Arise Christian Tutor Centre

Child Protection and Safeguarding Policy 2026 – 2027

THIS POLICY WAS REVIEWED BY ALL TUTOR CENTRE LEADERS ON 30th JULY 2027 AND WILL BE REVIEWED ANNUALLY

Introduction and Context

1.1 Contents page

1.2 Our Centre

Arise Christian Tutor centre is in the ex-mining town of Alfreton and serves as a daytime tutor centre for children aged 11 to 16 years old, offering up to 15 hours of tutor-led support. We offer affordable Tutoring education with a tailored approach to children's needs. We can offer a more personalised approach to learning due in part to the small class sizes and high-quality tutoring standards we have.
Our Christian ethos drives our aims the content we deliver and the culture we create.' We hope to equip them for the world they live in, realising and developing their unique gifts and talents by offering excellent tutoring in a caring environment.

At our Tutor Centre we aim to embed a culture of safeguarding in all that we do, giving children a voice and looking for every opportunity to encourage understanding and learning through training of the tutors and inclusion in the curriculum.

- **1.3 Our Policy**

Arise Christian Tutor Centre fully recognises it's for Child Protection and Safeguarding; this Policy sets out how the centre will deliver these responsibilities.

This is an overarching policy.

Child as written in this policy is a child until 18.

Child as written in this policy are of statutory school age.

Child as written in this policy is a pupil in this Tutor Centre.

Staff as written in this policy means, any one with contact to a child or young person, all tutoring staff, non-tutoring staff, Volunteers and extends to all supply/agencies/visitors being used by the centre for duties within the centre.

This policy should be read in conjunction with:

'Working Together to Safeguard Children' (updated 2023) which is statutory guidance to be read and followed by all those providing services for children and families, including those in education.

"Keeping Children Safe in Education" 1 Sept 2024 which is the statutory guidance for Schools and Colleges.

"What to do if worried a child is being abused" (March 2015)

"Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018)

"The Prevent Duty for schools and childcare providers" (June 2015).

Sexual Violence and Harassment between children in schools and colleges, Sept 2021

The Role of the Designated Teacher for Looked After and Previously Looked after children, Feb 2018

Furthermore, we will follow the Procedures set out by the local Safeguarding Partnership

In accordance with the above procedures, we carry out an annual audit of our Safeguarding provision (S175 Safeguarding Audit, which is a requirement of the Education Act 2002 &

2006) a copy of which is sent to the Derby and Derbyshire Safeguarding Children Partnership.

Through implementation of this policy, we will ensure that our centre provides a safe environment for children to learn and develop.

We will refer to other policies relevant to our safeguarding in the centre and their location in the centre.

1.4 Our Principles

Safeguarding arrangements at Arise Tutor centre are underpinned by these key principles:

- Safeguarding is everyone's responsibility: all Staff should play their full part in keeping children safe.
- We will aim to protect children using national, local, and education child protection procedures.
- We aim to work in partnership and have an important role in multi-agency safeguarding arrangements as set out by the latest Working Together guidance.
- That all Staff have a clear understanding regarding abuse and neglect in all forms; including how to identify, respond and report. This also includes knowledge in the process for allegations against professionals. Staff should feel confident that they can report all matters of Safeguarding in the centre/setting where the information will be dealt with swiftly and securely, always following the correct procedures with the safety and wellbeing of the children in mind.
- We will aim to operate a child-centred approach: a clear understanding of the needs, wishes, views and voices of children and will actively seek out and promote this.

Working Together defines safeguarding children and promoting their welfare is defined as:

- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

This tutor centre will work in partnership with the Derby and Derbyshire Safeguarding Children Partnership and follow relevant local arrangements, policies and procedures as set out under the local safeguarding partnership arrangements.

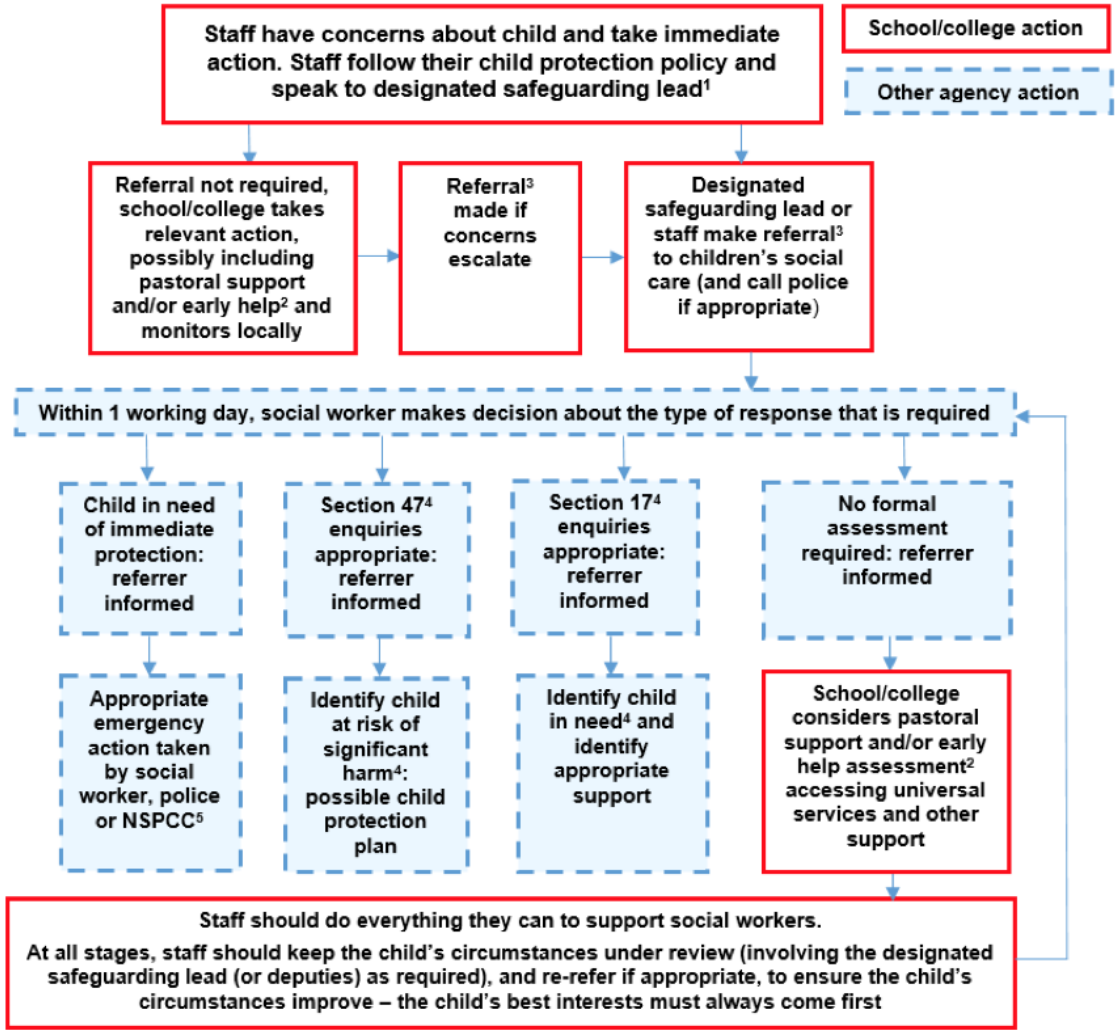
We will ensure that our parents/carers know about our principles, vision, and ethos in Safeguarding. That we aim as a Tutor Centre to work with our parents/carers and the local community to help keep children safe.

Safeguarding Roles and Responsibilities

All Staff who have contact with a child, including leaders and volunteers have responsibility in this centre for:

- Listening to, and seeking out, the views, wishes and feelings of children and can demonstrate this in their practice.
- Being alert to the signs of abuse, including specific issues in Safeguarding and their need to refer any concerns to the Safeguarding Designated Lead(s) in the centre, in line with the flow chart below relating to 'actions where there are concerns about a child' (taken from KCSIE 2024)

Actions where there are concerns about a child



[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).

- Knowing who the Centre Designated Lead/Teacher(s) for Safeguarding are and the relevant links for CIC (Child in Care / Looked After Children), SEN/D and Anti-Bullying.

Roles and Responsibilities in safeguarding Arise Christian Tutor Centre

The Senior Designated Safeguarding Lead is	**Joy Clarke (Centre Manager)**
Deputy Leader for Safeguarding concerns is	Naomi Gonzales
The Designated Lead for Anti- Bullying:	Emily Horn

- Feeling able in this setting to obtain feedback on all concerns reported to a Designated Safeguarding Lead.
- Feeling able to use the centres and local safeguarding partnerships Escalation Policy and Dissent policies.
- Being aware of the 'Allegations Against Professionals' LADO procedures and feeling confident in being able to report concerns about other staff and the setting.
- Being aware of safer working practices such as the Centre's anti bullying policy, whistleblowing policy, health and safety policy which can be found at the entrance to the Arise classroom located by the disabled door.
- Sharing any concerns about a Tutor, with the Centre Manager.
- Being aware of the centre's Whistle Blowing procedures and where to obtain further information, advice, and support.
- Sharing information and working together with agencies such as health and the police to provide children and young people with the help and support they need.
- Supporting pupils who have been abused in accordance with his/her Child Protection Plan.
- Children who go missing from the centre and or the classroom and particularly those where it is believed a child is leaving the country.
- Identifying children in their centre who may be vulnerable to criminal and sexual exploitation, including trafficking and knowing about what action to take, referring into children's services and or the police.
- Recognising that Home Educated Children can be more vulnerable than other children and ensuring processes are followed when a child is likely to be removed from the roll.

- Recognising that looked After Children and care leavers are more vulnerable than other children, and ensuring their needs are acknowledged and met by working with the allocated social worker on the Pathway Plan and transitions into Post 16.
- Children identified as SEND in the centre can be more vulnerable and may not be able to recognise abuse, abusive situations or protect themselves from significant harm and exploitation.
- When using reasonable force this is in line with national guidelines and considers individual pupil needs and risk management /care plans and about SEND.
- Identifying a young carer and ensuring they are supported and signposted to organisations that can help them.
- Recognising that a child may be homeless and obtaining the necessary help and support to help them continue in education.
- Identifying a child may be privately fostered and they have a duty to notify Children's Services if it is thought or known they are being privately fostered, or their living arrangements appear ambiguous.
- Being aware of what is extremism in all its forms, including ideologies and race hate. Therefore, understanding their duties under prevent when in the centre.
- Recognising that children can abuse other children or their peers. That this may constitute sexual violence and/or harassment and is a child protection concern requiring action and reporting.
- 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.
- Ensuring that their Child Protection training is up to date and undertaking refresher/updated training at least annually.
- The Senior Leadership Team/DSL in the school are mindful of national / local Serious Case Reviews, and serious incident reviews to help inform their practice and implement any lessons learnt for the tutor centre.

We have provided a full list of staff appointed to the specific roles and responsibilities in safeguarding.

These are listed in Appendix A.

1. Types of Abuse/signs of Abuse/Specific Safeguarding Issues (Child Protection)

- **Child Abuse**

We acknowledge that there are four types of child abuse as defined in 'Working Together to Safeguard Children' (2020) which is also defined in the 'Keeping Children Safe in Education Statutory Guidance, 2021'.

Details of this can be found in the Appendix B at the rear of this document.

- This centre understands that there are indicators of child abuse; however, these should not be considered as a definitive list, but used when considering the possibility of abuse in children.
- A full explanation of indicators is in Appendix C.

This centre understands that there are specific safeguarding issues, which we will ensure all Staff will be trained to understand, identify, report, and monitor these concerns. Where appropriate these issues will be included in the curriculum:

- Bullying including cyber bullying and cyber crime
- Children at risk of exploitation including child sexual exploitation
- Child sexual abuse within the family
- Compromised parenting, particularly in relation to babies and very young children
- Domestic Abuse and teenage relationship abuse
- Fabricated or induced illness
- Faith abuse
- Forced marriage, Female Genital Mutilation (FGM) and breast ironing
- Gangs, youth violence and trafficking
- Gender based violence/Violence against women and girls (VAWG)
- Hate including race hate, discrimination, including LGBTQI+
- Mental Health
- Missing children from education and home
- Online abuse/Sexting/harassment
- Private Fostering
- Preventing Radicalisation
- Substance and alcohol abuse

Domestic Abuse

Domestic Abuse is rarely a one-off incident, but a pattern of power and control. It is any threatening behaviour, violence or abuse between adults who are, or have been in a relationship, or between family members. It can be psychological, physical, sexual, financial, or emotional abuse.

Children living with Domestic Abuse in their home or who are caught up in incidents of Domestic Abuse, are victims, and this can seriously harm children and young people. Some children are physically harmed as they can get caught up in the incident, some children are witnesses to the abuse or hear the abuse. The impact on children living in a household where there is Domestic Abuse is likely to influence their development and social skills. We will treat any disclosure of information relating to Domestic Abuse as a Safeguarding concern and we will follow local Safeguarding Procedures.

We acknowledge the Domestic Abuse Act, 2021 and will work with its new powers when working with our staff, all children and their families, where we believe Domestic Abuse is a feature and children are living with Domestic Abuse.

We have agreed processes on how to respond and support the pupil whilst in the centre and are able to escalate any Safeguarding concerns into Children's Services.

Teenagers aged 16/17 in a relationship are protected by Domestic Abuse Safeguarding Procedures and the law. If our centre is aware of any information received about such a concern, we will treat this as a Safeguarding concern and follow our Safeguarding processes.

The Multi-Agency Risk Assessment Conference (MARAC) is a multi-agency approach in managing cases of Domestic Abuse and where children are residing, the victim will be seen as at high risk of serious harm/ homicide. A Multi-Agency response is essential in ensuring that victims and their families are as safe as possible.

This centre recognises this process and that as a partner they can make a referral into MARAC, based on information provided to them by a child, parent/carer.

The necessary form to make a referral is available here: DA risk assessment and referral

Emotional/Mental Health and Wellbeing

All Staff should also be aware that 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. Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour, and education.

We acknowledge many children will have periods of feeling anxious, afraid and upset, and can develop phobias. However, some children will experience this more frequently.

Undertaking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children, and greater readiness to learn, improved attendance, attention, behaviour, and attainment.

We are working towards appointing a Senior Mental Health led to develop the knowledge and skills to implement an effective whole centre approach to mental health and wellbeing in our setting.

We will provide information and signposting services to children and parents. If Staff have an emotional or mental health concern about a child we will respond to the concern, inform, and discuss our concerns with parents/carers and seek ways to support the child in and out of the centre.

Our setting will contact the local School Community Advisor for advice:

CAMHS North

CAMHS South

We will use this website to help us signpost Staff and families:

Derby & Derbyshire Emotional Health & Wellbeing

If a child is presenting with a risk of serious immediate harm and at risk of taking own life, we will seek urgent advice from the urgent CAHMS services and or seek medical intervention.

CAMHS Rise

CAMHS North Urgent Care

Online Safety, Cyber Security (including remote/blended learning)

Arise Christian Centre will work with our partners to keep children safe when online.

We will ensure that we have information and processes to raise awareness of online safety and cyber security for all our staff, children, and parents, our aim is to have a whole centre approach to online safety.

This will be done by:

- Supplying parent information
- Staff training through inset days and information send out
- Lesson planning for children around staying safe online

This will cover a range of online safety issues including:

- fraud and scams
- copycat websites, phishing emails
- identity theft
- cyberbullying/trolling, cyberstalking,
- online grooming, online radicalisation,
- offensive/illegal content including race hate
- child sexual exploitation online
- Youth produced sexual imagery (sexting, nudes, semi-nudes)
- Using social media platforms.

Cyber Security is a growing Safeguarding concern, and we recognise the need to have procedures to ensure networks, data and systems are protected against Cyber threats and help keep staff and pupils safe, particularly when using remote learning platforms and remote teaching platforms / delivery styles. We will use the recommended national and local guidelines on staff and pupils who may need to work remotely.

Our online safety policy which is reviewed annually can be found with the Arise classroom.

- **The Sending of Indecent Images from one child to another through**
- **Digital Media Devices, including nudes and semi-nudes.**

In the latest advice for schools and colleges (UKCIS, 2020), this is defined as the sending or posting of nude or semi-nude images, videos, or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like which works offline.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. This does not apply to adults sharing nudes or semi-nudes of under 18-year-olds. This is a form of child sexual abuse, and we will refer this to the police as a matter of urgency.

This centre setting will respond to a child sending indecent images as a safeguarding concern. The DSL/Senior Leadership Team will seek advice from the police and will consider a referral into children's services.

We will use national and local guidance to help us:

Derby City & Derbyshire Thresholds Document

"Sexting in Schools & Colleges: Responding to incidents & safeguarding young people" UK Council for child internet safety,

The DfE guidance 2018 on Searching Screening and Confiscation Advice for Schools

The DfE Guidance, June 2019 on Teaching Online Safety in Schools

Gov Guidance Sharing nudes and semi nudes, Dec 2020

- **The Criminal Exploitation of Children:**

We will train all staff to recognise signs which may indicate criminal exploitation and to identify children in the setting who may be at risk and to report this.

Criminal exploitation is child abuse where children under 18 and older where there is a vulnerable adult are manipulated and coerced into committing crimes.

County Lines is the police term for urban gangs exploiting young people into moving drugs from a hub, normally a large city, into other markets - suburban areas and market and coastal towns and using dedicated mobile phone lines or "deal lines".

Cuckooing is a practice where people take over a person's home and use the property to facilitate exploitation. There are different types of cuckooing:

Using the property to deal, store or take drugs
Using the property to sex work
Taking over the property as a place for them to live
Taking over the property to financially abuse the tenant

The most common form of cuckooing is where drug dealers take over a person's home and use it to store or distribute drugs. Children living in these properties are at risk of neglect and other types of abuse.

- **The Sexual Exploitation of Children:**

We will train all staff to recognise signs which may indicate sexual exploitation and to identify children in the centre who may be at risk and to report this.

Child Sexual Exploitation (CSE) is a type of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity.

It can occur online, and many young people can be persuaded or forced to have sexual conversations by text or online, send or post sexually explicit images of themselves, take part in sexual activities via a webcam or smartphone.

Children and young people in sexually exploitative situations and relationships are persuaded or forced to perform sexual activities or have sexual activities performed on them in return for gifts, drugs, money, or affection.

All suspected or actual cases of CRE/CSE are a Safeguarding concern in which safeguarding procedures will be followed and this will include a referral to the police and children's services.

We will treat these children as exploited and they will be treated as victims. This centre will put in place risk management plans with partners and will help and support the children and their family, access advice from other agencies for example health, or sexual health services.

Forced Marriage/ Honour based Violence and Female Genital Mutilation (Child Protection)

This centre knows about a mandatory reporting duty for all teachers to report to the police where it is believed an act of FGM has been carried out on a girl under 18 in the UK. Failure to do so may result in disciplinary action being taken.

All suspected or actual cases of FGM are a Safeguarding concern in which Safeguarding procedures will be followed. This will include a referral to the police made by the school. If any staff are concerned about a pupil, they will refer to the Safeguarding Designated Lead(s) within the centre. The Designated Safeguarding Lead will refer into Children's Services. This will also apply to suspicions of a child being subject to threats of or honour-based violence.

If any staff have concerns that a child may be or is subject to breast ironing, this is Child Abuse and Safeguarding procedures will be followed and in all cases.

- **Prevent and Counter Terrorism**

The centre will ensure all staff including governors and volunteers adhere to their duties in the Prevent guidance 2015 to prevent radicalisation. The Head teacher and Chair of Governors will:

- Establish or use existing mechanisms for understanding the risk of extremism.
- Ensure staff understand the risk and build capabilities to deal with issues arising
- Communicate the importance of the duty.
- Ensure all Staff (governors and volunteers) implement the duty.

The centre will ensure all staff will adhere to their duties under Prevent, as detailed in the Prevent Duty Guidance 2015, (also Prevent Duty Guidance for schools) to have due regard to the need to prevent people from becoming drawn into terrorism. The HT/Principal and Chair of Governors will:

- Establish or use existing mechanisms for assessing the risk of extremism and terrorism.
- Ensure staff understand the risk and build capabilities to deal with issues identified.
- Communicate the importance of the duty.
- Ensure all Staff understand their roles and responsibilities in prevention.
- This centre will respond to any concern about Prevent as a Safeguarding concern.
- We will seek to work in partnership with agencies undertaking risk assessments where appropriate and proportionate to risk.
- We will aim to build our children's resilience to radicalisation.
- Any indicators that the concern may be a prevent or of possible extremism. A referral will be made in all cases to the Derbyshire Police Prevent Team: Extremism and Prevent (derbyshire.gov.uk)

The centre will record any concerns, and these records will be treated as a child Protection Record, storing them on a Child Protection /Safeguarding file.

Peer on Peer abuse, Sexual Violence and Harassment

Children are vulnerable to physical, sexual, and emotional bullying and abuse by their peers. Such abuse will be taken seriously by this centre, and we will aim to eradicate any behaviours seen as this.

Peer on peer abuse applies when there is an allegation or suspicion that a child has abused or is at risk of abusing another child or adult, including:

- Within their household (for example sibling abuse or violence towards parents/carers); and
- Outside of the child's immediate household.
- Education or community settings
- On-line/off-line or both

Peer on peer abuse can take various forms and includes serious bullying / cyber-bullying, relationship abuse, domestic abuse, child sexual exploitation, 'sexting' / youth produced sexual imagery, youth and serious youth violence, gang related activity, harmful sexual behaviour, and / or sexual violence / harassment.

We recognise that peer on peer abuse is often gender based. it is more likely that girls will be victims and boys' perpetrators. However, both can experience peer on peer abuse but are likely to experience it differently.

This centre understands we need to equip all staff about identifying and handling disclosures, including third party disclosures from other peers.

All suspicions or incidents will be treated seriously and as a safeguarding concern and responded to. In all cases this will require a discussion with the Designated Safeguarding Lead who will consider a referral into the Police and Children's Services.

This centre may also apply sanctions and consider all features in every case to assist in decision making.

We understand that we need as a centre to have clear mechanisms and procedures in place to identify and report incidents or concerns.

We also understand that peer on peer incidents can affect the local community, and in the context of wider safeguarding of those children in our local community.

We will use the following national and local guidance to assist us:

- Sexual Violence and Sexual Harassment between Children in Schools and Colleges (DfE)
- Keeping Children Safe in Education (DfE), part five.
- Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People (GOV.UK)
- The Derby and Derbyshire Safeguarding Children procedures, section, 1.6.1

We will ensure that we support both the alleged abuser/s and victim/s and will use a range of strategies tools and templates available to us, for example:

- Derbyshire's Harmful sexual behaviour guidance
- Lucy Faithful Traffic Light Tool
- Local intel and mapping tools and meetings e.g. LCP's – local children's partnerships.
- Risk management plans for alleged abusers
- Victim support plans for alleged victims

We will work with partners for example, the police, health, children's services, and youth offending to help keep the child safe and feel protected. WE will seek advice for the child and signpost them to services.

We will listen to and consult with the child, working with the parents for example, looking at segregation and separation in the centre and the classroom.

All staff will receive an awareness and understanding of peer-on-peer abuse, sexual violence and harassment in their training and we will work together to reduce this behaviour and any related incidents.

We aim to use approaches in the curriculum to address and tackle peer on peer abuse and eradicate any cultures pertaining to an unsafe and unhealthy school where children do not feel safe.

Serious Violence/ Carrying Knives/Offensive Weapons & Gang Culture

We will work with partners for example the Police, local Safer Neighbourhood Teams, and

Community Safety to identify any child or groups of children who may present as being involved in serious violence, gang, or knife culture.

Bringing and carrying a knife/offensive weapon into the centre's premises is a criminal offence and immediate action will be taken by calling the Police. In some circumstances we may have to use our lockdown procedures.

If a member of staff suspects a pupil being involved in gang culture where it is believed to be exploitative or harmful, this is a safeguarding concern and the safety and wellbeing of the child takes priority.

We will ensure any suspicions of a child linked to a gang is reported by staff to the Designated Safeguarding Lead. The DSL will consider if a referral to the police and children's services are needed.

Safeguarding Processes and Procedures

The centre will deliver its responsibilities for identifying and acting on emerging needs, Early Help, Safeguarding and Child Protection, and in line with national and local policies and procedures. This centre will refer to and use the Safeguarding Policies and Procedures as set out by the Derby and Derbyshire Safeguarding Children Partnership.

The Derby and Derbyshire Safeguarding Children Partnership Threshold Document is available to this centre. This assists this centre with identifying a level of need for a child and their family with meeting a child's needs in Derby and Derbyshire, border local authorities also have their own, details of which can be found in the local Children's Safeguarding Procedures. This document will be used to help identify the level of concern and any next course of action.

- **Children with Emerging Needs and those children who may require Early Help**

All Staff working within the centre should be alert to the potential need for following the procedures identified for current Safeguarding Partnership Threshold Document, and also consideration for a child who:

- Is disabled and has specific additional needs.
- Has special educational needs.
- Is a young carer.
- Is a privately fostered child.
- Has returned home to their family from care.
- Is showing signs of engaging in antisocial or criminal behaviour.
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence; and/or
- Is showing early signs of abuse and/or neglect.
- Is showing signs of emotional/mental ill health.
- Is showing signs of displaying behaviour or views that are extreme.
- Is misusing drugs or alcohol themselves:
- Not attending school or are at risk of exclusion from school.
- Frequently going missing/goes missing from care or from home.
- Is at risk of modern slavery, trafficking, exploitation, radicalisation.

- Not in education, training, or employment after the age of 16 (NEET).

We acknowledge that these children are more vulnerable. This centre will identify who these children are in the centre. We will monitor their health, safety and wellbeing and ensure all Staff know how to identify these children and to seek advice, help and support where needed.

The provision of Early Help Services should form part of a continuum of help and support to respond to the different levels of need of individual children and their families.

When providing early help provision in the centre, this centre can demonstrate they have a framework and structures to support the work including information sharing, procedures around step up into children's service, robust recording and support to staff.

○ Needs of Children with a Social Worker

We recognise that children may need a Social Worker due to Safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

The Designated Safeguarding Lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes.

Where children need a social worker, we understand that this should inform decisions about safeguarding, regarding attendance, missing, exclusions and we should work to actively promote their welfare, providing pastoral support and access to services and the Victual School.

Making a referral into children's services

Where welfare and safeguarding concerns are identified e.g. as a child having an injury or has made a disclosure of abuse, this is a Child Protection concern, and we will follow locally agreed Safeguarding procedures.

If a child makes a disclosure or presents with an injury, it is imperative that advice is sought immediately **prior to the child returning home and as soon as the school becomes aware of this.**

A **telephone referral** must be made as soon as possible to Starting Point Derbyshire's first point of contact for a referral into children's services:

Where the DSL/Pastoral Team identifies a child in the school who requires child in need services under Section 17 of the children Act, an online form is completed.

If the child has been the subject of an Early Help Assessment, then a chronology, a copy of the assessment, together with a copy of any multi-agency plans, is submitted along with the referral.

When a member of Staff has concerns for a child, and if the centre is aware that the case is open to an Allocated Worker in locality, they will discuss their concerns with the Allocated Worker, or use the escalation process if contact is not successful.

This centre will ensure the referrer has spoken to the family about their concerns and proposed actions unless to do so would place the child at significant risk (imminent danger because of a disclosure made).

Appendix D provides more information on making a referral.

Creating a Safe and Secure Environment:

- That the building; including its surroundings, access and exits are safe and is one where children can feel safe.

- That the building is always secure, and in any significant event we will use lockdown procedures.

- We will check and ask questions to obtain reassurances around DBS checks and safeguarding policies in place, when hiring out/using the school/setting for sports, clubs, and activities. We will keep a record of this.

- We will have clear protocols on reception for visitors and contractors with procedures in place to ensure the appropriate questions are asked and checks made in line with KCSIE and Derbyshire County Council requirements regarding the Single Central Record**.**

- When our children attend offsite activities, we will check that effective Child Protection arrangements are in place. We will use Risk Assessment and Risk Management models to assist us to do this.

- We recognise the host families, homestays/exchange visits abroad and the need to provide safe provision and exchanges. We have a system in place, ensuring the suitability of adults in families when arranging hosting and exchanges.

    - We recognise that where our centre places a child in an activity or in another provision, we will remain responsible for the Safeguarding and wellbeing of that child.

    - We will carry out checks or use an agency for this purpose and review those arrangements to reassure ourselves of those Safeguarding arrangements.

    - We will obtain written confirmation from all alternative providers that checks have been carried out on individuals working in that provision.

    - We will be mindful of who we are hiring our premises to and refuse the hiring of premises for any activity deemed not in the interests of the children/young people the centre the local community and or viewed to be inflammatory e.g.- banned political groups

Safer Working Practices

This centre will follow the requirements as described in the Statutory Guidance Keeping Children safe in Education, Sept, 2021, Part three and Part four.

We must prevent people who pose a risk of harm from working with children and will do this by complying with statutory responsibilities in:

- Recruitment and staffing.
- Records and record keeping of personnel who are working and have worked in the centre.
- Having a staff code of conduct, for when working in centre and when out in the community and including when online.
- Managing allegations against staff, and volunteers.
- Using national and local procedures aimed to identify and prevent unsuitable adults from working with children, for example, referring to LADO- The Local Authority Lead Officer for managing allegations, the DBS service, national teacher standards, and Teaching Disciplinary Regulations, 2012 where relevant.
- We will co-operate and provide information in any enquiries from the LADO, police and/or children's social services.
- Using consultation with a centre's human resources department or service.
- Seeking employment legal advice and services where necessary.

We will operate a Single Central Record which will cover all Staff.

We will ensure that the Single Central Record and supporting personal files are regularly updated and reviewed to meet requirements.

All Staff will be made aware of current government guidance on safer recruitment and receive training and support around conduct and practice when in environments with children.

Recruitment, Staffing:

- All interview panels will have at least one member who has undergone Safer Recruitment Training and is up to date and has the necessary skills and knowledge.
- In an interview there will be a minimum of two questions regarding Safeguarding.
- We will investigate any gaps provided in references and will require an explanation for the gaps.
- We will raise an alert with a Senior member of the Leadership Team if there are gaps in references and / or any missing references.
- Provide risk assessments and on the personnel record of any employee who in post does not have a reference or cannot provide one due to length in post.

In the pre recruitment process. We will in all cases check and verify:

- the identity of candidates.
- professional qualifications.
- the right to stay and work in the UK.
- is not subject to a prohibition order issued by the Secretary of State
- References and ask for and follow up at least two references.
- applications for gaps in employment.
- If disqualification by association applies

The Disclosure and Barring Service (DBS) is available to this centre to help employers make Safer Recruitment decisions

The DBS are responsible for:

- Processing requests for criminal records checks
- Deciding whether it is appropriate for a person to be placed on or removed from a barred list
- Placing or removing people from the DBS Children's Barred list and Adults' Barred list for England, Wales, and Northern Ireland
- Providing an online DBS service

A DBS check will be requested as part of all pre-recruitment checks.

We will also ensure that we have procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed, removed due to Safeguarding concerns, or would have been had they not resigned. This is a legal duty, and includes Teaching Disciplinary Regulations, 2012.

Arise Christian tutor centre conduct a DBS check for school staff upon employment and then every 5 years from that point. We also ask staff to sign a self-declaration disclosure under the children's act.

Overseas checks

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools or colleges This includes obtaining:

- an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK.
- Any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered.
- Where overseas checks are not available, we will aim to seek alternative methods of checking suitability and or undertake a risk assessment that supports informed decision making on whether to proceed with the appointment.

Following the UK's exit from the EU, this school will apply the same approach for any individuals who have lived or worked outside the UK regardless of whether it was in an EEA country or the rest of the world.

Contractors

This centre will ensure that any contractor requesting access has a company ID which is checked and visible.

Contractors will not be left unsupervised unless verified to engage in related activity.

Any contractor, or any employee of the contractor, on site, will be subject to the appropriate level of DBS check.

Contractors engaging in regulated activity relating to children will require an enhanced DBS check (including children's barred list information).

Where the contractor does not have opportunity for regular contact with children, this centre will decide on whether a basic DBS disclosure would be appropriate.

Records will be kept of checks carried out and any additional reassurances the school has sought.

Regulated Activity

The Senior Leadership Team/DSL will need to be aware and have a clear understanding of what regulated activity is and implications for volunteers in this centre. Supervision of an activity with children which is a regulated activity when unsupervised.

This may mean undertaking risk assessments on any activity.

Dealing with allegations against staff, volunteers, and carers

This centre will adhere to the procedures set out under 'Allegations Made Against Professionals' (Allegations of Abuse by Teachers and other Staff), this document can be found on the Derby and Derbyshire Safeguarding Children Partnership website.

If a member of Staff has concerns about another member of Staff, Volunteer, Carer, Student, Supply and Agency Staff, then this will be referred to the centre manager. Where there are concerns about the centre manager this will be referred to the Church safeguarding officer.

We will ensure that the allegations threshold is considered, where it is alleged that anyone working in the centre that provides education for children under 18 years of age, including supply teachers and volunteers has:

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

This may also mean a referral to the Police. A referral to the Police will also apply to:

- Regardless of whether the centre is where the alleged abuse took place.
- Allegations against a tutor who is no longer tutoring.
- Historical allegations of abuse taking place in the tutor centre.

In our considerations where it is felt it meets the criteria, we will make a referral in every case to the Local Authority Designated Lead (LADO), using the Derby and Derbyshire LADO Referral Form and that this is done by an appropriate member of the Senior Management Team.

Local Authority Designated Officer (LADO)

Godkin House

Park Road

Ripley

Derbyshire

DE5 3EF

Referral Forms via E-mail to: **Professional.Allegations@derbyshire.gov.uk**

Tel (for queries or support): 01629 533190

This centre will ensure we have followed all the necessary duties and processes under this process and under Whistleblowing if this applies. We will use from the Derby and Derbyshire Safeguarding Children's Procedures section 2, and, in all cases, will consult with our Human Resources Department.

If a report of an allegation/s is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider if the child who has made the allegation needs help or may have been abused by someone else and a referral to Children's Social Care services may be appropriate.

If a report is shown to be deliberately invented or malicious, the centre will consider sanctions.

Where the allegations are substantiated, the centre will fully ensure any specific actions are undertaken on the management of this outcome and during the exit arrangements, and as outlined in part four.

Keeping Children Safe in Education statutory Guidance for schools/colleges

A low-level concern:

Allegations/concerns that do not meet the harms threshold are referred to as 'low level concerns".

This centre will have a policy and process on how to deal with a low-level concern. It is in line with any Local Children's Safeguarding Procedures and Policy and LADO.

The policy and processes will apply to contractors, supply and agency staff and we will inform their employer to assist them in determining any historical context, the current concerns and decision making.

A low-level concern will be recorded and retained on the individual's personnel file. Records on individuals will also be reviewed in order that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

We will make this aware to All Staff and in line with our Staff Code of Conduct and Guidance around Safer Working practices and promoting safe cultures.

The Centre leadership team

The Centre Leadership Team and DSL(s will:

- Take leadership responsibility for the centres Safeguarding and Child Protection arrangements.

- Ensure we are up to date with emerging issues in Safeguarding and recognise the strategies by the Local Authority in trying to keep children safe In Derbyshire, for example CRE/CSE/Online safety/Peer on Peer abuse.

- Ensure that we have enhanced DBS and other checks that may be required (Section 128)

- Ensure we undertake annual Safeguarding Training as part of whole centre training.

- That we and including all DSL's undertakes WRAP/Prevent training and keeps up to date thereafter.

- Ensure that we have a Senior Designated Safeguarding Lead, and a Deputy Designated Safeguarding lead appointed from the Senior Management Team. The number of DSL's needs to be sufficient in number depending upon the size and demands of the centre.

- That the DSL's are fully equipped to undertake the Safeguarding role, including the Deputy in absence of the senior DSL and all DSL's have access to the appropriate training and with certified training every two years.

- Ensure there is a Designated Safeguarding Lead is always on the premises and available during the centre day and there is a contact for any centre holiday activities on site; where this is not available or in exceptional circumstances, there is cover in place. The Leadership Team will ensure there is always cover and there is a clear pathway for raising and reporting concerns in a timely way. This will include a DSL being a point of contact for trips, outings, and residential visits.

- Work towards having a nominated link tutor for CIC (Children in Care/ Looked after Children) and SEN/D alongside other nominated leads in the centre on these issues.
- Have an appointed tutor who is responsible for Looked after Children, and the additional roles as defined by the new DfE guidance.

- Work towards having an appointed lead in Mental Health and Wellbeing in the centre.
- Have procedures in place in handling allegations against Staff, or Volunteers and any concerns staff and volunteers have (including concerns about the setting) are referred to the Local Authority Designated Lead (LADO) where the threshold is met.
- Using quality assurance and audit to ensure there are robust Safer Recruitment procedures and a framework of checks in place, including tracking and monitoring of all staff (the Single Central Record)
- Ensure all staff and anyone who has contact with a child including volunteers and frequent visitors undertake an induction which includes knowledge regarding types of Child Abuse, specific Safeguarding issues and familiarisation with Child Protection responsibilities and Local Safeguarding Procedures. The induction will also include procedures to be followed if anyone has any concerns about a Child's Safety or welfare, and knowledge about the centre's policies and procedures.
- That all staff / anyone who has contact with a child including volunteers receive the appropriate training, which is regularly updated, and includes an annual whole centre training event in Safeguarding.
- Ensure all Staff who have any contact with children are aware of the GDPR 2018 regulations. That they share information about a child where there are safeguarding concerns, and they do not use GDPR as a reason for not sharing that information.
- In the curriculum children are taught about Safeguarding, including Online Safety, through a blend of teaching and learning opportunities.
- Monitor that Relationship and Healthy Relationship teaching is embedded in the curriculum and staff are trained and equipped to deliver.
- That all Child Protection records are kept centrally, kept up to date, are secure and reviewed annually.
- That an overview of records and data used in the school are discussed with the governing body to help identify patterns, trends, specific Safeguarding issues and that this is a regular activity of the leadership team/senior DSL.

Notifications

Senior Leadership Team will also ensure that:

- We notify the allocated Social Worker, if there is an unexplained absence of a child who is the subject of a Child Protection Plan.

- We notify Children's Services if it is thought or known that a child may be privately Fostered and will see advice from Children's Services on hosting families as they may come under this regulation.
- We notify the Local Authority and Children's Services if we have welfare concerns of a child who is likely to be or is EHE.
- That we use the Police Prevent referral pathway to report concerns about extremism or views considered to be extreme.
- That we use the national systems in place to report any unsuitable adult to:
    - The DBS service,
    - National Barring and Disclosure Service
    - The Teacher Regulation Agency.

Record keeping

All concerns about a child will be recorded and records kept. This record will be a separate Child Protection/Welfare Record held on a separate file for each child. We will keep separate logs for each child if there is a bullying incident.

All concerns will be recorded clearly and with all decisions, actions taken, outcomes and a confirmation of feedback to the referrer.

We will endeavour to keep centralised records, hold them as private and confidential records but allow access to key staff that is designated in a role to Safeguard children at the setting.

We will follow the recommended GDPR guidelines and the Data Protection Act.

We will follow the Local Authorities' current guidance on the Child Protection Record Keeping Guidance for Schools and await any instruction with regard to the National Inquiry into Child Sexual Abuse (historical Child Protection records on children and records on staff where there are allegations).

We will not destroy any child protection/welfare records including records which hold information on allegations against staff and any other person working in the centre or connected to this centre.

Important Contacts

A list of important contacts is explained in Appendix E.

● Management of this Policy

The Centre leader(s)/DSL(s) will:

- Ensure all Leaders are aware of the Safeguarding arrangements in the setting.
- Ensure all Leaders are effective in the management of Safeguarding.
- Ensure all Staff including all other Leaders/DSL's and volunteers read and have access to this and all safeguarding policies.
- Display this policy on the centres website
- That is overseen to ensure its implementation
- Review its content on an annual basis and in line with any updates to the Keeping Children Safe in Education statutory guidance.

The Centre Manager/Senior DSL will report annually on Safeguarding activity and progress within the centre setting to the Senior Leaders/Owners/Deputy DSL.

The appointed Designated Safeguarding Lead will assist to complete the S175 Safeguarding Audit and with an Action Plan which used to report on Safeguarding activity and progress.

The Centre Manager/Senior DSL will report any significant safeguarding issues to the LADO (Local Authority Designated Officer)

Signed by:

Centre Manager/Safeguarding lead Senior Leader

Date: Date:

Deputy Safeguarding lead

Date:

Appendix A Roles and Responsibilities in Safeguarding

The Senior Designated Safeguarding Lead(s) are **Joy Clarke (Centre Manager)**
Contact details for any concerns: 07930 759092

The Deputy Designated Safeguarding Lead: **Naomi Gonzales (Tutor)**
Contact details for any concerns:

The Appointed Tutor for Looked after children/virtual School: **Joy Clarke**

The Appointed Tutor for SEND: **Emily Horn (Tutor)**

The Designated Lead(s) is/are for Anti- Bullying: **Emily Horn**

Appendix B. Types of Child Abuse

- **Physical Abuse -** may involve hitting, shaking, throwing, poisoning, burning/scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

- **Emotional Abuse -** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

- **Sexual Abuse** and child sexual abuse within the family (CSIF) involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening. The activities may involve physical contact or non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children.

- **Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may include a failure to:
- Provide adequate food, clothing, and shelter.
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate caregivers); or
- Ensure access to appropriate medical care or treatment.
- Respond to a child's basic emotional needs

- **Bullying** and forms of bullying on and off line including prejudice based and Cyber Bullying is also abusive which will include at least one, if not two, three or all four, of the defined categories of abuse **[cross reference /refer to School Bullying Policy and similar other policies].**

Appendix C. Indicators of Child Abuse

- **Physical Abuse**

Most children will collect cuts and bruises and injuries, and these should always be interpreted in the context of the child's medical / social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given; these can often be visible on the 'soft' parts of the body where accidental injuries are unlikely, e g, cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.
The physical signs of abuse may include:

- Unexplained bruising, marks, or injuries on any part of the body
- Multiple bruises- in clusters, often on the upper arm, outside of the thigh
- Cigarette burns
- Human bite marks
- Broken bones
- Scalds, with upward splash marks.
- Multiple burns with a clearly demarcated edge.

Changes in behaviour that can also indicate physical abuse:

- Fear of parents being approached for an explanation
- Aggressive behaviour or severe temper outbursts
- Flinching when approached or touched
- Reluctance to get changed, for example in hot weather
- Depression
- Withdrawn behaviour
- Running away from home.

- **Emotional Abuse**

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive and grow; however, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention

from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

- Neurotic behaviour e.g. sulking, hair twisting, rocking
- Being unable to play
- Fear of making mistakes
- Sudden speech disorders
- Self-harm
- Fear of parent being approached regarding their behaviour
- Developmental delay in terms of emotional progress.

○ **Sexual Abuse**

It is recognised that there is underreporting of sexual abuse within the family. Centre, all staff and volunteers should play a crucial role in identifying / reporting any concerns that they may have through, for example, the observation and play of younger children and understanding the indicators of behaviour in older children which may be underlining of such abuse.

All Staff and volunteers should be aware that adults, who may be men, women, or other children, who use children to meet their own sexual needs, abuse both girls and boys of all ages. Indications of sexual abuse may be physical or from the child's behaviour. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- Pain or itching in the genital area
- Bruising or bleeding near genital area
- Sexually transmitted disease
- Vaginal discharge or infection
- Stomach pains
- Discomfort when walking or sitting down
- Pregnancy.

Changes in behaviour which can also indicate sexual abuse include:

- Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- Fear of being left with a specific person or group of people
- Having nightmares

- Running away from home
- Sexual knowledge which is beyond their age, or developmental level
- Sexual drawings or language
- Bedwetting
- Eating problems such as overeating or anorexia
- Self-harm or mutilation, sometimes leading to suicide attempts
- Saying they have secrets they cannot tell anyone about
- Substance or drug abuse
- Suddenly having unexplained sources of money
- Not allowed to have friends (particularly in adolescence)
- Acting in a sexually explicit way towards adults.

- **Neglect**

It can be difficult to recognise Neglect; however its effects can be long term and damaging for children.

The physical signs of neglect may include:

- Being constantly dirty or 'smelly'.
- Constant hunger, sometimes stealing food from other children.
- Losing weight or being constantly underweight.
- Inappropriate or dirty clothing.

Neglect may be indicated by changes in behaviour which may include:

- Mentioning being left alone or unsupervised.
- Not having many friends.
- Complaining of being tired all the time.
- Not requesting medical assistance and/or failing to attend appointments.

Appendix D Making a referral:

Essential information to include when making a referral:

- Full names and dates of birth for the child and other members of the family.
- Address and daytime phone numbers for the parents, including mobile.
- The child's address and phone number.
- Whereabouts of the child (and siblings).
- Child and family's ethnic origin.
- Child and family's main language.
- Actions taken and people contacted.
- Special needs of the child, including need for an accredited interpreter, accredited sign language interpreter or other language support.
- A clear indication of the family's knowledge of the referral and whether they have consented to the sharing of confidential information.
- The details of the person making the referral.

Other information that may be essential.

- Addresses of wider family members.
- Previous addresses of the family.
- Schools and nurseries attended by the child and others in the household.
- Name, address & phone number of GP/Midwife/Health Visitor/School Nurse.
- Hospital ward/consultant/Named nurse and dates of admission/discharge.
- Details of other children who may be in contact with the alleged abuser.
- Details of other practitioners involved with the family.
- Child's legal status and anyone not already mentioned who has parental responsibility.
- History of previous concerns and any previous or current early help assessments completed.
- Any other information that is likely to impact on the undertaking of an assessment or Section 47 Enquiry.
- Any other information that may put a worker at risk e.g.- dogs, weapons.

Where there is a difference of professional opinion around the referral and / or any steps taken by Starting Point, we will escalate our concerns including into Starting Point, asking to speak to a Starting Point manager.

Making a Referral

Before a referral is made into front door services e.g.- Starting Point Derbyshire, First Contact Derby, if the information is not about immediate concerns for the health, safety and or wellbeing of a child, consideration must be given to:

- Undertaking an early help assessment
- Using and evidencing the current threshold document* available to all practitioners and which is found on the partnership website : https://derbyshirescbs.proceduresonline.com/docs_library.html

***Practice Examples**

Level 1 - Universal Open Access to Provision
Unborn babies, children and young people who make good overall progress in most areas of development and receive appropriate universal services, such as health care and education. They may also use leisure and play facilities, housing, or voluntary services.

Level 2 - Emerging Needs
Unborn babies, children, and young people whose needs require some extra co-ordinated support from more than one agency. These services should work together to agree what extra help may be needed to support a child or young person at an early stage. There is no need for intensive or specialist services.

Level 3 - Intensive
Vulnerable unborn babies, children, and young people and those who have a disability. Children and young people whose needs are more complex. This refers to the range, depth, or significance of the needs. A number of these indicators would need to be present to indicate need at a level 3 criteria.

More than one service is likely to become involved. It is expected that the updated early help assessment will provide clear analysis and rationale for both the family and other services that Level 3 Intensive threshold has now been met.

If it was considered that the team around the family (TAF) plan had not met the child or family's emerging needs and that threshold for Level 3 intervention was met, consideration would be given to the role of intensive services being offered through children's services early help team or the completion of a single assessment by a qualified social worker.

Level 4 - Specialist
Unborn babies, babies, children, young people, and families whose needs are complex and enduring and cross many domains. More than one service is normally involved, with all

professionals involved on a statutory basis with qualified social workers as the professional leads. It is usually Local Authority Children's Social Care who act as the lead agency.

Confidentiality

The safety and welfare of the child overrides all other considerations, including the following:

- Confidentiality.
- The gathering of evidence.
- Commitment or loyalty to relatives, friends, or colleagues.

The overriding consideration must be the protection of the child - for this reason, absolute confidentiality cannot and should not be promised to anyone.

Listening to the Child

If the child makes an allegation or discloses information which raises concern about Significant Harm, the initial response should be limited to listening carefully to what the child says to:

- Clarify the concerns.
- Offer reassurance about how she/he will be kept safe.
- Explain that the information will be passed to Children's Social Care and/or the Police.

If a child is freely recalling events, the response should be to listen, rather than stop the child; however, it is important that the child should not be asked to repeat the information to a colleague or asked to write the information down.

If the child has an injury but no explanation is volunteered, it is acceptable to enquire how the injury was sustained. A body map diagram may be used but it is not acceptable to take photographs.

However, the child must not be pressed for information, led, or cross-examined or given false assurances of absolute confidentiality. Such well-intentioned actions could prejudice police investigations, especially in cases of Sexual Abuse.

A record of all conversations, (including the timings, the setting, those present, as well as what was said by all parties) and actions must be kept.

No enquiries or investigations may be initiated without the authority of the Children's Social Care or the Police.

If the child can understand the significance and consequences of making a referral, he/she should be asked her/his views by the referring practitioner.

Whilst the child's views should be considered, it remains the responsibility of the practitioner to take whatever action is required to ensure the safety of that child and any other children.

Parental Consultation

Practitioners should, in general, discuss concerns with the family and, where possible inform them that they are making a referral unless this may, either by delay or the behavioural response it prompts or for any other reason, place the child at increased risk of Significant Harm.

Situations where it **would not** be appropriate to inform family members prior to referral include where:

- Discussion would put a child at risk of Significant Harm.
- There is evidence to suggest that involving the parents / caregivers would impede the police investigation and / or Children and Families Services enquiry.
- Where there are concerns that a child may have been conceived because of an incestuous relationship or intra-familial sexual abuse.
- Complex (multiple or organised) abuse is suspected.
- Fabricated or induced illness is suspected.
- To contact parents / caregivers would place you or others at risk.
- Discussion would place one parent at risk of harm, for example. in cases of domestic abuse.
- It is not possible to contact parents / caregivers without causing undue delay in making the referral.
- Where there are concerns about a possible forced marriage or honour-based violence.
- An allegation is made that a child under 13 has been involved in penetrative sex or other intimate sexual activity.

○ Appendix E. Important Contact Details

Derbyshire Call Derbyshire (Starting Point): Tel: 01629 533190

24/7, 365 days per week Derbyshire contact and referral service for concerns that a child/adult over 18 is suffering or at risk of significant harm.

All other requests for support for children and their families use an on-line referral form www.derbyshire.gov.uk/startingpoint

Starting Point Professionals Advice Line Children Tel: 01629 535353

Derby City First Contact Team Tel: 01332 641172

LADO Derby & Derbyshire (Local Authority Designated Officer- allegations against staff, volunteers, carers)

Professional.Allegations@derbyshire.gov.uk

When to contact the Police:

https://schoolsnet.derbyshire.gov.uk/keeping-children-safe-in-education/safeguarding-policies-guidance-and-protocols/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

Report Child Abuse

Cyber Crime
www.saferderbyshire.gov.uk/cyberchoices

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

Appendix F. Learning from Serous Case Reviews (SCR) and Serious Incident Learning Reviews

Serious Case Reviews, Serious Incident Learning and Thematic Case Reviews and learning relevant for a Tutor Centre for 2020/21 can be found here:

Serious Case Reviews (ddscp.org.uk)

Themes:

- Baby Deaths and injuries in pre- mobile infants
- Teenage Suicides
- Neglect