



LANDAU  
FORTE  
COLLEGE  
DERBY

<b>Policy Name</b>	<b>Child Protection &amp; Safeguarding</b>
<b>Policy Number</b>	<b>8</b>
<b>Date of Issue</b>	<b>September 2025</b>
<b>Author</b>	<b>Laura Percival</b>
<b>Reviewed by</b>	<b>Education Advisory Committee</b>
<b>Date of next review</b>	<b>September 2026</b>

<b>Contents</b>	<b>Page</b>
1. Introduction	3
2. What is abuse?	7
3. Safeguarding Roles and Responsibilities of Staff	8
4. Ensuring a Safe Environment for all children	18
5. Responding to Concerns	28
6. Child on Child Abuse/Allegations of Abuse made against other Children	37
7. Safer Recruitment and Selection of Staff	43
8. What staff should do when they have concerns about another staff member (including supply staff, contractors and volunteers)	46

<b>Appendices</b>	<b>Page</b>
1. Types of abuse and possible indicators	50
2. Safeguarding Concerns form	58
3. Actions where there are concerns about a child flowchart	60
4. 'Honour Based Violence' (HBV) Female Genital Mutilation (FGM) and Forced Marriage	61
5. Kinship Care and Privately Fostered Children and flowchart	65
6. Radicalisation and Extremism	68
7. The Seven Golden Rules to Information Sharing	71
8. Child Protection and Safeguarding Recording	72
9. Additional Guidance/Information	75

## 1. Introduction

Landau Forte College recognises that we have an important role to play in multi-agency safeguarding arrangements. We are committed to safeguarding and promoting the welfare of children, it is everyone's responsibility and everyone has a role to play in protecting children from abuse, neglect and exploitation. We expect everyone in our school to share this commitment.

This document outlines Landau Forte College's child protection and safeguarding policy. It applies to all adults, including volunteers, supply staff and contractors working in or on behalf of the setting.

As defined in Keeping Children Safe in Education, safeguarding is:

- 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
- taking action to enable all children to have the best outcomes

Children includes everyone under the age of 18.

We work 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 process
- 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 and our partner agencies are aware of our child protection and safeguarding policy by ensuring that it is available and updated on our school website as well as referencing it in meetings for new learners or when needed for established learners. We also have our Empowering Families newsletter that keeps parents up to date with safeguarding and invites liaison and contact directly with the safeguarding team. The school website also has this information so parents/children/other agencies can contact the Designated Safeguarding Lead (DSL) and their deputies. This includes their availability during out of school hours and school holidays. Additionally, safeguarding posters are prominently displayed throughout the College site.

### **Safeguarding and Child Protection Policy Aims and Statement**

The aim of this policy is to outline how the school will:

- Promote a positive school ethos and culture where children can learn, feel secure and be safe.

- Prevent unsuitable people working with children.
- Promote safe practice and challenge poor and unsafe practice.
- Identify instances in which there are grounds for concern about a child's welfare, and initiate or take appropriate action to keep them safe.
- Contribute to effective partnership working between parents and all those involved with providing services for children and young people.

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

Landau Forte College 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 here 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 our premises and are proactive about anticipating and managing risks that children face in the wider community and online. To support this, we assess the risks and issues in the wider community when considering the well-being and safety of its learners. The context of our school means we serve and incredibly diverse community of students from across the city. We are not a school embedded within one community but one that has intake from all corners of Derby. As a result, we recognise that our learners face multiple risks and harms but specifically CCE, CSE and radicalisation.

To protect our learners we have a Prevent risk assessment and action plan and we are part of Operation Encompass (previously known locally as the Stopping Domestic Abuse Together/SDAT initiative).

We have a comprehensive Relationships and Sex Education (RSE) curriculum for Years 7-11 and Learning for Life Curriculum for Years 12-13 which includes crucial input on online safety. This is complimented by the principles of our character education programme BEST ME (Bravery, Empathy, Social Confidence, Tenacity, Manners and Modesty and Enjoyment) delivered in tutor time, gatherings and our enrichment offer. Furthermore, we have a comprehensive support in place to help students who are approaching their next steps and careers. Our curriculum is planned to facilitate a range of learning experiences, including guest speakers, debates, independent learning, group presentations and more.

Additionally, we place mental health and wellbeing at the heart of what we do. We are a Mental Health Hub to enable close partnership with Changing Lives COMPASS, we are partnered with Love4Life and Al Hurrayya therapeutic teams and we have a College Counsellor based here. We support our sixth form students to become mentors to create cross-generational friendship and role models.

All of this is designed to help students to stay emotionally and physically healthy, foster respectful friendships and relationships on and offline and be prepared for life and work in modern Britain. We know happy, successful and positive students are more likely to be safe. Central to this is an ethos of respect for others, whether this be with regard to culture, religion or social viewpoints...

We know we have an important role to play in multi-agency safeguarding arrangements as set out in [Working Together to Safeguard Children](#) (2023). We work collaboratively and cooperatively with partner agencies to ensure our students have access to high quality support, care and guidance. The policy 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 the [Derby and Derbyshire local protocol for assessment and support](#). We are also aware of and implement 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](#).

To support key multi-agency safeguarding communications we have a dedicated secure safeguarding email address [safeguarding@landau-forte.org.uk](mailto:safeguarding@landau-forte.org.uk). During the school term and in school hours, this is checked daily. Our holiday safeguarding arrangements are published on our website but at Landau Forte we have someone from the safeguarding team (a deputy DSL) on duty for much of the duration of the holidays. This enables us to continue in partnership with our colleagues who work 52 weeks of the year, prioritising response to urgent situations.

The policy is in line with the following legislation and guidance:

- [Working Together to Safeguard Children](#) (2023)
- [The Children Act](#) (1989) and [Children Act](#) (2004)
- [Keeping Children in safe in Education](#) (2025)
- [Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers](#) (2018)
- [Protection of Freedoms Act](#) (2012)
- [Data Protection Act](#) (2018)
- [The Prevent Duty Guidance for England and Wales](#) (2024)
- [The Prevent Duty: departmental advice for schools and childcare providers](#) (2022)
- [Prevent Duty Guidance: for further education institutions in England and Wales](#) (2023)
- [Mandatory reporting of Female Genital Mutilation – procedural information](#) (2015)
- [Sexual Offences Act](#) (2003) and [Serious Crime Act](#) (2015)
- [SEND code of practice: 0 to 25 years](#) (2014)
- Supporting pupils with medical conditions at school (2015)
- [Children Missing Education; statutory guidance for local authorities](#) (2024)
- [Mental Health and Behaviour in Schools](#) (2018)
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) (2025)
- [Teaching Online Safety in Schools](#) (2019)
- [Serious Violence Strategy](#) (2018)
- [Promoting the education of looked-after children and previously-looked after children; Statutory guidance for local authorities](#) (2018)
- [Designated teacher for looked-after and previously looked-after children](#) (2018)
- [Managing coronavirus \(COVID-19\) in education and childcare settings](#)
- [Promoting and supporting mental health and wellbeing in schools and colleges](#)
- [Elective home education](#) (2019)
- [Preventing and Tackling Bullying](#) (2017), including Cyberbullying: Advice for headteachers and school staff

- [Searching, screening and confiscation: advice for schools](#) (2022)
- [Voyeurism \(Offences\) Act \(2019\)](#) in relation to upskirting in particular
- [Behaviour in Schools](#) (Feb 2024)
- [School Suspension and Permanent Exclusions](#) (2023)
- [Young Witness Booklet 12 – 17 Year Olds](#) (2017)
- Local guidance on part-time timetable protocol, In Year Fair Access (IYFA) and Exclusions

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 policies and procedures, such as, but not exclusively;

- Health and safety and well-being including their mental health
- Behaviour, 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.
- Meeting the needs of pupils with medical conditions
- Educational visits
- Intimate care
- Online safety, including use of mobile and smart technology, AI, 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
- School security and visitors, including agreement for visiting speakers
- Managing allegations against staff, including supply staff, contractors and volunteers and incorporating 'duty to refer'
- School attendance, including unexplainable and/or persistent absences from education, not in receipt of fulltime education or go missing from education, home, or care
- Staff behaviour (Code of Conduct), including low level concerns
- Individual Needs Policy and the SEND annual information report
- Relationships and sex education (RSE) including (physical and mental well-being)
- Complaints procedure
- Trust Data Protection, Information sharing and Retention Policies
- Whistle blowing

## 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 harm can involve physical, sexual, or emotional abuse, neglect and/or exploitation and can include witnessing the ill treatment of others, such as in all forms domestic abuse. Children can be at risk of abuse inside and outside of their home, in their community, inside and outside the school/college and online.

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

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

- Any concerns that a child has suffered or is at risk of suffering physical abuse, sexual abuse, emotional abuse, or neglect
- Bullying, including online bullying and prejudice-based bullying, racist, disability and homophobic or transphobic abuse
- Gender-based violence/violence against women and girls
- Sexual harassment, online sexual abuse, and sexual violence between children. Online abuse can include sending abusive, harassing, and misogynistic or misandrist messages; sharing nude and semi-nude images and videos; and coercing others to make and share sexual imagery
- Radicalisation and/or extremist behaviour
- Child sexual exploitation and child criminal exploitation, including county lines
- Risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example youth produced sexual imagery
- Abuse within intimate personal relationships between children
- Upskirting taking a picture of someone's genitals or buttocks under their clothing without them knowing, either for sexual gratification or to humiliate or distress the individual
- Substance use – drugs and/or alcohol
- Gang activity and serious violence, particularly affecting young males who have been excluded, have experienced trauma and have been involved in offending
- Domestic abuse
- Forced marriage, marriage/civil partnership under the age of 18, virginity testing or hymenoplasty, female genital mutilation and so-called 'honour-based' abuse
- Children with Perplexing Presentations (PP) in whom illness is fabricated or induced (FII)
- Homelessness
- Other issues not listed here but that pose a risk to children

***For more detail information and indicators, please refer to Appendix 1***

### 3. Safeguarding Roles and Responsibilities of Staff

There is a whole school approach and ethos to safeguarding and protecting children. All adults working in, or on behalf, of the school have a responsibility to safeguard and promote the welfare of children and prevent radicalisation and extremism. **We will foster the principle that safeguarding is 'everyone's responsibility' and 'it could and does happen here'.**

- Staff have a responsibility to provide a safe environment in which children can learn.
- Staff must create a culture of vigilance where we always act in the best interests of the child.
- Staff must take all welfare concerns seriously and encouraging children and young people to talk to us about anything that worries them.
- Staff must identify children who may be in need of extra/early help, have complex or serious needs or who are suffering, or are likely to suffer significant harm.
- All staff have a responsibility to take appropriate action, working with services as needed.

#### Staff Induction

Staff induction 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 electronic copies of policies;

- Child protection and safeguarding policy, which includes how the school/college deals with child-on-child abuse
- College behaviour policy, which includes 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
- Attendance policy and the safeguarding response to children where there are unexplainable and/or persistent absences or are missing 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 Education Advisory Committee (EAC) member.

#### 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 the EACs/trustees/proprietors and designated safeguarding leads/deputies will receive and read 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 condensed version as determined by the Education Advisory Committee.

- Receive safeguarding training which is regularly updated<sup>1</sup> as well as Prevent Duty, child on child abuse (incorporating [sexual violence and harassment in schools and colleges](#)) and online safety training, including sharing nudes/semi-nudes (also known as sexting/youth produced sexual imagery), so they are equipped with the knowledge and skills to keep children safe.
- Receive regular safeguarding and child protection (including online safety) updates at least annually via email, e-bulletins and staff meetings to help provide them with an awareness of safeguarding issues that can put children at the risk of harm (including private fostering arrangements, drug taking, alcohol abuse, family members who offend or are in prison, have unexplainable and/or persistent absences from education, homelessness, sharing nudes and semi-nudes (known as sexting or youth produced sexual imagery), 'honour based' abuse/violence including FGM and forced marriage, mental health, sexual exploitation, serious violent crime, criminal exploitation, county lines, child on child sexual violence and harassment and radicalisation/extremism), ensuring they have the relevant skills and knowledge to safeguard children effectively.
- Be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label; in most cases multiple issues will overlap with one another.
- Not assume a colleague or another professional will take action and share information that might be critical in keeping children safe.
- Discuss any concerns including emerging needs, complex/serious needs or child protection with the Designated Safeguarding Lead (DSL) or their deputies to agree a course of action. If staff members are unsure they should always speak to the Designated Safeguarding Lead (DSL) or their deputies.
- Promptly record all concerns using CPOMS or if not able to access CPOMS via the Safeguarding Concerns form. The form must be passed directly to the Designated Safeguarding Lead (DSL) or their deputies.
- Be mindful that early information sharing is vital for the effective identification, assessment and allocation of appropriate service provision.

**All staff will:**

- Be aware of:
  - Operation Encompass, previously known locally as Stopping Domestic Abuse Together /SDAT, a police-led early domestic abuse notification to schools, and the school dedicated safeguarding email address
  - The safeguarding response to children who are missing education or where there are unexplainable and/or persistent absences from education
  - The safeguarding response to child-on-child abuse
  - What private fostering arrangements are and the appropriate safeguarding response
  - The early help process for low level and emerging needs and understand their role in it
  - The process for making a referral to local authority children's social care, the statutory assessments that may follow this and the role they may play in such assessments
  - The protocols for recording concerns on school systems

---

<sup>1</sup> See DDSCP multi-agency training pathway on the [training page](#) of [www.ddscp.org.uk](http://www.ddscp.org.uk)

- 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/college, in their home, institutional or community setting and online
  - Children can abuse other children, referred to as child-on-child abuse, and the school/college policy to prevent and respond to it- see Section 6
  - Children with special education needs, disabilities (SEND) or health issues, particularly those with neurodevelopmental conditions such as autism, as well as those with certain medical or physical health conditions are particularly vulnerable to online and offline abuse, exploitation, and neglect - and also face additional barriers to the recognition of this abuse
  - In addition to children with SEND or health issues, that some groups of children are potentially at greater risk of harm, including children who need a social worker, children absent or missing from education or who are electively home educated, children requiring mental health support, looked after/previously looked after children and children who are, or may be, lesbian, gay, bisexual, or gender questioning
  - Technology is a significant component in many safeguarding and well-being issues
  - Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
  - That children's poor behaviour may be a sign that they are suffering harm or that they have been traumatised by abuse
  - Of the '*one chance*' rule with suspected or actual victims of forced marriage and so called 'honour-based' abuse. That is, they may only have one opportunity to speak to a victim or potential victim to offer appropriate support and advice
  - Of the possible indicators, alongside other factors, and contexts, that a child is likely to be susceptible to an extremist ideology
  - Of the indicators which may signal children are at risk from, or involved with, serious violent crime
- Have the skills, knowledge and understanding to keep looked after children and previously looked after children safe
- Discuss/report any concerns they have about a child with the designated safeguarding lead or their deputy. If staff members are unsure, they should always speak to the designated safeguarding lead or their deputy

- Speak to the designated safeguarding lead or deputy about any concerns about so called ‘honour-based’ abuse, breast ironing, female genital mutilation (FGM), virginity testing and hymenoplasty and understand the mandatory reporting duty for teachers
- 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

All staff and volunteers should raise any concerns they have about poor or unsafe practice and potential failures in the school safeguarding regime. These concerns will be taken seriously by the Executive team. See [Landau Forte Charitable Trust Whistleblowing Policy](#) for how such concerns can be raised with the Executive Team and the other whistleblowing channels open to staff.

### **Roles and Responsibilities of Education Advisory Committee and school management**

The Trustees and Education Advisory Committee 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 Trustee and an Education Advisory Committee member who takes leadership responsibility for the establishment’s safeguarding arrangements. Safeguarding is a standing item at all Trust and EAC meetings.

The Education Advisory Committee and the Executive team including DSL 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 College and with local authority children’s social care, safeguarding partners (Derby and Derbyshire Safeguarding Children Partnership/DDSCP) and other agencies. We 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.

The Education Advisory Committee and Trustees exercise strategic oversight of all aspects of safeguarding and this is a standing item at all meetings body/trustee meetings and recorded in minutes. To support this on an annual basis:

- A safeguarding audit is undertaken to ensure the effectiveness of safeguarding policies and processes
- 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. *(please note the SDAT checklist is under review)*
- A review and risk assessment of the school/college approach to online safety, policy and practice. The College Online Safety group comprises of VP/DDSL, DSL, Comp Sc Lead, RSHE Lead, ICT Systems Manager, Student Participation Coordinator and Education Advisory Committee Member. The group meet on at least 3 occasions over the course of the academic year. The purpose of the Online Safety group includes:

- Supporting the Principal and DSL in ensuring that staff understand statutory expectations for Online Safety awareness and that the Online Safety Awareness policy is being implemented consistently throughout the College.
- Working with the DSL as well as staff responsible for the delivery of the curriculum to ensure what is taught remains relevant, pertinent and up-to-date with current trends, statutory and non-statutory guidance.
- Reviewing the College Filtering and Monitoring settings
- Engaging with parents/students to raise awareness and prevention of Online Dangers and Risks.
- Providing regular reports on online safety in College to Principal/DSL and/or Education Advisory Committee

### **The Role and Responsibility of the Principal**

The Principal will ensure that:

- A climate of open communication is created where all staff feel comfortable to raise concerns about poor/unsafe practice with regard to children.
- They undertake appropriate and regular training to carry out their safeguarding responsibilities effectively.
- All policies and procedures adopted by the Education Advisory Committee, relating to safeguarding and child protection, are fully implemented and followed by all staff
- Low level concerns about staff will be heard, monitored and tracked to ensure a comprehensive understanding and response to potential harm-thresholds are made
- Sufficient time and resources are allocated to allow the Designated Safeguarding Lead and their Deputies to monitor and act on their responsibilities. This includes monitoring safeguarding activities, participating in strategy concerns, inter/ multiagency meetings and other activities contributing to the overall assessment of children.
- There is a comprehensive curriculum in place to support children in staying safe and staying healthy.

### **The Roles, Responsibilities and Availability of the Designated Safeguarding Lead (DSL)**

The Designated Safeguarding Lead (DSL) is a senior member of staff who takes lead responsibility for safeguarding and child protection, including online safety. They co-ordinate the setting's safeguarding and child protection arrangements by providing advice and support to other staff on child welfare, safeguarding and child protection matters, including Operation Encompass, takes part in strategy discussions/ meetings and inter-agency meetings – and supports other staff to do so - and contributes to the assessment of children. The designated safeguarding lead actively liaises with other school/college 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.

We also have a team of Deputy Designated Safeguarding Leads (DDSL) who the DSL can delegate to or who can cover if the DSL is not available; the lead responsibility however remains with the DSL and this cannot and will not be delegated to a DDSL. The DSL and all deputies will be trained to Level 3 and this will be updated every two years, including Prevent. The DSL will be safer recruitment trained annually.

## Availability

The Designated Safeguarding Lead (DSL) or a deputy is always available during school hours. Our holiday safeguarding arrangements are published on our website but at Landau Forte we have someone from the safeguarding team (a deputy DSL) on duty for much of the duration of the holidays. This enables us to continue in partnership with our colleagues who work 52 weeks of the year, prioritising response to urgent situations. Information found here: <https://landau-forte.org.uk/college/safeguarding-young-people/>.

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.

## Named staff with specific safeguarding responsibilities

Safeguarding Role	Name and Role	School/College contact details
<b>Designated Safeguarding Lead</b>	<b>Laura Percival- Assistant Principal</b>	<b>lpercival@landau-forte.org.uk</b>
<b>Deputy Designated Safeguarding Lead/s</b>	Robyn Bibby- Senior Deputy DSL Alison Brannick, Principal Mark Andrews, Vice Principal Zoe Stannard, Full time Deputy DSL Lucy Hawley, Attendance Manager and DDSL Steph Askham, Deputy Lead for Sixth Form and DDSL Elizabeth Stevens, Deputy Head of Year 7 and DDSL	<a href="mailto:rbibby@landau-forte.org.uk">rbibby@landau-forte.org.uk</a> <a href="mailto:abrannick@landau-forte.org.uk">abrannick@landau-forte.org.uk</a> <a href="mailto:mandrews@landau-forte.org.uk">mandrews@landau-forte.org.uk</a> <a href="mailto:zstannard@landau-forte.org.uk">zstannard@landau-forte.org.uk</a> <a href="mailto:lhawley@landau-forte.org">lhawley@landau-forte.org</a> <a href="mailto:saskham@landau-forte.org.uk">saskham@landau-forte.org.uk</a> <a href="mailto:estevens@landau-forte.org.uk">estevens@landau-forte.org.uk</a>
<b>Attendance Lead/Education Welfare Officer</b>	Lucy Hawley, Attendance Manager and DDSL	<a href="mailto:lhawley@landau-forte.org.uk">lhawley@landau-forte.org.uk</a>
<b>SENCO/S</b>	Laura Percival – Assistant Principal Will Goring – Executive SENDCO Jenny Hicks- SENCO	<a href="mailto:lpercival@landau-forte.org.uk">lpercival@landau-forte.org.uk</a> <a href="mailto:wgoring@landau-forte.org.uk">wgoring@landau-forte.org.uk</a> <a href="mailto:jhicks@landau-forte.org.uk">jhicks@landau-forte.org.uk</a>
<b>Trustee responsible for Safeguarding</b>	Clive Lawrence	<a href="mailto:clawrence@esteemmat.co.uk">clawrence@esteemmat.co.uk</a>
<b>Designated Safeguarding Member of Education Advisory Committee</b>	Tom Cafferky	<a href="mailto:tcafferky@lfadm.org.uk">tcafferky@lfadm.org.uk</a>
<b>Designated Teacher for Looked After/ previously Looked After Children</b>	Tracy Fazekas	<a href="mailto:tfazekas@landau-forte.org.uk">tfazekas@landau-forte.org.uk</a>
<b>Senior Lead/s for Mental Health and Well-being</b>	Robyn Bibby, Senior Deputy DSL Laura Rowe, Vice Principal	<a href="mailto:rbibby@landau-forte.org.uk">rbibby@landau-forte.org.uk</a> <a href="mailto:lrowe@landau-forte.org.uk">lrowe@landau-forte.org.uk</a>

Safeguarding Role	Name and Role	School/College contact details
<b>Governor/Trustee for Mental Health and Well-being</b>	Tom Cafferky	<a href="mailto:tcafferky@lfadm.org.uk">tcafferky@lfadm.org.uk</a>
<b>PHSE/RSE Lead</b>	Pete Butler Hugo Mahalski	<a href="mailto:pbutler@alandau-forte.org.uk">pbutler@alandau-forte.org.uk</a> <a href="mailto:hmahalski@landau-forte.org.uk">hmahalski@landau-forte.org.uk</a>
<b>SLT Digital Lead</b>	Mark Andrews, Vice Principal	<a href="mailto:mandrews@landau-forte.org.uk">mandrews@landau-forte.org.uk</a>
<b>Date Protection Officer</b>	Amelia Eggleston, Deputy CEO	<a href="mailto:aeggleston@lfct.org.uk">aeggleston@lfct.org.uk</a>

### Other Key Local Safeguarding Contacts

	Derby	Derbyshire
Early Help and Early Help Advice	<ul style="list-style-type: none"> <li>Derby City <a href="#">Family Hubs</a> and <a href="#">Early Help</a></li> <li>Early Help Advisors, see Safeguarding Children Procedures Contacts, <a href="#">advice and further information</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Family Help Service</a></li> <li>For advice contact Starting Point Consultation and Advice Service for Professionals via 01629 535353</li> </ul>
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 <a href="#">Locality Based Single Point of Access (SPA) Clerks</a>	Requests for support from professionals should be made via the <a href="#">online request for support</a> 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	<i>Initial Response Team</i> Urgent: 01332 641172 or out of hours via Careline 01332 956606 Non urgent: <a href="#">Derby Children's Social Care Online Referral system</a>	<i>Starting Point</i> Urgent: 01629 533 190 Non urgent: <a href="#">Starting Point online</a>
Local Authority Designated Officer (LADO)	Derby and Derbyshire LADO referral <a href="#">form</a> Email: <a href="mailto:CPMduty@derby.gov.uk">CPMduty@derby.gov.uk</a>	Derby and Derbyshire LADO referral <a href="#">form</a> Email: <a href="mailto:professional.allegations@derbyshire.gov.uk">professional.allegations@derbyshire.gov.uk</a>
Derbyshire Police	<ul style="list-style-type: none"> <li>999 for emergencies or 101 for non-emergencies</li> <li>Mandatory reporting of Female Genital Mutilation (FGM) via 101</li> <li>School/College Police Safer neighbourhood team or link officer (<i>add name, role and contact details</i>)</li> <li>Also see <a href="#">When to call the police – guidance for schools and colleges</a></li> </ul>	

	Derby	Derbyshire
Prevent (radicalisation and extremism)	<ul style="list-style-type: none"> <li>For advice contact the Local Authority Prevent Team: Derbyshire - 01629 538473 or <a href="mailto:prevent@derbyshire.gov.uk">prevent@derbyshire.gov.uk</a></li> <li>Derby - Prevent@derby.gov.uk or Sally Siner, Prevent Education Officer on 07765 222032 or <a href="mailto:sally.siner@derby.gov.uk">sally.siner@derby.gov.uk</a></li> <li>Police Prevent (radicalisation/extremism) Team on 101 or directly via 0300 1228694. For emergencies phone 999. See Refer someone to the <a href="#">Derbyshire Prevent Team</a> (Derbyshire Constabulary)</li> <li>Reporting extremism concerns about an adult working in an education setting submit the details at <a href="#">report extremism in education</a></li> </ul>	
Children absent from education	<ul style="list-style-type: none"> <li>01332 641448 or <a href="mailto:cme@derby.gov.uk">cme@derby.gov.uk</a></li> <li><a href="#">Derby Education Welfare Service (EWS)</a></li> <li><a href="#">Elective home education (EHE)</a></li> <li><a href="#">Children missing education (CME)</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Derbyshire Education Welfare Services</a></li> <li><a href="#">Elective home education (EHE)</a></li> <li><a href="#">Children missing education (CME)</a></li> <li>See <a href="#">Children missing from education</a> for further information on guidance, policies and procedures relating to school age children missing from education</li> </ul>
Virtual School for Looked After Children	<ul style="list-style-type: none"> <li>Virtual School Head - 07812 301044 or <a href="mailto:graeme.ferguson@derby.gov.uk">graeme.ferguson@derby.gov.uk</a></li> <li>Specialist Education Support Officer for LAC (<i>add name and contact details</i>)</li> </ul>	<p>Helen Moxon, interim virtual school headteacher 01629 538028 <a href="mailto:virtualschool@derbyshire.gov.uk">virtualschool@derbyshire.gov.uk</a></p> <ul style="list-style-type: none"> <li>Specialist Education Support Officer for LAC or other role (<i>add name, role and contact details</i>)</li> </ul>
Public Health Nurse/other health contact/s	<ul style="list-style-type: none"> <li>Joanne Weir, <a href="mailto:joanne.weir@nhs.net">joanne.weir@nhs.net</a>, 01332 888030 EXT 88583</li> </ul>	
Emotional Health and Well-being Services	<p>Compass Changing Lives - <a href="#">Compass Changing Lives - Compass</a></p> <p>Al Hurraya- <a href="#">Al- Hurraya - Association of Mental Health Providers</a></p> <p>Love for Life - <a href="#">Love For Life   Inspiring Relationships</a></p> <p>Directory of services - <a href="#">emotional well-being and mental health services</a></p> <p>Specialist Community Advisors- <a href="#">Specialist Community Advisors</a></p> <p>Derbyshire 24/7 Mental Health Support Line - 0800 028 0077</p> <p>Derby CAMHS - <a href="#">Children's mental health services (CAMHS) - Derby and southern Derbyshire :: Derbyshire Healthcare NHS Foundation Trust</a></p>	
Domestic Abuse	<ul style="list-style-type: none"> <li><a href="#">Safer Derby City</a></li> <li>Derbyshire constabulary - information and advice about domestic abuse <a href="#">webpages</a></li> </ul>	<ul style="list-style-type: none"> <li>Safer Derbyshire domestic abuse <a href="#">webpage</a></li> <li>Derbyshire constabulary - information and advice about domestic abuse <a href="#">webpages</a></li> </ul>
Cyberchoices	<p>For children at risk of being drawn into cybercrime via <a href="#">East Midlands Cyber Secure</a></p>	
Homelessness or at risk of homelessness	<p>Derby city council homelessness <a href="#">webpages</a></p>	<p><a href="#">Derbyshire Joint Strategic Needs Assessment - Homelessness</a></p>

## 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"> <li>• Text 88858</li> <li>• 0808 800 5000</li> <li>• <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a></li> </ul>
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"> <li>• 0800 136 663</li> <li>• <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a></li> </ul>
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"> <li>• 0800 028 0285</li> <li>• <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a></li> </ul>
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"> <li>• 0844 381 4772</li> <li>• <a href="mailto:helpline@saferinternet.org.uk">helpline@saferinternet.org.uk</a></li> </ul>
Police Anti-Terrorist Hot Line number	0800 789 321
National Domestic Abuse Helpline	Hosted by <a href="#">Refuge</a> , Helpline 0808 2000247
<a href="#">Operation Encompass</a>	Information, resources and elearning for schools
Report harmful online content	<ul style="list-style-type: none"> <li>• UK Safer Internet Centre – <a href="#">report online harm</a>. A national reporting centre that has been designed to assist anyone in reporting harmful content online</li> <li>• <a href="#">CEOP</a> – to report online sexual abuse or the way someone has been communicating online</li> <li>• Report <a href="#">online material</a> promoting terrorism or extremism</li> </ul>
Report Abuse in Education helpline	<ul style="list-style-type: none"> <li>• 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 <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a></li> </ul>
Harmful Sexual Behaviour Support Services	<ul style="list-style-type: none"> <li>• SWGfL Harmful Sexual Behaviour Support Service for the children's workforce 0344 2250623 or email <a href="mailto:hsbsupport@swgfl.org.uk">hsbsupport@swgfl.org.uk</a></li> </ul>

Organisation	Description and contact details
	<ul style="list-style-type: none"> <li>• <a href="#">Stop it now!</a> For worries about a child’s sexual behaviour, 0808 1000 900. Includes <a href="#">Shore</a> 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.</li> </ul>
Karma Nirvana	<ul style="list-style-type: none"> <li>• <a href="#">Karma Nirvana</a></li> <li>• Support for Honour Based Abuse- UK Helpline 08005999247</li> </ul>

## 4. Ensuring a safe environment for all children

Landau Forte College provides a safe environment where children can learn and develop. This is an essential part of our whole school/college approach to safeguarding which incorporates a culture of vigilance and professional curiosity 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. 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. Children's worries and fears will be taken seriously, and children encouraged to seek help from school staff.

Landau Forte College will therefore ensure that:

- All staff remain vigilant to the indicators of abuse, neglect and specific safeguarding issues such as child criminal exploitation, child sexual exploitation and child on child abuse.
- Staff are aware that technology is a significant component in many safeguarding and well-being issues; abuse may occur online and/or offline.
- There is a whole school approach to online safety to address the 4 areas of risk; content, contact, conduct and commerce
- An ethos is established and maintained where children feel secure and are encouraged to talk and are listened to, taken seriously, kept safe and responded to appropriately.
- Children are involved in the decision-making which affects them.
- Children know that there are adults in the school whom they can approach if they are worried or have difficulties and the setting has well developed listening systems.
- Information is provided to children and their families which detail information and contact numbers for appropriate support services and helplines in and outside of school.
- Curriculum activities and opportunities (including any remote learning) are planned/provided to equip children with the resilience and skills they need to stay safe from abuse, exploitation and radicalisation.
- All remote learning activities will incorporate safeguarding procedures and follow the same principles set out in the school's staff behaviour policy (Code of Conduct) and/ or online safety policy.
- There is a clear written statement of the standards of behaviour and the boundaries of appropriate behaviour expected of staff and students that is understood and endorsed by all.
- Positive and safe behaviour is encouraged among children; staff are alert to changes in a child's behaviour and recognise that changes in behaviour may be an indicator of exploitation, abuse or neglect and/or an indicator the child may be experiencing a mental health problem or be at risk of developing one.
- Effective working relationships are established with parents and colleagues from partner agencies.
- There is awareness that there may be wider environmental factors present in a child's life that are a threat to their safety and welfare (contextual safeguarding/place based risk). For example personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse.
- There is a recognition that children who do not attend school regularly or go missing from education are particularly vulnerable and at increased risk of neglect, exploitation and abuse.

- Staff are appropriately trained in safeguarding according to their roles and responsibilities, have regular opportunities for safeguarding briefings and records are kept of all training undertaken.
- Robust safer recruitment procedures are followed that deter and prevent people who are unsuitable to work with children aren't able to secure employment or volunteering opportunities at the school/college.
- Volunteers and visitors are appropriately supervised.
- The environment is safe and secure; this includes ensuring that all visitors to the setting are suitable and checked and monitored as appropriate.
- Where the school has invited external agencies in i.e. to support delivery of subjects such as online safety, relationships /relationships and sex education and health education, there will be an agreement made in advance of the session on how a safeguarding report should be dealt with by the external visitor.
- Any groups using school premises for the provision of services to children have their own safeguarding policies, or adopt the school policy, and have satisfactorily completed all appropriate checks.
- All visiting speakers present materials appropriate to the age and maturity level of students, that do not insult or promote intolerance of other faiths or groups, adhere to the school's equalities duties and are not permitted to incite hatred, violence, call for the breaking of the law or promote any acts of terrorism or extremism. Any materials that are being presented must be seen by school staff prior to the event.

### **Opportunities to teach safeguarding**

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society. We ensure that our students are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Our RSE Values (Year 7-11), Learning for Life (Y12/13), and Computer Science curriculums, the BEST ME programme in tutor time, gatherings and opportunities in the wider curriculum mean we have a comprehensive approach to teaching safeguarding. This preventative education prepares 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 are facing.

We recognise that a one sized approach may not be appropriate for all children and more vulnerable children, victims of abuse and some SEND children might need a more personalised or contextualised approach.

Our learners are helped to talk about their feelings, know about their rights and responsibilities, understand and respond to risks, to deal assertively with pressures and know who they can turn to for advice and help both in and out of the school and how to make a complaint. This means that they are able to recognise when they are at risk and are able to get help when they need it.

The following areas are addressed within our Values (Year 7-11) and Learning for Life curriculums (Y12/13), in tutor times and assemblies and in the wider curriculum:

- Bullying, including cyber-bullying
- Drugs, tobacco and alcohol use/abuse, including ‘new psychoactive substances/NPS’
- Online safety, including sharing nudes and semi-nudes (sexting/youth produced sexual imagery)
- Road, fire and water safety
- Physical health and mental well-being, including prevention i.e. fitness, healthy eating and sleep, basic first aid and changing adolescent body
- Emotional well-being and mental health
- Sex education and Relationships, including families, caring/respectful friendships, respectful, healthy offline/online and intimate relationships, being safe and the law
- Sexual violence and sexual harassment
- Child exploitation, including child sexual exploitation (CSE) and child criminal exploitation/county lines (CCE) known as child at risk of exploitation (CRE)
- So called ‘honour based’ abuse/violence and forced marriage
- Female genital mutilation (FGM)
- Hate crime, radicalisation and extremism

### **Online Safety**

Protecting students online is a duty the college takes seriously which is summarised here but should be understood in conjunction with the depth detailed in the Online Safety Policy and Behaviour Policy.

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

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

Safeguarding children while on our premises is robustly managed across the network and devices by the industry standard filtering and monitoring systems in place which meets 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

Devices assigned to the college are fitted with Smoothwall monitoring software so that even if used off premises, they can alert us to any concerns. The system is dynamic and updated with new or

changed terms that can signal a safeguarding concern or possible risk. We have mechanisms to identify, intervene and escalate any concerns where this is needed. Security protection procedures which meet the current [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 college also has Net Support classroom management so the teacher can monitor the entire class in a single view, monitoring and controlling internet and application use, remotely launching or closing applications, as well as the Net Support DNA that is a tool for tracking and monitoring computer/ user activity.

The Filtering and Monitoring systems are tested on a termly basis using the SWGFL Test Filtering Tool and the results are recorded and analysed to inform and improve provision.

Furthermore, we refer to [Generative AI: product safety expectations guidance](#) to use AI safely as well as using the outcomes in the RSE Curriculum 2025 to embed this learning and critical thinking for students including AI chatbots, deepfakes, AI generated CSAM.

The college acknowledges the complexity of safeguarding children who have often unlimited and unrestricted access to the internet via their mobile phone networks both on and off our premises. This means that some children, while at college or otherwise, can engage in harmful conduct, access harmful and risky content or contact and be exposed to the risk of harmful commerce. The college has a strict code of conduct for the use of personal devices including mobile phones while on college site that restricts students to use before 8.30am and after 3.10pm and includes challenging and confiscating devices in order to minimise this access and associated risks. Additionally, we have a process to examine and confiscate any devices where we consider a device has or may have caused harm, undermined the safe environment of the College, disrupted teaching or is linked to an offence. Crucially, we train staff on online safety and their role in protecting children and we have a comprehensive approach to education parents via information evenings, newsletters sent home and our dedicated email address [onlinesafety@landau-forte.org.uk](mailto:onlinesafety@landau-forte.org.uk) to invite queries and requests for support. Most crucially, students are taught about online safety via the curriculum and supported by personal tutorial time, gatherings and themed days such as Safer Internet Day. The aim is to better inform students of potential risks, including cyber-bullying, to ensure they are more able to recognise when they might be in danger and to take proactive measures to safeguard themselves both while a student at the college and in the future.

To ensure that online safety is effective, especially as technology and the associated risks and harms evolve and change, the school/college undertakes an annual review and risk assessment. Furthermore, the Online Safety Group meet regularly to remain on top of the fast-changing world of online updates, software and risks, reviewing and amending practice alongside the Principal and Education Advisory Committee as required. The students also take an active role in this process as the Social Media Gurus meet to alert key staff to online trends, misinformation or student body concerns. This is led by our student ambassadors in the Sixth Form.

### **Vulnerable Children**

We recognise that some children will be at increased risk of neglect, abuse and exploitation. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

To ensure that all of our children receive equal protection, we will give special consideration and attention to children who are;

- Disabled or have certain health conditions or specific additional needs
- Have special educational needs (whether or not they have a statutory Education and Health and Care Plan)
- 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
- Asylum seekers/refugees
- From our New Communities
- Living away from home, including private fostering arrangements or have returned home to their family from care
- Vulnerable to being bullied or child on child abuse, or engaging in bullying or child on child abuse
- Going missing from school, particularly on repeat occasions
- Are at risk of homelessness or living in temporary accommodation
- Living transient lifestyles
- 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
- Has a mental health need
- Is showing signs of being drawn into anti-social or criminal or violent behaviour, including gang involvement and association with organised crime groups or county lines
- At risk of modern slavery, trafficking, sexual exploitation and/or criminal exploitation (also known as child at risk of exploitation/CRE)
- At risk of hate crime, serious violent crime
- At risk of radicalisation or exploitation
- At risk of so called honour based abuse/violence including forced marriage, female genital mutilation (FGM), breast ironing and virginity testing
- Young carers
- Looked after Children and previously looked after children
- Those in kinship care - [Kinship: Home | The Kinship care charity | England and Wales](#)
- Not speaking or not having English as a first language
- Children in the court system
- Children affected by parental offending or with family members in prison.
- Those who are privately fostered

Special consideration includes the provision of safeguarding information, resources and support services in community languages and accessible formats. Where appropriate this may also mean extra pastoral support. See the school SEND annual information report.

We also recognise that some children are potentially at greater risk of harm, in particular;

**Children who need a social worker (Child in Need and Child Protection Plans)** -due to safeguarding or welfare needs as a result of abuse, neglect and complex family circumstances. These 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 (DSL) 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, we 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** - Knowing where children are during school hours is an extremely important aspect of Safeguarding. Children missing from education, particularly persistently, is a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation. They miss the protection that being in school consistently offers. The school response unexplained absence supports identifying such abuse and also helps prevent the risk of them 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 (such as on a child in need or child protection plan, or as a looked after child), where going missing from education may increase known safeguarding risks within the family or in the community. We monitor attendance carefully and address poor or irregular attendance without delay. We follow the procedures set out by Derby City Council to promptly report any child missing from education <https://www.derby.gov.uk/education-and-learning/schools-and-colleges/children-missing-education>

The College 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 College proactively supports learners in the school environment and decision-making processes about reduced timetables, suspension or exclusion operate in the best interest of children as outlined in local and national guidance. The College has a robust process for tracking and analysing incidents of poor behaviour and seeking to put in support and adjustments, including use of internal provision to avoid exclusion such as the IEU (Internal Exclusion Unit) and Thrive. Furthermore, the use of reduced timetable are only made in exceptional circumstances and subject to regular review meetings with the aim to always increase time in school as soon as possible.

**Elective Home education** - parents' decision to home educate should be made with their child's best interest at the heart of the decision. However, home education can mean some children are less visible to the services that are there to keep them safe and not supported in line with their needs. 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. 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.

**Children who require mental health support** – we have an important role to play in supporting the mental health and well-being 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. We have clear systems and processes in place for identifying possible mental health problems, seek advice from external agencies where appropriate and have clear referral and accountability systems. We are a Mental Health Hub to enable close partnership with Changing Lives COMPASS, we are partnered with Love4Life and Al Hurraya therapeutic teams and we have a College Counsellor based here. We support our sixth form students to become mentors to create cross-generational friendship and role models. We also have staff trained in art therapy and they offer intervention for small groups of targeted young people.

#### **Looked after children (LAC) and previously looked after children (PLAC) and those in kinship care**

Most children become looked after as a result of abuse and/or neglect or exploitation. We ensure 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 and Designated Teacher for LAC/PLAC will have knowledge of:

- The child's social worker
- 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, we 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. We have a named designated teacher, who has appropriate training, relevant qualifications, and experience. They work with the Virtual School, to promote the educational achievement of learners 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.

In addition, the school/college recognises the distinct needs of children in kinship care and will, alongside the Virtual School, seek to will promote their education outcomes by ensuring staff understand this arrangement and know to alert us to it.

#### **Children with special educational needs and disabilities or health issues**

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. All school staff are aware of the additional barriers which can exist when recognising abuse, neglect and exploitation in this group of

children. This is covered in staff training and there is close partnership between the Safeguarding team and Individual Needs Team including shared line management via the Assistant Principal DSL and including these students on the internal threshold system (Vulnerable Children's Group or VCG) for fortnightly monitoring at the DSL or Pastoral lead meeting.

### **Children who are, may be, or are perceived to be lesbian, gay, bisexual or gender questioning**

We 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. We have specially trained staff who have experiences in supporting young people who identify as LGB or are gender questioning and we have peer support groups running. We have a robust Equity Education programme that runs through the Values curriculum and as a specialist intervention to raise awareness of the prejudice these students may face and to tackle any discriminatory views or behaviours. We ensure our curriculum offer fair coverage of the spectrum of love and relationships and it is not taught as an add-on. We carefully track any incidents that might be considered phobic to any of these groups in order to coordinate an effective, targeted response.

We recognise that these factors increase a child's vulnerability to abuse, exploitation, or neglect. We have internal processes that identify students impacted by these factors as part of our Vulnerable Children's Group (VCG) and they form the fortnightly focus of the DSL/DDSL meeting as well as being a half-termly focus of the pastoral team meetings. This ensures all key staff have an oversight of who these students are and can seek to take action or be directed to do so depending on observed need or concern. Where needed, we refer these young people for outside agency input too.

### **Private fostering – see Appendix 5**

We recognise the 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](#).

### **Systems for children to report concerns and abuse**

We understand 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 placing relationships at the heart of what we do. We know there are multiple barriers to disclosing but having trusted adults in school can be the key to feeling able to talk. 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.

Children, parents/carers, and all staff will be free to talk about any concerns and see the Landau Forte 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.

Young people can confidently report abuse to any adult in the school. At the core of the school is our Personal Tutor system, Personal Tutors focus on building positive relationships with their tutees and they are often the trusted adult a young person will turn to in times of difficulty. The school also has a strong pastoral support structure with Heads and Deputy Heads of Year, two SENCOS and a Deputy SENCO, a Medical Officer and a School Counsellor who are all incredibly visible and approachable. The Executive Team of the school is a visible and supportive presence around the school. There is a team of staff on duty at the start and end of the day and during break times, reinforcing the visibility of adults throughout the school day. During Values (Year 7-11) and Learning for Life lessons (Y12/13), in tutor times, in assemblies, at appropriate opportunities in the wider curriculum and via posters around school we remind students of the process for reporting abuse.

The school/college has systems in place for children to confidently report their concerns or make complaint, including any form of abuse or neglect, exploitation, including child-on-child abuse, and know that their concerns will be treated seriously. All students have access to the [safeguarding@landau-forte.org.uk](mailto:safeguarding@landau-forte.org.uk) email address. Students can also anonymously (or otherwise) post questions in the Ask Us Anything box. Students are given regular reminds about the wider services available to support them; Kooth, Shout, the Derby Mental Health Line, Childline and Samaritans. We have a student-focussed support card with this information clearly outlined.

### **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.

Landau Forte College 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/college safeguarding approach to ensure that children are kept safe and well, and the school/college is part of Operation Encompass (previously known locally as Stopping Domestic Abuse Together/ SDAT)
- We will provide parents with information about safeguarding issues using our newsletter Empowering Families. This will include information on 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
- We have up to date and accurate information is kept about learners and we have a system to alert staff to emergency changes or risks using Bromcom Pop-Up alerts. We will hold info on:
  - 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/college 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/college, or partner agencies. These will be kept securely, kept apart from the main pupil/student 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

## 5. Responding to Concerns

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 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
- Report your concern, including any possible [private fostering](#) arrangements, to the safeguarding team.
- If the concern is urgent and a child is at risk of imminent harm, you must report in person. If not, use CPOMS to record your concern or the yellow safeguarding form (see Appendix 2) if you are not computer based.
- 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/college that day. The concerns and any action taken must then be shared with the designated safeguarding lead as soon as it is possible
- 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.
- Seek support for yourself if you have been impacted by the disclosure or concern

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 item (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) 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. You must report these concerns too.

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.

Ensure you record these early concerns using CPOMS or the safeguarding concern form 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: It does not matter if you are unsure or wrong, each referral contributes to part of a bigger picture. You can always consult with the safeguarding team about your worry.**

#### **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 well-being 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
- 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 to the designated safeguarding lead
- Write up a record – be factual, use the child's words where possible and include anything verbatim where you can
- 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

### **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/college-based records, assessments, and chronologies, including any contextual factors/placed based risks

- DDSCP multi-agency guidance, tools and briefing notes which cover a broad range of safeguarding issues, see DDSCP safeguarding children [procedures](#) and [documents library](#)
- DDSCP [Self-harm and Suicidal Behaviour Guidance Working with children and young people in Derby City and Derbyshire](#) (2020)
- DDSCP [Child Sexual Abuse within the Family Guidance for practitioners and managers](#) (2021)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (2024)
- [Stop it Now Sexual Behaviours Traffic Light Tool](#) and Brooks [CPD: Brook Sexual Behaviours Traffic Light Tool \(RSE\) Course](#)
- DDSCP [Child at Risk of Exploitation \(CRE\) Toolkit](#)
- DDSCP [Graded Care Profile for Neglect \(GCP\)](#)
- [Domestic Violence Risk Identification Matrix \(DVRIM\)](#)
- [Safelives DASH Risk Identification Checklist](#) for when domestic abuse, 'honour'-based violence and/or stalking are disclosed
- Body Maps – these can be accessed via CPOMS or a paper copy requested
- [Contextual safeguarding tools](#)
- 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 writing- refer to statutory guidance in [Children Act 1989: private fostering](#).
- 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

### **Notifying parents**

The school will normally seek to discuss any needs or concerns about a child with their parents or carers. This must be handled sensitively. 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 (DSL) will make contact with 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 Children's Social Care.

### **Pastoral Support /School Based Support**

In all cases, we will consider what support we can offer within school. We have a dedicated and well-trained pastoral team who have a number of in-school support systems in place or school lead referral routes they can access including but not exclusive to emotional pastoral support, art therapy, college counsellor, COMPASS, Love for Life, Al Hurraya or simple things like time-out cards or sixth form mentoring.

### **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 (EHA) and if needed, co-ordinate a team around the family (TAF). We have two previous Early Help workers who now work within our school setting and the wider pastoral team are also trained in this approach. We can consider how to support you to access the family-hubs, Local Area Coordinators or perhaps more specialist Non-Violent Resistant training or Young Carer input. We will work with your family to determine the right approach and what best suits the needs of your family unit. We might complete the Early Help Assessment Framework together. For more information about the early help assessment process see Derby and Derbyshire Safeguarding Children; [Providing early help](#) procedure. There are many indicators of emerging need that might require an EHA and we are alert to the potential additional vulnerabilities that come with families who have; SEND; young carer; bereavement; indicators of CCS or CSE; frequent episodes of going missing from care or home; is at risk of modern slavery or trafficking; risk of radicalisation; indicators of poor online safety; home poor parental mental health; domestic violence/ abuse; alcohol or substance misuse; being in care or returning from care; private fostering; parent or carer in custody or parental/carer offending; missing from education or not in full time education; has experienced multiple suspensions or permanent exclusion.

If Early Help and/or other support are appropriate, the case should be kept under constant review. At each stage of the process where the child's situation doesn't appear to be improving and complex needs requiring intensive support (via Multi-Agency Team/MAT) or enduring complex needs (child in need) or child protection concerns are identified requiring specialist support, a referral to Children's Social Care will be made. See below.

## Referral to Children's Social Care - (intensive and specialist support)

**If at any point there is a risk of immediate serious harm to a child a referral should be made to Children's Social Care and/or the police immediately.**

**Anybody can make the referral**

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. 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 Social Care however they should inform the Designated Safeguarding Lead (DSL) or deputy as soon as possible.

### **Female genital mutilation (FGM)**

If the referral is about a 'known' case of female genital mutilation (FGM), in addition to a referral to 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, must be reported to the Police on 101. This is a personal responsibility in addition to the referral to 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.

### **Action following referral**

The Designated Safeguarding Lead (DSL), 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 i.e. Early Help Assessment. In all cases the school/college will also include information held about any place based risks (harm outside of the home).
- 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 (DSL) 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.

- Share the content of this report with the parent 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 [Derby 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 or goes missing, immediately inform the key worker in Social Care.
- If after the referral the child's situation does not appear to be improving the Designated Safeguarding Lead (or the person who made the referral) 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 Escalation policy](#).

### Confidentiality and sharing information

The school/college recognises the importance of information sharing between the school/college 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 8) and considerations with [Data Protection Act](#) (2018) and [UK General Data Protection Regulation](#) (UK GDPR) obligations. They should be clearly aware that the Data Protection Act 2018 and UK GDPR do not prevent or limit the sharing of information, 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. **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.**

Staff should only discuss concerns with the Designated Safeguarding Lead (DSL) or Deputy (or the most senior person on the premises if they are unavailable), Principal, Chair of Education Advisory Committee or Chief Executive Officer (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.

Wherever possible 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 Children's Social Care. 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 college shares information with, in what circumstances and under what lawful basis can be found in our published Privacy Notice which is shared with all families at the start of each academic year.

### **Record keeping**

All concerns, discussions and decisions made and the rationale for those decisions should be recorded in writing using CPOMS or a Safeguarding Concern form. This includes instances where referrals were or were not made to another agency, such as local authority children's social care or the Prevent programme etc. The Safeguarding Report form will be uploaded to CPOMS to ensure it contributes to the chronology of a child's experience. If in doubt about recording requirements staff should discuss with the Designated Safeguarding Lead (DSL) or their deputy. See [Derby Education Providers Safeguarding/Child Protection File Guidance](#).

Records of concerns documentation and other written safeguarding information will be kept confidential and stored securely and only made available to relevant individuals. Landau Forte College uses CPOMS to record and store all safeguarding information which uses a two-factor authentication process to safely secure data and records.

Records will include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached, the rationale for those decisions and the outcome
- Any professional differences of opinion about the safety of a child; see [Multi Agency Dispute Resolution and Escalation Policy](#) and [Child Protection Conference Professional Dissent Process](#)

When a child leaves the school, the Designated Safeguarding Lead (DSL) will ensure a copy of these records will be 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/college or other education setting which the child transfers and a confirmation of receipt obtained. The safeguarding/child protection file transfer will be separate to the main pupil file if it has been printed and sent. If being sent as electronically, egress will be used to send securely. CPOMS will allow for automatic transfer of records between sites who subscribe to this system on receipt of the student's URN.

The Designated Safeguarding Lead (DSL) will also consider if it would be appropriate to share any information with the new education provider in advance of the child leaving.

The Designated Safeguarding Lead and their deputy will be informed when a child's safeguarding/child protection file is received.

The child's safeguarding records accurate to the point of them moving off roll will be archived by CPOMS. The records will be stored securely electronically by CPOMS in line with the Trust Retention Policy – child's date of birth plus 25 years- at which point the archived record will be destroyed. The assigned CPOMS user at this point will be alerted one week prior to the destruction of each record. More detail is available in Appendix 8 which also gives information on records pertaining to child sexual abuse.

### **Support for those involved in a safeguarding/child protection issue**

Child neglect and abuse is devastating for the child 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.
- Where a member of staff is the subject of an allegation made by a child, a 'case manager' will be nominated.
- 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 whistle blowing, complaints and disciplinary procedures.
- Co-operating fully with relevant statutory agencies.

## 6. Child on child abuse/Allegations of abuse made against other children

The school recognises that children may abuse their peers physically, sexually and emotionally in real-world context and online. 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.

Landau Forte College has a strong zero tolerance policy regarding child on child abuse reflecting our commitment to the DDSCP Child-on-Child Abuse Strategy, This issue often requires a partnership-wide strategic response. We are a caring and supportive school and we firmly believe that every young person has a right to feel safe, valued and free from harassment inside and outside of school and online. We respond to all concerns regardless of where the incident took place. We listen to our young people and take their feedback seriously, making informed and impactful changes to our school and policies based on what our young people tell us.

The setting 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 including logging concerns on CPOMS or reporting in person if there is a risk of imminent harm. In addition, we also recognise that children who abuse others and any other child affected by child on child / child on child abuse are also likely to have considerable welfare and safeguarding issues themselves.

### What is child on child abuse?

- Keeping Children Safe in Education 2025 defines child on child abuse is most likely to include but is 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
  - Upskirting, 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 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 perpetrators. However both girls and boys can experience child on child abuse but they are likely to experience it differently i.e. 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). It is important not to frame this as a problem perpetuated by boys and balance concerns with male-positive narratives too
  - Evidence also shows that children with SEND or those who are lesbian, gay, bisexual or questioning their gender 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.
- 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.

### **Minimising the risk of 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. These values are regularly reinforced via our Values (Year 7-11) and Learning for Life curriculums (Y12/13), in tutor times and assemblies/gatherings and in the wider curriculum. Our staff role model respectful behaviour and work with our young people in a supportive, caring and kind manner. We run our Call it Out Campaign annually and this is followed up in tutor time and the curriculum.

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 Values (Year 7-11) and Learning for Life curriculums (Y12/13), in tutor times and gatherings and in the wider curriculum. 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. We complete additional work in preparing for adulthood and respectful relationships with our most vulnerable.

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 as 'banter', 'just having a laugh', 'boys being boys' or 'part of growing up'. Staff will maintain an attitude 'it could happen here'. All inappropriate behaviour will be addressed.

The setting deals with a wide continuum of children's behaviour on a day to day basis and most cases will be dealt with via school based processes. These are outlined in the following [Policies](#):

- Behaviour management, including bullying/ online bullying and prejudice-based bullying
- Online safety and other associated issues, including sharing nudes and semi-nudes (known as sexting or youth produced sexual imagery) and extremist material
- Children who runaway or go missing (Attendance Policy)
- Relationships and sex education

### **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 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 earlier section on information about children reporting concerns.

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

### **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 2 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/college will be treated just as seriously as that which has occurred within the education environment.

**Staff must follow the advice in section 5 Responding to Concerns and discuss the concerns and seek advice from the Designated Safeguarding Lead (DSL).**

When an allegation is made by a student against another 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 5 Responding to Concerns.**

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 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 whether any harmfully sexual behaviour has 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 i.e. 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 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 i.e. other children in school/college, adult students, school/college staff, in the child's 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 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 (DSL) taking a leading role and using their professional judgement, supported by other agencies, such as 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 suspensions 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 (DSL) and other appropriate staff may need to 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 children's social care and or the police are involved, the school 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 and logged on the child's file/CPOMS chronology. This will include all decision making, risk and needs assessment and plans must be recorded in writing.

Where appropriate incidents may be managed internally (low level needs), via early help (emerging needs) or through 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 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/college 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 transfer to another education setting the Designated Safeguarding Lead (DSL) 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 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 5 Responding to Concerns - 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 Children's Social Care and where appropriate the Police.**

## 7. Safer Recruitment and Selection of Staff

Landau Forte College uses best practice and has adopted robust recruitment procedures as outlined in Keeping Children Safe in Education (2025) to deter and prevent people who are not suitable to work with children from applying, securing employment or volunteering opportunities in the school/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/college 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 in the school/college, including volunteers and the Education Advisory Committee will have appropriate Disclosure and Barring (DBS) and teacher status, teacher, and teacher prohibition checks or where appropriate GTCE sanctions and restrictions. EAC members/trustees/proprietors/staff in management positions 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/college 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/college that we would otherwise perform.
- **Contractors** - where the school/college uses contractors to provide services the contact will set out their safeguarding requirements.
- **Trainee/ student teachers** – applicants salaried by the school/college will undergo all necessary checks by the school/college. 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/college 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). More information available on request in the Landau Forte Charitable Trust Recruitment and Selection Policy

## **Visitors**

The school/college premises provide a safe learning environment with access manned by a reception team and security staff member. 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.

We also work with external speakers to supplement our BEST ME programme, RSE curriculum, careers input or otherwise as needed. 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.

All visitors must wear a visitor lanyard and be signed in at reception.

To support our decision making about appropriate checks regarding any professional visitor we operate using guidance outlined in the DDSCP Briefing Note - Professional Visitors to Schools.

## **Alternative provision**

The College 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 use a robust commissioning agreement to consider how the provider will meet the needs of the learner and obtain written confirmation from the provider that appropriate safeguarding checks have been carried out on their staff and individuals working for the provider and that changes are communicated where relevant to risk or safeguarding.

We also have arrangements in place to ensure attendance is monitored daily/at all points of attendance and we always know where a child is during the school day. 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. Staff attend an induction visit and depending on the frequency of the placement (full or part time) then conduct visits to the site while the child is in attendance. We also attend review meetings and work jointly on cases where the student attends alternative provision but is also supported by a multi-agency team. If there were to be a safeguarding concern, the placement would be reviewed and terminated if necessary.

We commission alternative provision under the Respect Collaboration schools who provide an additional layer of quality assurance and if safeguarding concerns were to arise, placements are immediately reviewed and terminated, if necessary, unless or until concerns have been satisfactorily addressed.

**'Extended school' and off site arrangements**

Where 'extended school' activities are provided by and managed by the setting, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment checks and procedures. When our children attend offsite activities, we will check that effective child protection arrangements are in place.

**On-going safeguarding of children**

There is a co-ordinated whole school approach to safeguarding which goes beyond safer recruitment processes and extends safeguarding vigilance to all aspects of the establishments' culture and environment.

The Education Advisory Committee have processes in place for continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour.

## **8. What staff should do when they have concerns and /or allegations about another staff member (including supply staff, contractors and volunteers)**

As part of our whole school/college approach to safeguarding there are processes in place for continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour. Our culture and environment support all of our staff to discuss matters that concern them in the workplace and, where appropriate, outside the workplace (including online) which may have implications for the welfare and safety of children.

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

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

The school 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 Procedures; [Allegations against Staff, Carers and Volunteers](#).

### **1. 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/college and is known as transferable risk.

### **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. If staff have a safeguarding concern or an allegation of harming or posing a risk of harm to children is made about another member of staff then this should be reported without delay to the Principal. This can be done using the CPOMS alert 'Concern about an adult' if linked to a student or by email directly to Alison Brannick, Principal in writing – [abrannick@landau-forte.org.uk](mailto:abrannick@landau-forte.org.uk)

Where there are concerns/ allegations about the Principal this should be referred to the Chair of the Education Advisory Committee, Paul Lomas, via [chairofgovernors@landau-forte.org.uk](mailto:chairofgovernors@landau-forte.org.uk) (please note, this email links directly to the Chairs email address only). In a situation where there is conflict of interest in reporting the matter to the Principal this should be reported directly to the Local Authority Designated Officer (LADO). The record of the concern should include time, date, place of incident, persons present, what was witnessed, what was said etc and should be signed and dated.

### **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 Landau Forte Code of conduct policy and whistleblowing - [Policies](#) and [Policies and Documents](#).

### **Investigating and supporting the person subject to the allegation**

A case manager will lead the investigation. This will be the Principal or where the Principal is the subject of the allegation, the Chair of Education Advisory Committee.

Allegations will be dealt with

- By applying common sense and judgement
- Quickly, fairly and consistently
- Providing effective protection for the child and support the person subject to the allegation

Before contacting the Local Authority Designated Officer (LADO) the case manager will conduct basic enquiries in line with DDSCP procedures to establish the facts to help them determine whether there is any foundation to the allegation; being careful not to jeopardise any future police investigation.

- The Principal or Chair of the Education Advisory Committee should complete the [Derby and Derbyshire LADO Referral Form](#) and email to the responsible local authority; see other key safeguarding contacts list on page 12. The LADO on duty will then contact them within one working day to discuss their referral. The discussion will consider the nature, content and context of the allegation and agree a course of action.
- When to inform the individual will be on a case by case basis, with guidance from the LADO, and where appropriate children's Social care and the Police.

- Where the subject of the allegation is a member of supply or contracted staff, the employment agency should be fully involved in any enquiries however the school/college will usually take the lead.
- Consideration will be given throughout to the support and information needs of pupils, parents and the subject of the allegation.
- Details of the allegation, any investigation, actions taken and the outcome category will be recorded as outlined in national and local guidance. Records will be kept confidential, held securely and comply with data protection legislation.
- If consideration needs to be given to the individual's employment, advice will be sought from HR or equivalent.

### **Non recent allegations**

Non recent allegations by a child will be reported to the LADO in line with DDSCP multi-agency safeguarding procedures. Where an adult makes an allegation to a school/college they were abused as a child, the DDSCP [Adults who Disclose Non Recent Abuse procedure](#) should be followed.

### **2. Concerns that do not meet the harm threshold**

Allegation/concerns that do not meet the harms threshold are referred to as 'low level concerns'. Low level 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 code of conduct, including inappropriate conduct outside of work or online, and does not meet the allegations threshold or
- Not considered 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 code of conduct policy - [Policies](#)

- Examples of low level concerns include but are not limited to being over friendly with children, having favourites, taking photographs of children with their own mobile phone, using inappropriate sexualised, intimidating or offensive language and engaging with children on a one to one basis in a secluded area behind a closed door.

Staff should share low level concerns with the Principal, this may include self-referral where staff 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. Staff can do this by contacting Alison Brannick, Principal, directly during school hours or emailing [abrannick@landau-forte.org.uk](mailto:abrannick@landau-forte.org.uk) or by using the CPOMS recording category 'Concern about an adult' if the concern is directly linked to a student. This CPOMS category will only notify the Principal and is not visible to other users of the platform. The Principal will be the decision maker in respect of all low-level concerns; however, this may be undertaken in collaboration with the designated safeguarding lead.

Reports about supply staff or contractors will be notified to their employers.

All low level concerns will be recorded in writing by the Principal and include details of the concern, the context and the action taken. The records will be kept confidential, held securely and comply with data protection legislation.

Low level concerns and follow-up information will be stored securely. This will be stored in accordance with the school's GDPR and data protection policies. The staff member(s) reporting the concern must keep the information confidential and not share the concern with others apart from the Principal or those aware in the Executive Team. Low level concerns will not be referred to in references unless they have been formalised into more significant concerns resulting in disciplinary or misconduct procedures. Whenever staff leave Landau Forte College any record of low-level concerns which are stored about them will be reviewed as to whether or not that information needs to be kept. Consideration will be given to: (a) whether some or all of the information contained within any record may have any reasonably likely value in terms of any potential historic employment or abuse claim so as to justify keeping it, in line with normal safeguarding records practice; or (b) if, on balance, any record is not considered to have any reasonably likely value, still less actionable concern, and ought to be deleted accordingly.

### **Concerns about safeguarding practices within the school/college**

All staff are encouraged to raise concerns about poor or unsafe practice and potential failures in the school/college safeguarding regime. These concerns will be taken seriously by the senior leadership team. Staff can also refer to the NSPCC Whistleblowing helpline - [Whistleblowing Advice Line | NSPCC](#)

For information about how to raise concerns with the senior leadership team or other channels see staff code of conduct policy and Trust whistleblowing policy - [Policies](#) and [Policies and Documents](#)

Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Additionally, abuse can include witnessing the ill-treatment of others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

Remember children with special educational needs (SEN), certain health conditions and disabilities can face additional safeguarding challenges as do those who identify (or are perceived to be) LGBTQ+. Similarly, where a child is black or from a minority ethnic group, aggressive behaviour, emotional and behavioural problems and educational difficulties may be wrongly attributed to racial stereotypes, rather than abuse.

### Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or 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.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.

There may be an online element which facilitates, threatens and/or encourages physical abuse.

#### **Some of the following signs may be indicators of physical abuse:**

- Children with frequent injuries
- Children experiencing vomiting, drowsiness, breathing problems or seizures
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained
  - Bruises or cuts
  - Burns or scalds; or
  - Bite marks
  - illnesses

### Emotional Abuse

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 in so far 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 capacity, as well as over protection 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 cyberbullying) 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.

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example in the way that a parent interacts with their child.

**Some of the following signs may be indicators of emotional abuse:**

- Children who are excessively withdrawn, fearful, anxious or have low self-esteem
- Children who persistently struggle to regulate their emotions such as being highly upset or having outbursts
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder'
- Parents or carers blaming their problems on their child
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

### **Sexual Abuse**

Sexual abuse is any sexual activity with a child. Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include 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 a sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (also known as child on child abuse). See Section 6: Child on child / Child on Child Abuse.

Many children who are victims of sexual abuse do not recognise themselves as such; they may not understand what is happening and may not understand that it is wrong.

**Some of the following signs may be indicators of sexual abuse:**

- Children who display knowledge or interest in sexual acts inappropriate to their age
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have
- Children who ask others to behave sexually or play sexual games
- Children with physical sexual health problems, including soreness in the genital or anal areas, sexually transmitted infections or underage pregnancy
- Children who drop hints, talk about secrecy or are secretive online
- Children who have shown a change on behaviour; excessively withdrawn or outbursts

See DDSCB [Child Sexual Abuse within the Family Guidance for practitioners and managers](#)

Child sexual exploitation is also a form of child sexual abuse. See appendix 7 Child Sexual Exploitation (CSE) and Criminal Child Exploitation (CCE), including county lines

### **Neglect**

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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care givers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify. Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have a dependency on alcohol and/or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child.

#### **Some of the following signs may be indicators of neglect:**

- Children who are living in a home that is indisputably dirty or unsafe
- Children who are hungry and show signs of malnutrition or steal food
- Children who are unclean / have hygiene issues that are unresolved (lice, long nail, unclean smell)
- Children who are left without adequate clothing, e.g. not having a winter coat
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence
- Children who are often angry, aggressive or self-harm
- Children who fail to receive basic health care
- Parents who fail to seek medical treatment when their children are ill or are injured
- Having to care persistently for other family members such as siblings
- Spending long periods 'fending for themselves' without adequate parenting or oversight

### **Child Sexual Exploitation (CSE) and Criminal Child Exploitation (CCE), including county lines**

Both CSE and CCE (known locally as child at risk of exploitation 'CRE') are also forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. Different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

### **Child Sexual Exploitation (CSE)**

CSE is a form of child sexual abuse, also see appendix 1. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. CSE may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship. CSE can affect any child, including 16 and 17 year olds who can legally consent to have sex.

### **Child Criminal Exploitation (CCE)**

CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others.

As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

Both girls and boys can be criminally exploited however the experience of girls who are criminally exploited can be very different to that of boys and the indicators may not be the same. Children who are criminally exploited may be at higher risk of sexual exploitation.

Children rarely self-report exploitation so it is important that practitioners are aware of potential indicators of risk. Some of the following can be indicators of both child criminal and sexual exploitation:

- Appear with unexplained gift, money, clothes, mobile phones, new possessions etc
- Associate with other children involved in exploitation, gang-association and/or isolation from peers/social networks
- Exclusion or unexplained absences from school, college or work
- Leaving home/care without explanation and persistently going missing or returning late
- Regularly miss school or education or do not take part in education
- Excessive receipt of texts/phone calls
- Returning home under the influence of drugs/alcohol
- Evidence of/suspicions of physical or sexual assault
- Relationships with controlling or significantly older individuals or groups
- Multiple callers (unknown adults or peers)
- Frequenting areas known for sex work
- Concerning use of internet or other social media
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Staff should also remain open to the fact that child sexual and /or criminal exploitation can occur without any of these risk indicators being obviously present.

### **County lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. It can happen locally as well as across the UK. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes. They can also be targeted and recruited online using social media.

Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines.

Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home
- have been the victim or perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs,
- handing over and collecting money for drugs
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection
- are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity
- owe a ‘debt bond’ to their exploiters
- have their bank accounts used to facilitate drug dealing.

Children who have been exploited and/or involved in county lines will need additional support to help maintain them in education.

**All concerns about children at risk of exploitation should be reported to the Designated Safeguarding Lead or their deputy**

**Also see:**

DDSCP safeguarding children procedures; [Children at Risk of Exploitation \(CRE\)](#) and [CRE Risk Assessment Toolkit](#)

National guidance

- [Criminal Exploitation of children and vulnerable adults: County Lines guidance \(2023\)](#) Home Office
- [Child Sexual Exploitation Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation \(2017\)](#), DfE
- [Modern slavery: how to identify and support victims \(2025\)](#) Home Office

**Domestic Abuse**

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. Alongside being vigilant to indicators apparent in the young person. College seeks to build supportive, informed relationship with children’s family networks, particularly their main carer which helps give insight into possible early warning signs of domestic abuse. We also work alongside other agencies under the Stopping Domestic Abuse Together (known nationally as Operation Encompass) initiative.

The Domestic Abuse Act 2021 offers a statutory definition of domestic abuse. The behaviour of a person (perpetrator) towards another person (victim) is “domestic abuse” if,

The perpetrator and victim are each aged 16 or over and are personally connected to each other, and the behaviour is abusive. Behaviour is 'abusive' if it consists of any of the following:

- a. physical or sexual abuse
- b. violent or threatening behaviour
- c. controlling or coercive behaviour
- d. economic abuse
- e. psychological, emotional or other abuse

and it does not matter whether the behaviour consists of a single incident or a course of conduct.

Young people can also experience domestic abuse within their own intimate relationships. This is a form of child on child abuse and is sometimes referred to as 'teenage relationship abuse'.

Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. See Section 6. Child on child abuse.

The Act also recognises the impact of domestic abuse on children, as victims in their own right, if they see or hear, or experience the effect of, the abuse.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse happens between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional, physical, developmental and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Children living in families where they are exposed to abuse have been shown to be at risk of behavioural, emotional, physical, cognitive functioning, attitudes and long term developmental problems. They may:

- become aggressive
- display anti-social behaviour
- suffer from depression or anxiety
- not do as well at school due to difficulties at home or disruption of moving to and from refuges.

Incidents of domestic abuse towards pregnant women are associated with poor obstetric outcomes in a number of ways, such as increased rates of miscarriage, premature birth, low birth weight, foetal injury and foetal death.

Domestic abuse is a crime and should be reported to the Police.

**All concerns about domestic abuse must be reported to the Designated Safeguarding Lead or their deputies**

Also see DDSCP safeguarding children procedures; [Domestic Abuse](#).

## Spotting the signs of abuse or safeguarding issues

Abuse, neglect, exploitation and safeguarding issues often overlap and are rarely stand-alone events. Young people often have multiple barriers to disclosing abuse; it is far more likely that staff will spot indicators or signs. There is no formula or definitive method for determining what type or types of abuse a young person is experiencing based on their signs hence ultimately staff are responsible for being vigilant to multiple indicators, vigilant to any change in the young person's presentation and to seek to build trusting relationships that we know make disclosure more likely.

- unexplained bruising, marks or injuries on any part of the body including burns, scalds, bites
- complaining of pain, persistent itching, discomfort when walking or unusual bleeding
- pain that is not resolved by medical appointments / a sense the young person is not accessing medical care
- fear of parents being approached for an explanation
- presenting as unclean; dirty or smelly, unwashed clothing
- Stealing food or other items
- Persistent tiredness
- contracting an STI or a pregnancy
- changes in mood or behaviour ; withdrawn, aggressive outburst
- neurotic behaviour e.g. sulking, hair twisting, rocking
- fear of making mistakes
- writing or drawings of concern; violent, graphic or distressing content
- self-harm in any form or more serious suicide attempts
- developmental delay in terms of emotional progress
- complaint of nightmares, fears, anxieties
- knowledge which is beyond their age, or developmental level; particularly sexual knowledge, sexual drawings or words
- bedwetting
- secrecy in person or over online habits/contacts
- changes in eating habits such as overeating, undereating or a change in weight
- substance or drug abuse, including having drugs on their person
- suddenly having unexplained sources of money or unexplained gifts
- running away from home, going missing or truancy from school
- association with adults or peers of known risk or being seen at places with known risk or at times considered inappropriate to their age
- having multiple mobile phones

Staff without access to CPOMS must use a Safeguarding Concerns form to report their concerns without delay.

### Safeguarding Concerns Form

**Pass this referral directly to a member of the Safeguarding Team** – Laura Percival, Assistant Principal and DSL, Robyn Bibby, Senior Deputy Designated Safeguarding Lead or one of the other Deputies; Alison Brannick, Mark Andrews, Lucy Hawley, Zoe Stannard, Elizabeth Stevens or Steph Askham.

Any member of the staff, including volunteers, must record any concerns about a young person. This form must be completed as soon as possible after the discovery of the concern and before the end of the school day. If the concern is about:

- The welfare of a child, the completed form must be handed to the Designated Safeguarding Lead (DSL) or one of the Deputy Designated Safeguarding Leads (DDSLs)
- The behaviour of any member of staff, it must be handed immediately to the Principal, or if the allegation is against the Principal it must be sent to the Chair of the Education Advisory Committee via [ChairofGovernors@landau-forte.org.uk](mailto:ChairofGovernors@landau-forte.org.uk)

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

#### Concerns about a child or young person

<b>Child's name:</b>		<b>Date of Birth:</b>	
		<b>Class/Year/Form:</b>	
<b>Concern identified by:</b>		<b>Role:</b>	
<b>Date of concern:</b>		<b>Time of concern:</b>	
<b>Witness/es:</b>		<b>Place of incident:</b>	
<b>Name of alleged person (s) responsible for the harm:</b>			
<b>Not Known</b>			
<b>Student in this school/college</b>			
<b>Student in another school/college (Please specify)</b>			
<b>Family member</b>			
<b>Volunteer</b>			
<b>Member of staff</b>			
<b>Governor/Trustee</b>			
<b>Other (Please specify)</b>			

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

Please provide a description of any incidents or anything you have been told by a child, or another person. Remember to make clear what fact is and what is hearsay/opinion. Note the language/terminology used by the child, or adult, and be clear about who has said what. Continue on a separate sheet if necessary.

--

**Has any action already been taken in relation to this concern?**

For example student taken out of class, first aid

--

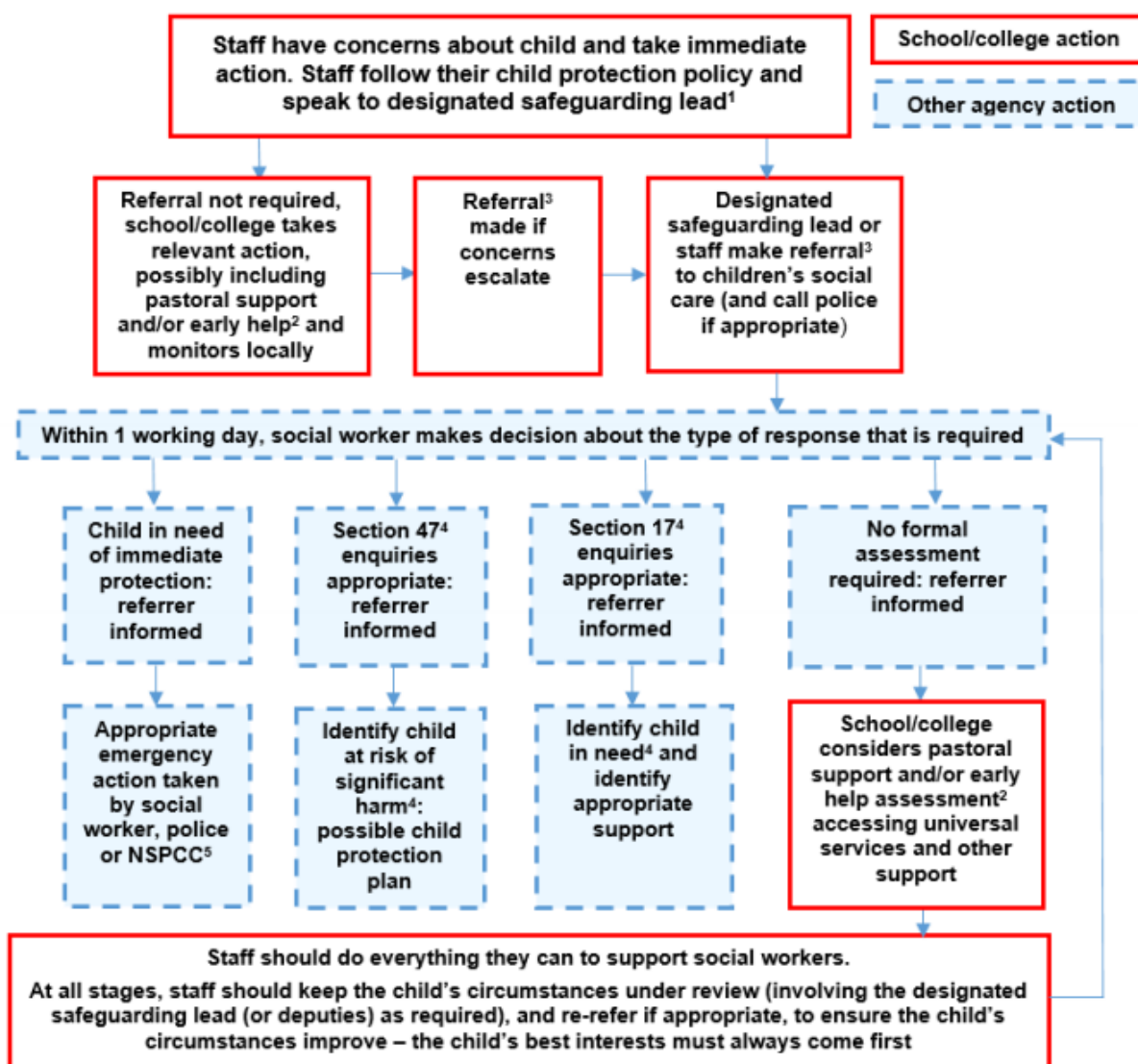
Name of person concerns reported to	Date

Action to be taken / recommendations from DSL

Name of person completing form	Signature	Date and time

**Appendix 3**

**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).

Taken from Keeping Children Safe in Education 2025

## **Appendix 4 Honour Based Abuse/Violence including Female Genital Mutilation (FGM) and Forced Marriage**

### **Honour Based Abuse/Violence**

Honour based abuse (HBA) or violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. These actions can include FGM (explored below), breast ironing, virginity testing or hymenoplasty. The violence can often be aligned to the perceived idea that the victim has shamed the family and/or community by breaking their honour code.

It is a violation of human rights and may be a form of domestic and/or sexual violence. Where it affects children and young people it is child abuse.

It can be distinguished from other forms of abuse and violence, as it is often committed with some degree of approval and/or collusion from family and/or community members. Women, men and younger members of the family can all be involved in the abuse. Victims of honour-based abuse are more likely to be abused multiple times by multiple perpetrators.

Honour based abuse and violence manifests itself in a diverse range of ways with children and young people, it can lead to a deeply embedded form of coercive control, built on expectations about behaviour that are made clear at a young age. Often the control is established without obvious violence for instance through family members threatening to kill themselves because of the victim's behaviour. Honour based abuse can also include forced marriage (approximately 1 in 5 cases), domestic and/or sexual violence, rape, physical assaults, harassment, kidnap, threats of violence (including murder), witnessing violence directed towards a sibling or indeed another family member, breast ironing, virginity testing, hymenoplasty and female genital mutilation.

### **Do not underestimate the potential risk of harm**

**All concerns about 'honour based' abuse/violence must immediately be reported to the Designated Safeguarding Lead or their deputy**

Also see DDSCP safeguarding children procedures; [Honour Based Abuse and Violence](#) (HBA/HBV).

### **Female Genital Mutilation**

Female Genital Mutilation (FGM) is a form of child abuse and violence against female children and women, a serious public health concern and a human rights issue.

The World Health Organisation (WHO) defines female genital mutilation as '*all procedures (not operations) which involve partial or total removal of the external female genitalia or injury to the female genital organs whether for cultural or other non-therapeutic reasons.*'

It is illegal in the UK to subject a female child or woman to female genital mutilation (FGM), to take a child abroad to undergo FGM or for any person to advise, help or force a female child to inflict FGM on herself. It is also an offence to fail to protect a female child from the risk of FGM.

FGM can be carried out at any age and is performed for a variety of complex reasons with a range of explanations and motives given by individuals and families who support the practice. It is medically unnecessary, is extremely painful, terrifying and has life threatening physical and serious psychological health consequences both at the time the procedure is carried out and later in life.

FGM may be an isolated incident of abuse within a family however it can be associated with other behaviours that discriminate against, limit or harm female children and women. These may include 'honour' based violence, forced marriage and domestic abuse.

Staff should also be aware that some female children and women at risk may not yet be aware of the practice or that it may have conducted on them.

### **Identifying risk of FGM**

The most significant factor to consider when deciding whether a female child or woman may be at risk of FGM is whether her family has a history of practising FGM. In addition, it is important to consider whether FGM is known to be practised in her community or country of origin. Women may also marry into practising communities and then have to go through FGM. Alongside a female child or woman's community or country of origin there are a range of other factors that could indicate a risk that she will be subjected to FGM. These include:

- A female child is born to a woman who has undergone FGM
- A female child has an older sibling or cousin who has undergone FGM
- A female child's father comes from a community known to practise FGM
- The family indicate that there are strong levels of influence held by elders and/or elders are involved in bringing up female children
- A woman/family believe FGM is integral to cultural or religious identity
- Female child/family has limited levels of integration within UK community
- Parents have limited access to information about FGM and do not know about the harmful effects of FGM or UK law
- A family is not engaging with professionals (health, education or other)
- A family is already known to Social Care in relation to other safeguarding issues
- Any female child from a practising community withdrawn from Sex and Relationships Education or its equivalent as a result of her parents wishing to keep her uninformed about her body and rights
- Parents seeking to withdraw their children from learning about FGM
- Sections are missing from a female child's health red book (parent held record).

### **Indications FGM may be imminent**

Consider factors above and specifically the points below:

- If a family elder is present, particularly if she is visiting from a country of origin, and taking a more active/influential role in the family
- If there are references to FGM in conversation, e.g. a female child may tell other children about it or confide that she is about to have a 'special procedure' or to attend a special occasion to 'become a woman'
- Parents state that they or a relative will take the female child out of the country for a prolonged period. This may be discussed within the school environment or travel clinics when asking for vaccinations in preparation for travel

- A female child may talk about a long holiday to her country of origin or another country where the practice is prevalent. See Appendix 4: International Prevalence of FGM (Documents Library, Other Useful Information) and Legislation Banning FGM
- A female child may request help from a teacher or another adult if she is aware or suspects she is at risk
- A female child is unexpectedly absent from school
- A parent or family member expresses concerns that FGM may be carried out on the female child.

The above is not an exhaustive list of risk factors. There may be additional risk factors to specific communities e.g. in certain communities FGM is closely associated to when a female child reaches a particular age.

### **Indications that FGM has already taken place**

There are a number of indications that a female child or woman has already been subjected to FGM. This includes a female child or woman:

- Asking for help
- Experiencing difficulty walking, sitting or standing and may appear to be uncomfortable
- Finding it hard to sit still for longer periods of time, and this was not a problem previously
- Having frequent urinary, menstrual or stomach problems
- Avoids physical exercise or requires to be excused from physical education (PE) without a GP's letter
- Spending long periods of time away from the classroom during the day with bladder or menstrual problems
- Having prolonged or repeated absences from school or college
- Spending longer than normal in the toilet due to difficulties urinating
- Increased emotional or psychological needs e.g. withdrawal or depression or significant change in behaviour;
- Talks about a pain or discomfort between her legs
- Asking for help, but may not be explicit about the problem; and/or
- Being reluctant to undergo any medical examinations.
- A parent / other adult, a child or other children may also disclose that the child has been subjected to FGM.

'Known' case of female genital mutilation (FGM), in addition to a referral to Social Care, the **individual teacher also has a mandatory reporting duty to the Police**; see pg 30, Section 5 Responding to Concerns for more detail or the [Mandatory Reporting of Female Genital Mutilation; procedural information](#) (2015).

For further information about FGM see DDSCP safeguarding children procedures; [Safeguarding Children at Risk of Abuse through Female Genital Mutilation \(FGM\)](#).

**All concerns about female genital mutilation (FGM) must be reported to the Designated Safeguarding Lead or their deputy**

## **Forced Marriage**

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is recognised in the UK as a form of domestic and/or sexual violence against women and men, and a serious abuse of human rights. Where it affects children and young people it is child abuse. Disabled children and young people are vulnerable to forced marriage. Circumstances may also be more complex if the child is lesbian, gay, bisexual or questioning their gender.

It is a criminal offence to force someone to marry. You must be 18 years old to marry.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse can also be a factor.

A clear distinction must be made between forced marriage and arranged marriage. In arranged marriages, the families of both spouses take a leading role in choosing the marriage partner, but the choice whether or not to accept the arrangements remains with the individual. Consent must be from both parties and all parties still must be 18 years old.

Children forced to marry, or those who fear they may be forced to marry, are frequently withdrawn from education, or have numerous absences, go missing, are not allowed to attend extra-curricular activities or subjected other unreasonable restrictions, appear to have low motivation at school, restricting their educational attainment and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally, with feelings of betrayal and shame that can lead to depression and self-harm.

A child may also approach a member of staff because they are concerned about forced marriage. It may involve going on a family holiday overseas or in the UK and the child may suspect that this is a ploy and that there is an ulterior motive, which is to force them to marry.

### **Do not underestimate the potential risk of harm**

#### **One Chance Rule**

All staff working with suspected or actual victims of forced marriage and honour-based violence need to be aware of the "one chance" rule. That is, they may only have one opportunity to speak to a victim or potential victim and may possibly only have one chance to save a life.

If the victim is allowed to leave without the appropriate support and advice being offered, that one chance might be wasted.

**All concerns about forced marriage must immediately be reported to the Designated Safeguarding Lead or their deputies**

Also see DDSCP safeguarding children procedures; [Forced Marriage](#).

**Kinship Care**

Sometimes parents need support looking after their children- they may be unwell or in recovery or struggling to manage the demands of parenting. Alternatively, an older child may choose to live elsewhere with a close relative with the consent of their parents. This is kinship care;

- a close relative taking care of a child on behalf of their parents
- a more distant relative or family friend taking care of a non-disabled young person aged 16 or 17, or
- a more distant relative or family friend taking care of a child under 16 for less than 28 days

In all other situations where the carer is not a close relative, the local authority does not have major involvement and there is no court order in place and the arrangement is for more than 28 days, and the child is 16 or under, it is a private foster care arrangement. The Local Authority needs alerting to all private fostering arrangements.

Only a close relative can be an informal kinship carer for more than 28 days. **A close relative is legally defined as the child's grandparent, brother, sister, uncle or aunt. This includes people who are relatives by half blood, marriage or civil partnership and step-parents**

Many kinship care arrangements are made informally at first. It may lead to a more formal arrangement, like a special guardianship order (SGO) or a Child Arrangement Order (CAO) later on. This could happen months or years later, depending on the circumstances.

The Local Authority must assess and support the person as a kinship foster carer if they deem the child cannot return to the parents care or the carer must supervise all contact with the parent/s.

The [Derby Virtual School - Derby City Council](#) has a non-statutory responsibility to promote the education of all children in kinship care.

**Responsibilities**

- To safeguard and promote the child's welfare
- Parents still have parental responsibility. This means they are responsible for financial support and for making decisions about their child
- Work in partnership with parents in the best interests of the child seeking consent for all major decisions such as medical treatment, schooling, foreign travel

It is advisable for kinship carers to draw up a decision-making document alongside the parents

**Private fostering**

A private fostering arrangement is a private arrangement for a child under the age of 16 (or 18 if they are disabled) to be cared for by someone who is not a parent or close relative for more than 28 days. The Local Authority is not involved in placing the child or young person in this private arrangement.

A child or young person is privately fostered if they are living with extended family members such as cousins, great aunts, great uncles or a family friend. They may be living outside of their parents care due to;

- Child or young person is asked to leave the family home

- Parent is in prison / hospital / homeless
- To avoid becoming a looked after child
- Parent has left the local area and child has remained to complete academic studies
- Child leaves due to family dysfunction or because they have been living with parents who have substance misuse problems or other difficulties
- Parent decides to place child with extended family member
- Child is placed with extended family for religious or economic reasons

### **Responsibilities**

Private foster carers are responsible for providing the day-to-day care of the child in a way which will promote and safeguard their welfare. However the overarching responsibility remains with the person who has parental responsibility for the child.

The Local Authority has legal duties towards private fostered children / young people and must satisfy itself that welfare of children who are, or will be, privately fostered within their area are satisfactorily safeguarded.

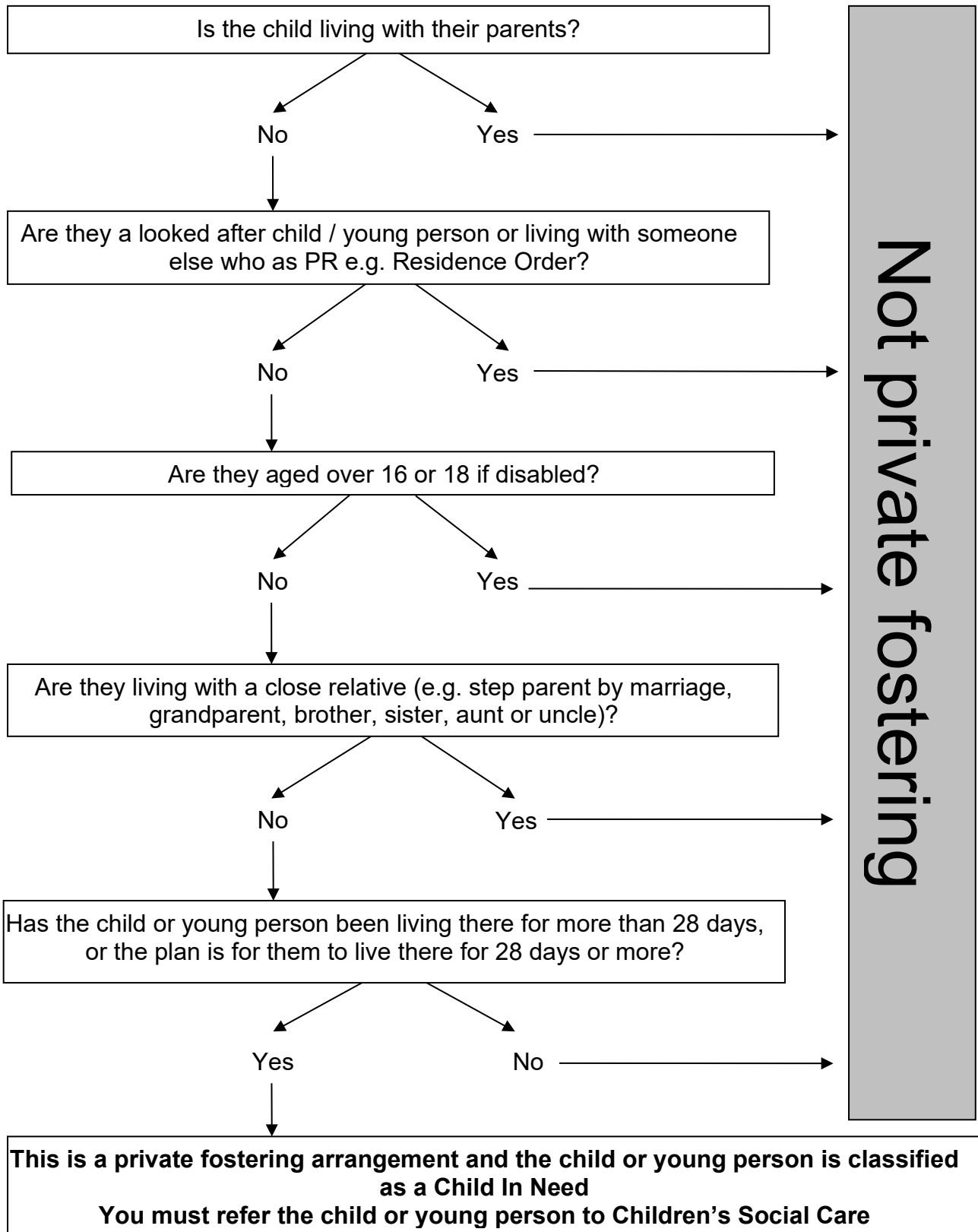
If you or your agency become aware of a child or young person living in a private fostering arrangement you must notify the Local Authority Children's Social Care by telephone in one working day and you will be asked to follow this up in writing. Children's Social Care can be contacted via the Initial Response Team, 01332 641172.

For further information about how to make a referral to Children's Social Care, please see the [DDSCP Safeguarding Children procedures](#). These can also be found on the local safeguarding children procedures and guidance page of [www.ddscp.org.uk](http://www.ddscp.org.uk).

See Private Fostering flowchart on the following page and DDSCP [Private Fostering](#) webpage.

**All concerns about private fostering arrangements must be reported to the Designated Safeguarding Lead or their deputy**

## Is this a Privately Fostered Child or Young Person?



In order for the school to fulfil the Prevent Duty, it is essential that staff are able to identify children who are vulnerable to radicalisation and know what to do when they are identified. Keeping children safe from these risks is a safeguarding matter and should be approached in the same way as safeguarding children from other risks. The Designated Safeguarding Lead and other senior leads in school will be familiar with the [Prevent duty guidance: for England and Wales](#).

**What is Radicalisation and Extremism?**

Radicalisation is defined as the process of a person legitimising support for, or use of, terrorist violence. During this process it is possible to intervene to prevent vulnerable people being drawn into terrorist related activity.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces

Terrorism is an action that endangers or causes serious violence to a person/people; causes damage to property; seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purposes of advancing a political, religious or ideological cause.

*Taken from:*

[The Prevent Duty – departmental advice for schools and childcare providers \(2024\)](#)

It is important to note that there is not always a clear or fixed ideology. Though this may be the case for some radicalised individuals, for others they may have a mixed ideology or no clear ideology but a fixation on mass casualty or violence. All of these concerns need to be understood under the umbrella of Prevent and referred to the DSL and the safeguarding team.

**Identification**

Radicalisation is not a linear process. There is no single route to radicalisation. Learners may express a combination of behaviours at different times. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Radicalisation can occur through many different methods, such as social media or the internet and settings such as within the home. There are some behavioural traits that could indicate that a learner is susceptible to radicalisation into terrorism and a framework by which to consider them low, at risk, medium risk or high risk.

At risk behaviour includes:

- being drawn to conspiracy theories
- beginning to isolate themselves from family and friends
- viewing or engaging with inappropriate online content and having uncontrolled or unsupervised access to the internet
- expressing concerns about being victimised, for example feeling under attack
- discriminating against other individuals or groups of people

- a sudden change in behaviour
- showing interest in extremists or extreme groups
- expressing views that divide us, for example talking about 'us' and 'them'

Medium risk behaviour includes:

- legitimising the use of violence to defend ideology or cause
- accessing extremist or terrorist websites, forums and publications
- expressing dehumanising views
- expressing an interest to travel to a conflict zone
- being in contact with a group or individuals known to support a violent extremist ideology, either online or in real life
- expressing persistent intolerance towards groups of people perceived as 'other' - this may be based on protected characteristics such as gender, religion or ethnicity, but not exclusively
- demonstrating a fixation with weaponry or explosives (this may include posing in concerning photographs or videos with weaponry), without an otherwise reasonable explanation
- being obsessed with massacre, or extreme or mass violence, without targeting a particular group (for example, high school shootings)

High risk, criminal behaviour includes:

- verbally or physically attacking someone due to their race, religion, sexuality and so on
- committing violent acts guided by a violent extremist ideology or group
- taking part in any proscribed violent extremist group (financing, sharing material online, recruiting others and so on)
- having a 'kill list' or detailed plan to carry out mass violence
- producing or sharing terrorist material offline or online
- recruiting others to a proscribed terrorist group or organisation

Taken from [Managing Risk of radicalisation in your education setting \(Sept 2023\)](#)

As with managing other safeguarding risks, all staff should be alert to these indicators and be aware that children at risk of radicalisation may display different signs or seek to hide their views. Staff have a key role in spotting at risk behaviours in line with the focus on emerging need and early help but staff will be aware of all risk indicators as detailed here. The DSL will consider all referrals in line with the risk framework and take the appropriate action including liaising with Prevent partners, making a Prevent referral and, where necessary, alerting the Police via 999.

Issues that may make an individual vulnerable to radicalisation, can include:

- Identity Crisis - feeling like an outsider, excluded from society, distance from cultural / religious heritage and issues of identity and belonging'
- Personal Crisis - family tensions; domestic abuse; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends on or offline; searching for answers to questions about identity, faith and belonging

- Personal Circumstances - migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet aspirations/lack of opportunities - perceptions of injustice; feeling of failure; rejection of community values
- Compounding factors - such as mental health problems or neurodiversity issues
- Criminality - experiences of imprisonment; previous involvement with criminal groups.

**All concerns should be reported to the Designated Safeguarding Lead or their deputy**

See DDSCP safeguarding children procedures; [Safeguarding Children and Young People against Radicalisation and Violent Extremism](#) and [Managing Risk of radicalisation in your education setting \(Sept 2023\)](#)

1. Remember that the UK General Data Protection Regulation (UK GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the UK GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Taken from [Information Sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers](#) (2018) HM Government

**The Independent Inquiry into Child Sexual Abuse**

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 we are committed to ensuring practices at the school are reflective of IICSA recommendations.

**Statement of Intent**

Landau Forte College 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. As a result, all records pertaining to CSA will be omitted from the DOB + 25 years file destruction and stored on CPOMS secure system for 75 years. This document should be read in conjunction with the Trust's Record Retention Policy which details record retention and destruction in more detail.

**How to record safeguarding/child protection concerns.**

Given these very long retention periods, we will ensure that safeguarding, child protection and particularly 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. The Safeguarding team will be trained in good practice in order to ensure any record logged is best placed for any future intent.

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**

Landau Forte College uses CPOMS to record and store child protection and safeguarding records.

This method was risk assessed in conjunction with our Data Protection Officer 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 communicated at the start of each academic year.

Any related physical first-hand notes will be accurately transcribed or uploaded into CPOMS. Diagrams or drawings will be scanned in. Any recordings will be also be securely retained or shared with the Local Authority if appropriate.

### **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 Landau Forte College, 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**

Landau Forte College 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. This intention is also captured on the retention policy.

**Local safeguarding information**

Key local information about safeguarding children is located on [Derby and Derbyshire Safeguarding Children Partnership website \(www.ddscpsc.org.uk\)](#). This includes [Derby and Derbyshire Safeguarding Children Partnership safeguarding children procedures](#). Key chapters' include:

- Providing early help
- Making a referral to children's social care
- Child protection section 47 enquiries
- Child protection conferences
- Children who present a risk of harm to others
- Children abused through sexual exploitation
- Safeguarding children at risk of abuse through female genital mutilation (FGM)
- Safeguarding children and young people against radicalisation and violent extremism
- Allegations against staff carers and volunteers
- Runaway or Missing from Home or Care Protocol

The procedures also have key guidance document and information, including:

- Derby and Derbyshire Thresholds document
- Derby and Derbyshire Dispute Resolution and Escalation policy
- DDSCP Information Sharing Guidance for Practitioners
- Derby Assessment Protocol
- Derby Child Protection Conference Professional Dissent Process
- Local contacts

The DDSCP website has a specific page for [education providers](#), including a safeguarding children audit tool for schools and colleges to support schools their annual review of safeguarding practice and in their development of a safeguarding action plan. There is also a training pathway for education providers, template policies and information about the DDSCP Derby Education Hub and safeguarding update service.

There is a range of useful [information and resources](#) on the website, including:

- [Private Fostering](#)
- [Domestic Abuse](#), including the domestic violence risk identification matrix (DVRIM)
- [Early Help](#), including how to use the Early Help Assessment, forms and support
- [Neglect](#), including graded care profile guidance and assessment tool template
- [Child at Risk of Exploitation](#), including the Child at Risk of Exploitation (CRE) risk assessment toolkit
- [Missing Children](#)
- [Online Abuse](#)
- [Safeguarding Training Courses and Events](#)
- [Safeguarding Forms and Assessments](#)

Other sources of safeguarding information and guidance can be obtained via:

- [www.gov.uk/schools-colleges-childrens-services/safeguarding-children](http://www.gov.uk/schools-colleges-childrens-services/safeguarding-children)
- [www.nspcc.org.uk](http://www.nspcc.org.uk)
- [www.tes.com](http://www.tes.com)
- [www.minded.org.uk](http://www.minded.org.uk)
- [www.uea.ac.uk/ican/](http://www.uea.ac.uk/ican/)