy will support the completion of an early help assessment

¹⁰ See statutory guidance [Children Act 1989: private fostering](#)

(EHA) and if needed, co-ordinate a team around the family (TAF). School staff may also work with the Transition Team to support in instances such as attendance/CMIE.

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

For more information about the early help assessment process see Derby and Derbyshire Safeguarding Children; [Providing early help](#) procedure.

Referral to local authority children's social care (intensive and specialist support)

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

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

Anybody can make the referral

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

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

6.7 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.

6.8 Action following referral

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

- Where a referral was made by phone follow up the referral in writing using the online referral system within 48 hours and attaching any existing assessment e.g., early help assessment. In all cases the school will also include information held about any place-based risks (harm outside of the home)
- Be aware that local authority children's social care should make a decision **within one working day** of the referral being made about what course of action they are taking and let the school/college know the outcome. If the information is not forthcoming, the designated safeguarding lead or another appropriate member of staff should follow this up
- Maintain contact with the allocated social worker and support them or other agencies following any referral
- Contribute to any strategy discussion or meetings
- Support any Section 47 enquiries or statutory assessments that are carried out
- Provide a report for, attend, and contribute to any initial and review Child Protection Conference. This includes sharing any reports with parents/carers and where appropriate, the child
- Share the content of this report with the parent/carer and if appropriate the child, prior to the meeting
- Attend core group meetings for any child subject to a Child Protection plan or Child in Need meeting for any child subject to a Child in Need plan
- Whenever there are concerns about the outcome of a Child Protection Conference, use the appropriate [Derby and Derbyshire Child Protection Conference Professional Dissent Process](#)
- Where a child on a Child Protection plan, Child in Need plan or who is Looked After moves from the school/college or if there are unexplained absences from school, immediately inform the child's social worker/key worker in local authority children's social care
- If after the referral the child's situation does not appear to be improving the designated safeguarding lead should press for re-consideration to ensure their concerns have been addressed and the child's situation improves. See Derby and Derbyshire [Multi-Agency Dispute Resolution and Escalation Policy](#)

6.9 Confidentiality and Sharing Information

Granby Junior school recognises the importance of information sharing between the school and local agencies to effectively safeguard our learners. The setting operates with regard to HM Government [Information Sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers](#) (2024), Information Commissioner's Office [A 10 step guide to sharing information to safeguard children](#) (2023) and DDSCP [Information Sharing Guidance for Practitioners](#) (2022).

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

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

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

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

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

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

Where appropriate, consent will be sought to share information. However, where there are safeguarding concerns about a child, information will be shared with the appropriate organisations such as local authority children's social care under alternative, appropriate, lawful basis¹¹. In most cases concerns will be discussed with parents and carers prior to the referral taking place unless doing so would increase risk.

Details of whom the school shares information with, in what circumstances and under what lawful basis can be found in our published Privacy Notices. The school's policy on information-sharing is available to parents and children on request.

6.10 Record Keeping

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing using the school's electronic system CPOMS. This is available to all contracted staff. Supply staff should make a written account which can then be uploaded to the system by a contracted member of the team. If in doubt about recording requirements staff should discuss with the designated safeguarding lead or their deputy.

Records of concerns documentation, referrals and other written safeguarding information are maintained electronically on CPOMS. Where a child transfers from a school without CPOMS (which can be sent electronically), their paper information will be uploaded to the system if of a manageable size. If the case paperwork is large, the file will be stored securely in a filing cabinet in the Conference Room. The child's education file is 'tagged' with a red spot to indicate that separate information is held. Child protection files are confidential and stored securely and only made available to relevant individuals.

Records will include:

- A clear and comprehensive summary of the concern (see Appendix 6)
- Details of how the concern was followed up and resolved

¹¹ [See Information Sharing Advice for practitioners providing safeguarding services for children, young people, parents and carers](#), Why data protection legislation does not prevent information sharing, pages 9 -11

-
- A note of any action taken, decisions reached, the rationale for these, and the outcome, as well as a review of any progress made
- Any professional differences of opinion about the safety of a child will also be recorded; see DDSCP Multi Agency [Dispute Resolution and Escalation Policy](#) and [Derby and Derbyshire Child Protection Conference Professional Dissent Process](#)

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

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

The designated safeguarding lead, their deputy/ies and key staff such as special education needs coordinators will be informed when a child's safeguarding/child protection 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

6.11 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
- Facilitating 'supervision' for DSL's to talk through their case loads and enable them to express their own concerns and needs.

Note: The actions where there are concerns about a child flowchart (KCSIE 2022) is included in Appendix 2.

Section 7: Child-on-child Abuse, Including Sexual Violence and Harassment

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

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

The school recognises that children may abuse their peers physically, sexually, and emotionally. There is a zero-tolerance approach to child-on-child abuse; abuse is abuse and this will not be tolerated or passed off as 'banter', 'just having a laugh', 'boys being boys' or 'part of growing up' as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

At Granby Junior School we are committed to working in partnership with the **DDSCP Child-on-Child Abuse Strategy** and have in place the following policies to support this:

- Peer on Peer Abuse Policy
- Code of Conduct for Employees
- Positive Behaviour Policy

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

7.2 What is Child-on-Child Abuse?

- [Keeping Children Safe in Education](#) (May 2024) defines child-on-child abuse as most likely to include but not limited to:
 - Bullying (including cyberbullying, prejudice based and discriminatory bullying)
 - Abuse within intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
 - Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens and /or encourages physical abuse)
 - Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and /or encourages sexual violence)
 - Sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse
 - Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
 - Consensual and non-consensual sharing of nudes and semi-nude images and or videos
 - Upskirting¹², which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
 - Initiating/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)
- It can also include causing someone to engage in extremist or radicalising behaviour
- Child-on-child abuse exists on a continuum and different forms of abuse may overlap
- It can affect any child/young person of any age and sex and can occur between two children or through a group of children abusing a single child or group of children
- Sometimes vulnerable children are targeted. For example:
 - Those living with domestic abuse or with intra-familial abuse in their histories
 - Young people in care
 - Those who have experienced bereavement through the loss of a parent, sibling, or friend
 - Black and minority ethnic children are under identified as victims but are over identified as perpetrators
 - There is recognition it is more likely that girls will be victims and boys are likely to be perpetrators. However, both girls and boys can experience child-on-child abuse, but they are likely to experience it differently e.g., girls being sexually touched/assaulted or boys being subject to homophobic taunts/initiation/hazing (rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group)
 - Evidence also shows that children with disabilities, and lesbian, gay, bisexual, or gender questioning children are at greater risk
- It is influenced by the nature of the environments in which children/young people spend their time - home, school/college, peer group, online and community - and is built upon notions of power and consent. Power imbalances related to gender, social status within a group, intellectual ability, economic wealth, social marginalisation etc, can all be used to exert power over a peer

¹² The Voyeurism (Offences) Act (2019) – upskirting is a criminal offence and anyone of any gender can be a victim

- Child-on-child abuse involves someone who abuses a ‘vulnerability’ or power imbalance to harm another and has the opportunity or is in an environment where this is possible
 - While perpetrators of child-on-child abuse pose a risk to others, they are often victims of abuse themselves
-

7.3 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. The school will seek to minimise the risk of child-on-child abuse by ensuring an approach that prepares learners for life in modern Britain. The establishment has a clear set of values and standards which are upheld and demonstrated throughout all aspects of school life.

The school provides a safe environment, 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.

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

- Granby Junior School’s **Behaviour Policy**, including bullying/ online bullying and prejudice-based bullying and school **Screening, Searching, and Confiscating powers** and how they will be used safely, and appropriately, including police strip searches
- **Online Safety Policy** and other associated issues, including sharing nudes and semi-nudes and extremist material
- **Attendance Policy**
- **Relationships and Sex Education Policy**

The School also supports children’s behaviour needs through the **THRIVE** programme, and other sourced materials such as **NSPCC PANTS** and **Speak Out, Stay Safe**.

7.4 Systems for children to report abuse

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

or staff may overhear conversations. All staff recognise the indicators and signs of child-on-child abuse and know how to identify it.

See page 20 **Systems for children to report concerns and abuse** for information about the systems in place for children to confidently report abuse.

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

7.5 Action on Concerns

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

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

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

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

- What are the wishes of victims in terms of how they want to proceed?
- What is the nature, extent and context of the behaviour including verbal, physical, sexual (including sharing of nudes/semi-nudes) and/or online abuse? Was there coercion, physical aggression, bullying, bribery or attempts to ensure secrecy? What was the time, location, duration, and frequency? Is the incident a one off or a sustained pattern of abuse? (Remember there may be other forms of abuse in addition to what has been reported) Were other children and /or adults involved? Has a crime been committed and/or have any harmful sexual behaviours been displayed?
- What is the child's age, development, capacity to understand and make decisions (including anything that might have had an impact on this e.g., coercion), and family and social circumstances? What is the nature of the relationship between the children involved? Are they in a current or previous intimate personal relationship, do they live in the same household or setting, attend the same school/college, classes, or transport?

- What are the relative chronological and developmental ages of the children? Does the victim or perpetrator have a disability or learning difficulty? Are there any differentials in power, social standing, or authority?
- Is the behaviour age appropriate or not? Does it involve inappropriate sexual knowledge or motivation?
- Are there any risks to the child victim or alleged perpetrator themselves and others e.g., other children in school/college, adult students, school/college staff, in the child's household (particularly siblings or other children related to the household), extended family, peer group or wider social network? Are there any links to child sexual exploitation, child criminal exploitation or gang related activity?

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

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

All decisions will be made in the best interests of the children involved and should not be perceived to be a judgement on the guilt of the alleged perpetrator. In all cases, the initial report should be carefully evaluated on a case-by-case basis with the designated safeguarding lead taking a leading role and using their professional judgement, supported by other agencies, such as local authority children's social care and the police as required. The designated safeguarding lead will refer to relevant assessment tools and guidance as appropriate such as:

- [Keeping Children Safe in Education](#) (2025) part five
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [Searching, screening and confiscation at school](#)
- [Behaviour in schools](#)
- [School suspension and permanent exclusion](#)
- [Stop it Now Sexual Behaviours Traffic Light Tool](#)
- [DDSCP Thresholds Document](#)
- [DDSCP Safeguarding Children Procedures](#), in particular Children who present a risk of harm to others and Safeguarding children from online harms procedures
- [When to call the police – guidance for schools and colleges](#)

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

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

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

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

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

Where appropriate incidents may be managed internally (low level needs), via early help (emerging needs) or through local authority children’s social care (complex/serious needs or child protection concerns); reports to the police will be run in parallel with children’s social care as outlined in the Derby and Derbyshire multi-agency safeguarding [procedures](#), in particular [Children who Present a Risk of Harm to Others](#) and [Safeguarding children from online harms](#) procedures.

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

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

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

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

Section 8: Safer Recruitment and Selection of Staff

8. 1 The school uses best practice and has adopted robust recruitment procedures as outlined in 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/college. 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 learners.

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

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

Everyone who works at Granby Juniors, including regular volunteers and school governors will have appropriate Disclosure and Barring (DBS) and teacher status, teacher and teacher prohibition checks or where appropriate GTCE sanctions and restrictions. Governors will also require section 128 checks.

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

- **Individuals who have lived or worked outside the UK** – will undergo the same checks as all other staff in the school/college 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/college maintains a single central record of pre-appointment checks consistent with [Keeping Children Safe in Education](#) (2025).

See the school's **Recruitment and Selection** policy, **Disclosure and Barring (DBS)** policy and **Supervision of Volunteer's** statement.

8.2 Visitors

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

We recognise the importance of allowing access for local authority children's social care to conduct, or to consider whether to conduct an assessment and that staff from other partner agencies may need to visit to see a child or young person to either safeguard or promote their welfare. To support our decision making about appropriate checks regarding any professional visitor we operate using guidance outlined in [DDSCP Briefing Note - Professional Visitors to Schools](#). See school's **Security and Visitors policy**.

8.3 External Speakers/Visitors

The school may ask external speakers or visitors to work with children or provide assemblies on subjects such as online safety, relationships/relationships and sex education and health education.

On these occasions we refer to the Effective Working Together Guidance: Supporting Schools to Deliver the PSHE Programme guidance¹³. The school will undertake an assessment of the educational value, the age appropriateness of what is going to be delivered and whether relevant checks will be required, and an assessment made of what will be appropriate supervision. There will also be an agreement made in advance of the session/s on how a safeguarding report should be dealt with by an external visitor. See school/college policy/agreement for visiting speakers. **See school policy/agreement for visiting speaker's.**

8.4 Alternative Provision

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

The school obtains written confirmation from the provider that:

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

The school has arrangements in place to ensure attendance is monitored and always know where a child is based during school hours. The address of the provider, any satellite sites and subcontracted provision a learner may attend is known.

Alternative provision placements are regularly reviewed to provide assurance that the learner is regularly attending, and the placement continues to be safe and meets the child's needs. Whenever safeguarding concerns arise, placements are immediately reviewed and terminated, if necessary, unless or until concerns have been satisfactorily addressed.

See school policy/agreement for Alternative Provision

¹³ Please see [DDSCP safeguarding Update: July 2025](#). It will shortly be available on a Derbyshire based website.

8.5 Use of School Premises for Non-school Activities

Our school safeguarding arrangements will apply to all activities provided by the school under the direct supervision of school staff. Where activities are provided by another body, the governing body will seek assurance that the provider has appropriate safeguarding/child protection policies and procedures in place, as outlined in the [Keeping children safe in out-of-school settings guidance](#). This includes arrangements to liaise with the school where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll. **Safeguarding requirements are included in all lease/hire agreements.**

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

9.1 As part of our whole school approach to safeguarding, there are processes in place for continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour. Our culture and environment supports 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/college staff are clear about professional boundaries and act within these, in accordance with the ethos and value of the school/college

The school/college recognise there are two levels of allegation/concern

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

Our response to concerns/allegations is consistent with the DDSCP Safeguarding Children [Allegations against Staff, Carers and Volunteers](#) procedure, and we also refer to the DDSCP Briefing Note: [Low-Level Concerns about Staff](#).

9.2 Allegations that may meet the harms threshold

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

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

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

9.3 If you have concerns about another staff member

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

All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported without delay to the headteacher. Where there are concerns/allegations about the headteacher this should be referred to the chair of governors. In a situation where there is a conflict of interest in reporting the matter to the headteacher this should be reported directly to the Local Authority Designated Officer (LADO). The member of staff should make a record which will include time, date, place of incident, persons present, what was witnessed, what was said etc; this should then be signed and dated.

Concerns about a member of staff should NOT be recorded on CPOMs for the confidentiality of the staff member and to enable clear and unbiased information gathering. It should be written or typed, dated and signed and given to the headteacher. The form in Appendix 1 can be used for this.

If the incident is in relation to a child, the headteacher or the Deputy headteacher will decide how to best record the incident on the child's CPOMS to acknowledge the incident so that records are correct.

A copy of the following policies can be found in the staff room:

Reporting Low Level Concerns Policy

Whistleblowing Policy

9.4 Looking after the welfare of the child

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

For further information about how concerns which may meet the harms threshold will be investigated, recorded and managed, including non-recent allegations by a child and referrals to the Local Authority

Designated Officer (LADO) see Granby Junior School's **Staff Behaviour (Code of Conduct)** policy, which incorporates low-level concerns, **Managing Allegations Against Staff** and **Whistleblowing**.

9.5 Concerns that do not meet the harm threshold

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

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

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

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

The behaviour can exist on a wide spectrum. Further information about distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour can be found in the school **Staff Behaviour (Code of Conduct)** policy.

Staff should share low-level concerns in confidence with the Headteacher or Deputy Headteacher or any member of the SLT

Low-level concerns about the headteacher should be reported to the chair of governors. This can be done through chairofgovernors@granby.derbyshire.sch.uk or by asking the School Business Manager/Clerk to Governors to make contact for them to speak to you.

Staff are also encouraged to self-refer where they have found themselves in a situation which could be misinterpreted, might appear compromising to others and/or on reflection they believe they have behaved in a way that they consider falls below the expected professional standards. They can do this to their direct line manager who will talk to the Headteacher, or to the Headteacher directly.

The Headteacher will be the decision maker in respect of all low-level concerns; however, this may be undertaken in collaboration with other designated safeguarding leads in the school if deemed appropriate.

Reports about supply staff or contractors will be notified to their employers, although school will take a role in the information gathering, reporting and dealing with parents.

All low-level concerns will be recorded in writing to include details of the concern, the context and the action taken. For further information about the procedure for recording and responding to low-level concerns see school **Staff Behaviour (Code of Conduct)** policy.

9.6 Concerns about safeguarding practices within the school

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

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

Appendix 1 Example Concerns Form

Granby Junior school ensures that volunteers, staff, and governors are able to record concerns about:

- The welfare of a child or young person; and
- The behaviour of a volunteer, member of staff, governor or person connected with the school.

The following headings illustrate the minimum information that should be included in the local arrangements that is agreed within the individual education setting.

All contracted staff have access to CPOMS, our inline recording system, and will use this to record concerns. This can include factual writing, uploading of documents and use of body maps if needed.

For non-contracted staff, a concerns form is available (see below) or they may work with an existing member of staff to record their concerns on the system on their behalf. A concerns form is included in the 'Supply Teacher Folder'

A paper copy, if used, will be uploaded to CPOMS.



Granby Junior School

CHILD PROTECTION /WELFARE CONCERN REPORT FORM FOR VISITORS/SUPPLY/VOLUNTEERS

"Any member of the staff, including volunteers, must record any concerns about a child or young person. This form must be completed as soon as possible after the discovery of the concern. If the concern is about:

- *The welfare of a child it must be sent to the designated safeguarding lead*
- *The behaviour of any member of staff it must be sent immediately to the headteacher, or the chair of governors/management committee or equivalent if the allegation is against the headteacher/principal or where the headteacher/principal is the sole proprietor of an independent school the allegations should be reported directly to the Local Authority Designated Officer (LADO).*

If the concerns are immediate, please inform an appropriate person straight away."

Child's full name:		Male/Female	
Date of Birth:		Class/year/form:	
Concern identified by:		Role:	
Signature			
Person completing the form:		Role:	

Signature:			
Date of concern:		Time of concern:	
Witness/es:		Place of incident:	
Is this a concern under PREVENT?	Yes/No	Have you completed a PREVENT Risk Indicator Checklist?	Yes/No
Name of alleged person (s) responsible for the harm/potential harm:			
Position in school/another school: (Circle as applicable)	Not known/Volunteer/Child in this school/Member of school staff/Pupil in another school/college/Student or person on work experience/ITT Student/Governor/Family member/Other, please specify		

*You need to complete the checklist if this is a concern under Prevent. Attach the checklist to form and pass to a member of school staff.

<p>Concern/Incident/Disclosure: <i>Concise, Factual (if an opinion state it is) does it involve siblings, other children, what was said, observed, reported and by whom, adults/carers/parents/any witnesses?</i></p> <p>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.</p>

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

Name of person concerns reported to	Date

What was your response? *What did you do/say following the concern?*

Have parents/carers been contacted?	Yes/No <i>Record actions. If you have not informed parents/carers justify here, as in all cases except where there is clear evidence of putting a child at immediate risk parents/carers should be contacted</i>
--	---

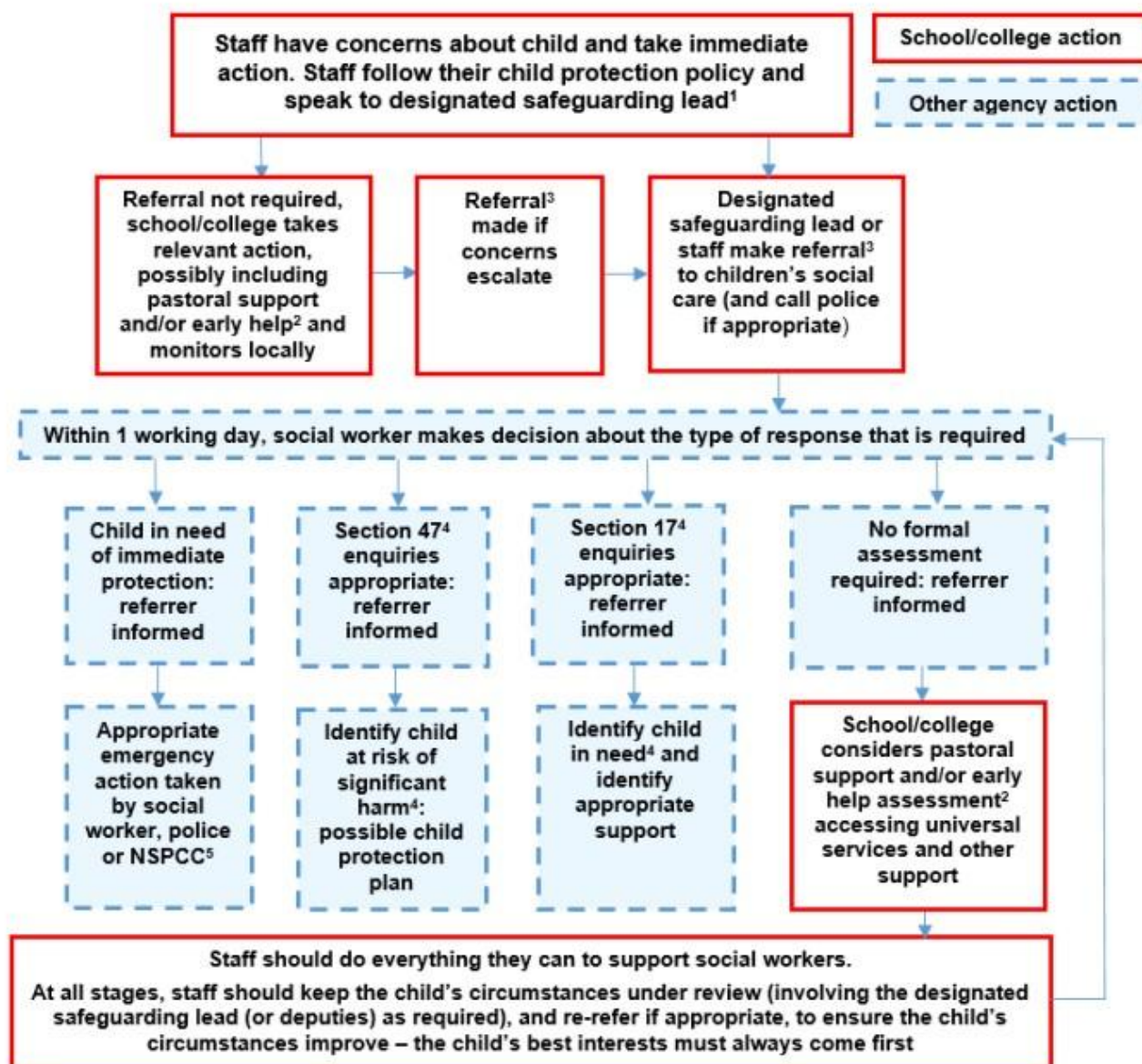
Date Received by DSL/Name/Signature

This form will be uploaded to CPOMS (Child Protection On-line Management System) and actions are recorded in the incident section.

Action to be taken / recommendations from designated safeguarding lead

Name of person completing form	Signature	Date and time

Appendix 2 Safeguarding Flowchart



¹ In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

² Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

³ Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

⁴ Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

⁵ This could include applying for an Emergency Protection Order (EPO).

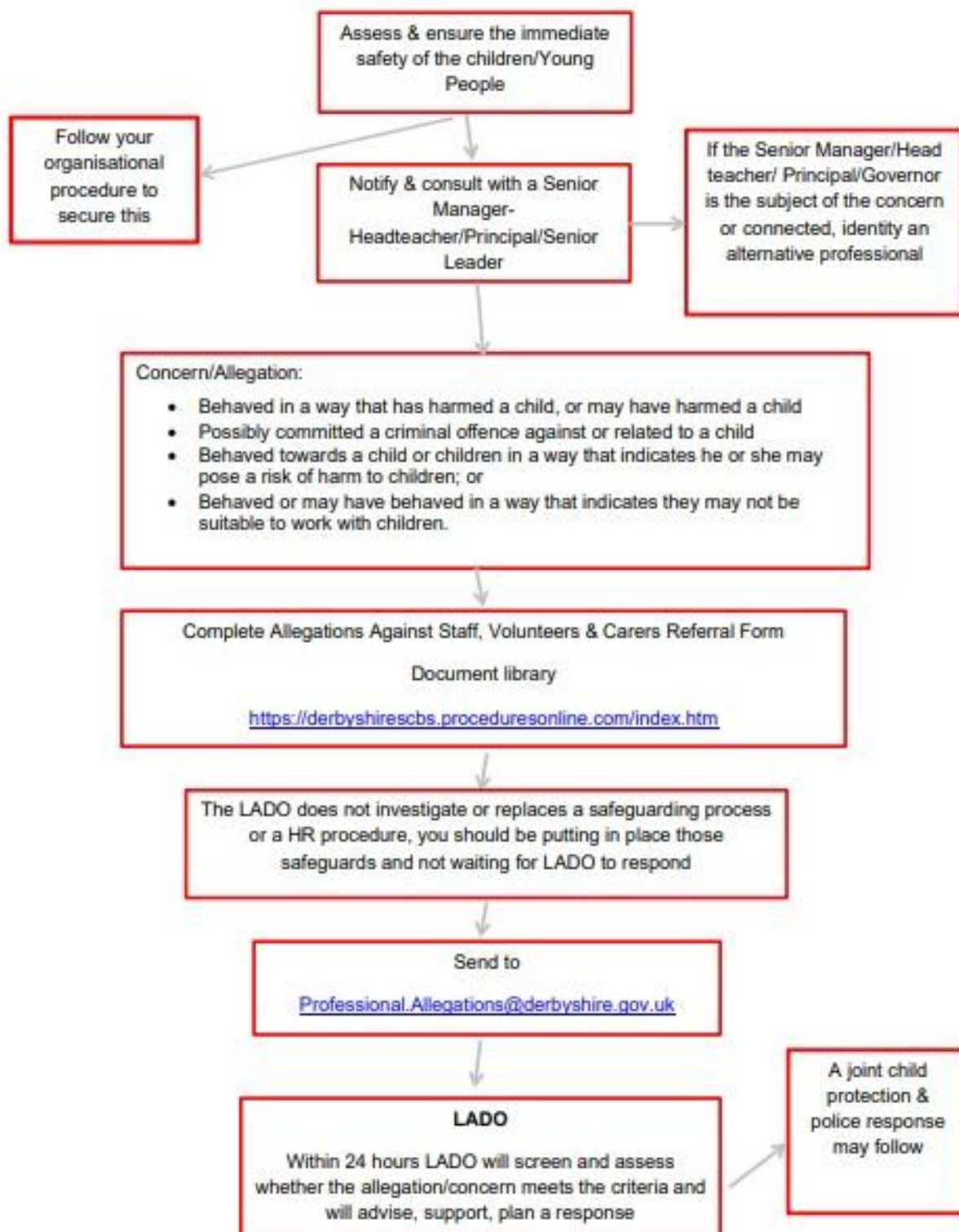
Appendix 3 LADO Flowchart – Most recent

Version 5 – May 2021

Schools/Colleges/residential

Public

Allegations-Concerns against Staff, Volunteers & Carers LADO Process



Appendix 4

The 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 framework¹⁴ 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 child¹⁵ 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 basis¹⁴ 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 harm¹⁶, 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 Officer¹⁶), 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.**

¹⁴ Where processing or sharing personal data, you must follow [the Information Commissioner's Code of Practice for Data Sharing](#) which should be read alongside the [ICO's guide to GDPR](#)

¹⁵ Engagement with a child where it is appropriate to be based on their level of assessed competency. See [NSPCC Learning Gillick competence and Fraser guidelines](#) ¹⁴ [A guide to lawful basis](#)

¹⁶ See [Information Sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers](#) (2024) page 9 for further advice on appropriate lawful basis or use the [IOC Lawful basis interactive guidance tool](#) ¹⁶ [Data Protection Officers](#), IOC

6. **Only share relevant and accurate information with individuals or agencies/organisations that have a role in safeguarding the child and/or providing their family with support, and only share the information they need to support the provision of their services.** Sharing information with a third

party rarely requires you to share an entire record or case-file – you must only share information that is necessary, proportionate for the intended purpose, relevant, adequate and accurate.

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

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

Note:

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

Appendix 5 Safeguarding and Child protection Recording

This appendix has been developed and published for schools by the [Derbyshire Data Protection Hub](#)

Introduction

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

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

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

A Code of Practice has not yet been published, but [School name] is committed to ensuring practices at the school are reflective of IICSA recommendations.

Statement of Intent

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

This document should be read in conjunction with the school's / Trust's Record Retention Policy. [Note to schools- you should review and update your Retention Policy if it still refers to no record deletion whilst the IICSA inquiry is ongoing].

How to record safeguarding/child protection concerns.

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

Our records will:

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

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

How records are stored

Granby Junior School use CPOMS to record and store child protection and safeguarding records.

This method was risk assessed in conjunction with our Data Protection Officer using a Data Protection Impact Assessment to determine the nature, scope and context of the data processing. This is subject to regular review.

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

Any related physical first-hand notes / recordings will be also be securely retained, and copies uploaded to CPOMS. If they are transcribed into CPOMS you must include the following statement: "This is an accurate transcription of notes taken at (insert date & time)". Diagrams will be scanned in.

The transfer of pupil safeguarding records

Keeping Children Safe in Education 2024 states that "where children leave the school or college, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives. The designated safeguarding lead should ensure secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file."

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

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

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

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

The school is the final or last known school if:

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

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

Retention of Records relating to Staff

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

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

END