

BLEND YOUTH PROJECT

CHILD PROTECTION & SAFEGUARDING POLICY

NOVEMBER 2025



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Section 1: - Introduction & Context

Our responsibilities

Blend Youth Project fully recognises its responsibilities for Child Protection and Safeguarding, this Policy sets out how we will deliver these responsibilities. This is an overarching policy which outlines how we will safeguard and promote children's welfare to keep them safe from abuse, neglect, and exploitation.

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing the impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and
- Taking action to enable all children to achieve the best outcomes

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

We help to keep children safe by:

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

Staff as written in this policy means, any one with contact to a child or young person, all youth work staff, alternative provision staff, Trustees and Volunteers, and extends to all supply/agencies/visitors being used by Blend Youth Project in support of our service provision.

A adult at risk as written into this policy (only when relevant / have young people in this category) is so defined as still in the setting and who is or may be in need of community care services by reason of mental or other disability, age, or illness, who is unable to take care of him/herself, or unable to protect him/herself from significant harm or exploitation.

Context

This policy enables Blend Youth Project to carry out our functions to safeguard and promote the welfare of children and must be read alongside key guidance:

- Department for Education's [statutory guidance](#) publications for schools and local authorities, including:
 - [Working Together to Safeguard Children](#) (2025)
 - [Keeping children Safe in Education](#) (2025)
 - [Designated teacher for looked-after and previously looked-after children](#) (2018)
- [Human Rights Act](#) (1998) and [Equality Act](#) (2010), including the Public Sector Equality Duty
- [Data Protection Act](#) (2018) and [UK GDPR](#)
- [Prevent Duty Guidance](#) (2015)
- [Derby and Derbyshire Multi-agency Safeguarding Children procedures](#)

Our Principles

Safeguarding arrangements at **Blend Youth Project** are underpinned by the following key principles:

- Safeguarding is everyone's responsibility: all Staff should play their full part in keeping children (Including adult at risks when in their setting) safe;
- We will aim to protect children using national, local and school child protection procedures;
- We maintain an attitude of *"it could happen here"*;
- We recognise that we have an important role to play in multi-agency safeguarding arrangements and aim to contribute to multi-agency working as set out in [Working Together to Safeguard Children](#)
- That all Staff, have a clear understanding regarding abuse and neglect in all forms; including how to identify, respond and report. This also includes knowledge in the process for allegations against professionals. Staff should feel confident that they can report all matters of Safeguarding where the information will be dealt with swiftly and securely, following the correct procedures with the safety and wellbeing of the children in mind at all times.
- We will aim to operate a child-centred approach: a clear understanding of the needs, wishes, views and voices of children and will actively seek out and promote this. All systems, processes and policies operate with the best interests of a child at their centre.

- Safeguarding and child protection is incorporated in all relevant aspects of processes and policy development.
- We ensure that all children are safeguarded while on or off our project premises and are proactive about anticipating and managing risks that children face in the wider community and online.

Section 2:- What is abuse?

- Abuse is a form of maltreatment of a child which may be caused by an adult, adults or by another child or children inflicting harm or by failing to prevent harm. The abuse can be physical, sexual, neglect or emotional, including witnessing the ill treatment of others, such as domestic abuse. Children can be at risk of abuse inside and outside of their home, in their community, inside and outside the school/college and online.
- Safeguarding issues can put children at of risk harm. Behaviours linked to drug taking and or alcohol misuse, deliberate absence from or going missing from education, serious violence (including county lines), radicalisation, consensual/non-consensual sharing of nude and semi-nude images can be signs that children are at risk. Abuse, neglect, and safeguarding issues are rarely stand-alone events; in most cases multiple issues will overlap with one another.

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

1. Any concerns that a child has suffered or is at risk of suffering physical abuse, sexual abuse, emotional abuse, or neglect
2. Bullying, including online bullying and prejudice-based bullying, racist, disability and homophobic or transphobic abuse
3. Gender-based violence/violence against women and girls
4. 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
5. Radicalisation and/or extremist behaviour
6. Child sexual exploitation and child criminal exploitation, including county lines
7. 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
8. Abuse within intimate personal relationships between children (sometimes known as 'teenage relationship' abuse)
9. Upskirting under the [Voyeurism \(Offences\) Act 2019](#)
10. Substance misuse – drugs and alcohol
11. Gang activity and serious violence, particularly affecting young males who have been excluded, have experienced trauma and have been involved in offending.
12. Domestic abuse
13. Forced marriage, marriage/civil partnership under the age of 18, virginity testing or hymenoplasty, female genital mutilation and so-called 'honour-based' abuse.

14. Children with Perplexing Presentations (PP) in whom illness is fabricated or induced (FII)
15. Homelessness
16. Other issues not listed here but that pose a risk to children.

Types of Abuse

There are four Types of Abuse are defined in [*Working Together to Safeguard Children \(2025\)*](#) and in [*Keeping Children Safe in Education \(2025\)*](#).

- **Physical Abuse** - may involve hitting, shaking, throwing, poisoning, burning/scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional Abuse** - is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
- **Sexual Abuse** - 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 or non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children.
- **Neglect** - is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may include a failure to:
 - Provide adequate food, clothing and shelter.
 - Protect a child from physical and emotional harm or danger.

- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment.
- Respond to a child's basic emotional needs.

Bullying, including prejudice-based and cyberbullying, is also abusive. See the BYP AntiBullying Policy and Internet Use Policy for further information.

Signs of Abuse

Physical Abuse

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

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

The physical signs of abuse may include:

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

Changes in behaviour that can also indicate physical abuse:

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

- Running away from home.

Emotional Abuse

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive and grow, however, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

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

Sexual Abuse

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

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

The physical signs of sexual abuse may include:

- Pain or itching in the genital area
- Bruising or bleeding near genital area
- Sexually transmitted disease
- Vaginal discharge or infection

- Stomach pains
- Discomfort when walking or sitting down
- Pregnancy

Changes in behaviour which can also indicate sexual abuse include:

- Sudden or unexplained changes in behaviour e.g., becoming aggressive or withdrawn
- Fear of being left with a specific person or group of people
- Having nightmares
- Running away from home
- Sexual knowledge which is beyond their age, or developmental level
- Sexual drawings or language
- Bedwetting
- Eating problems such as overeating or anorexia
- Self-harm or mutilation, sometimes leading to suicide attempts
- Saying they have secrets they cannot tell anyone about
- Substance or drug abuse
- Suddenly having unexplained sources of money
- Not allowed to have friends (particularly in adolescence)
- Acting in a sexually explicit way towards adults.

Neglect

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

The physical signs of neglect may include:

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

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

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

In understanding the signs and indicators of specific issues listed earlier in this policy, Blend Youth Project will incorporate the signs of abuse and specific safeguarding issues on safeguarding into briefings, staff Induction training, and ongoing development training for all Staff.

Blend Youth Project will also access broad Government guidance, local procedures, strategies and tools through the Local Safeguarding Partnership

The Designated leads and those with responsibility for safeguarding will use the information available to them in Derbyshire [Schools Net Keeping Children Safe in Education](#) to help all staff develop the knowledge and understanding pertaining to national and local emerging concerns.

Section 3:- Specific Safeguarding Issues

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

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

Prevent and Counter Terrorism

Blend Youth Project will ensure all staff including Trustees and volunteers adhere to their duties in the Prevent Guidance 2015 to prevent radicalisation. The Designated Safeguarding Leads and Safeguarding Trustee will:

- Establish or use existing mechanisms for assessing the risk of extremism and terrorism;
- Ensure staff understand the risk and build capabilities to deal with issues identified;
- Communicate the importance of the duty
- Ensure all Staff implement the duty.

Blend Youth Project will ensure all staff, will adhere to their duties under Prevent, as detailed in the [Prevent Duty Guidance 2015](#), (also [Prevent Duty Guidance for schools](#)) to have due regard to the need to prevent people from becoming drawn into terrorism.

The Designated Safeguarding Leads and Trustee for Safeguarding will:

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

Blend Youth Project will respond to any concern about Prevent as a Safeguarding concern and will report in the usual way using local Safeguarding Procedures. This will involve making a referral to the Police Prevent team in order to develop a support plan for the individual. This may progress into CHANNEL where the risk is identified, and the individual may need extensive support. We will seek to work in partnership, undertaking risk assessments where appropriate and proportionate to risk, building our children's resilience to radicalisation.

Blend Youth Project is committed to providing effective filtering systems and this will include monitoring the activities of children when on-line in Blend Youth Project.

Blend Youth Project will use the relevant forms and systems to record any concerns, keeping records which will be treated as a Child Protection Record, storing them as appropriate. *(Such forms include: Incident Report Forms and Alt-Ed learner logs).*

Domestic Abuse

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

Children living with Domestic Abuse in their home or who are caught up in incidents of Domestic Abuse, are victims, and this can seriously harm children and young people. Some children are physically harmed as they can get caught up in the incident, some children are

witnesses to the abuse, or hear the abuse. The impact on children living in a household where there is Domestic Abuse is likely to influence their development and social skills. We will treat any disclosure of information relating to Domestic Abuse as a Safeguarding concern and we will follow local Safeguarding Procedures.

We acknowledge the [Domestic Abuse Act 2021 \(Amendment 2024\)](#), and will work with its new powers when working with our staff, all children and their families, where we believe Domestic Abuse is a feature and children are living with Domestic Abuse.

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

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

Blend Youth Project recognises this process and that as a partner they can make a referral into MARAC, based on information provided to them by a child, parent/carer:

<https://saferderbyshire.gov.uk/what-we-do/domestic-abuse/staff-guidance/adults/marac/multi-agency-risk-assessment-conference.aspx>

The necessary form to make a referral is available here: [dariskassessmentandreferral](#).

Staff should be aware of the impact of domestic abuse on children's physical and emotional wellbeing and work with local agencies such as:

- [Derby City and Derbyshire Domestic Abuse Support Services](#)

Emotional/Mental Health and Wellbeing

All Staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

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

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

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

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

If Staff have a mental health concern about a child we will respond to the concern, inform and discuss our concerns with parents/carers and seek ways to support the child in and out of our provisions.

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

<https://www.camhsnorthderbyshire.nhs.uk/specialist-community-advisors>

<https://schoolsnet.derbyshire.gov.uk/site-elements/documents/news/camhs-specialist-community-advisers-leaflet.pdf>

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

<https://derbyandderbyshireemotionalhealthandwellbeing.uk/>

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

<https://www.derbyshirehealthcareft.nhs.uk/services/childrens-mental-health-services-camhs-derby-and-southern-derbyshire/im-professional/camhs-rise>

<https://www.camhsnorthderbyshire.nhs.uk/urgent-care>

Only appropriately trained professionals should attempt to make a diagnosis of a mental health concern. However, Blend Youth Project will provide information and signposting services to children and parents and assist with the teaching of emotional health and wellbeing to children in our curriculum.

Online Safety, Cyber Security (Online Safety Act 2024 compliance) (including remote/blended learning)

Blend Youth Project will work with our partners to keep children safe when online.

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

Staff and young people will be made aware of online safety issues and concerns, through training and the curriculum content. This covers a range of online safety issues, including online fraud and scams, copycat websites, phishing e-mails, identity theft, cyberbullying/trolling, cyberstalking, online grooming, online radicalisation, offensive/illegal content, child sexual exploitation and young produced sexual imagery (sexting), social media.

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

Relationship, Sex, Health Education (RSHE)

We recognise that Relationship, Sex and Health Education should form a core part of both our youth work and alternative provision curriculum content. As a provider we have developed our approaches to ensure RSHE is firmly embedded withing our delivery and this will include equality, diversity and difference.

We acknowledge that there may be times during the teaching of RSHE, that children may need an opportunity to talk to a trusted adult in the setting. Children may want to talk about experiences at home or in the community that may trigger discussions with the Designated Lead, who will then decide on any next steps around listening and responding to the child.

The Sexual Exploitation of Children

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

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

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

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

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

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

We recognise this is relevant to both boys and girls.

Risk factors may include;

- Going missing
- Engagement in offending
- Disengagement from education
- Using drugs or alcohol
- Unexplained gifts/money
- Overly secretive
- Repeat concerns about sexual health
- Decline in emotional wellbeing
- Association in gangs
- Unexplained injuries
- Carrying weapons, access to or carrying unusual number of mobile phones

All suspected or actual cases of CSE/CRE are a Safeguarding concern in which Child Protection procedures will be followed; this will include a referral to the police. If any staff are concerned about a young person, they will refer to the Safeguarding Designated Lead/s within Blend Youth Project

Forced Marriage/ Honour based Violence and Female Genital Mutilation

Blend Youth Project recognises and understands that there is now a mandatory reporting duty for all staff to report to the police where it is believed an act of FGM has been carried out on a girl under 18 in the UK. Failure to do so may result in disciplinary action being taken.

All suspected or actual cases of FGM are a Safeguarding concern in which Safeguarding procedures will be followed; this will include a referral to the police. If any staff are concerned about a young person, they will refer to the Safeguarding Designated Lead/s within the project. The Designated Safeguarding Lead will refer into Children's Services. This will also apply to suspicions of a child been subject to threats of or honour-based violence.

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

Signs may include;

- Days absent from school
- Not participating in physical/sporting activities
- In pain/has restricted movement/frequent and long visits to the toilet/broken limbs
- Confides that she is having a special procedure, cut or celebration
- Unauthorised and or extended leave, vague explanations or plans for removal of a female in a high-risk category* especially over the summer period
- Plans to take a holiday which may be unauthorised, unexplained or extended in a country known to practice FGM

**parents from a country who are known to practice FGM*

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

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

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

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

We will use national and local guidance to help us:

[Derby City & Derbyshire Thresholds Document](#)

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

[The DfE guidance 2023 on Searching Screening and Confiscation Advice for Schools](#)

[The DfE Guidance, June 2019 on Teaching Online Safety in Schools](#)

[UKCIS – Sharing Nudes and Semi-Nudes Guidance for Education Settings](#)

The Criminal Exploitation of Children:

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

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

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

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

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

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

Signs which may indicate criminal exploitation:

- Persistently going missing from school or home and / or being found out-of-area;
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts /phone calls
- Relationships with controlling /older individuals or groups
- Leaving home / care without explanation
- Suspicion of physical assault /unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results / performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being

Criminal exploitation of children is a Safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals; including, reference to the Safeguarding procedures as outlined by the local authority. This will mean a referral into the Police and Social Care. Blend Youth Project will offer support to a victim.

Serious Violence/ Carrying Knives/Offensive Weapons & Gang Culture

We will work with partners for example the Police, local Safer Neighbourhood Teams, and Community Safety to identify any child or groups of children who may present as being involved in serious violence, gang, or knife culture.

Bringing and carrying a knife/offensive weapon onto school/setting premises is a criminal offence and immediate action will be taken by calling the Police.

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

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

Peer on Peer abuse, Sexual Violence and Harassment

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

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

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

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

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

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

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

Blend Youth Project may also apply sanctions and consider all features in every case to assist in decision making.

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

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

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

- [Sexual Violence and Sexual Harassment between Children in Schools and Colleges \(DfE\)](#)
- [Keeping Children Safe in Education \(DfE\), part five.](#)
- [Safeguarding, sexting and sharing nudes. \(NSPCC Guidance 2025\)](#)

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

- [Derby and Derbyshire's Harmful sexual behaviour guidance](#)
- [Lucy Faithful Traffic Light Tool](#)
- Local intelligence and mapping tools and meetings for example at locality mapping meetings and CRE panels (Children at Risk of Exploitation).

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

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

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

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

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

All Staff should be alert to the potential need for Early Help for children, following the procedures identified for initiating Early Help using the local and current Safeguarding Partnership Threshold Document, and also consideration for a child who:

- Is disabled and has specific additional needs.
- Has special educational needs.
- Is a young carer.
- Is a privately fostered child.
- Has returned home to their family from care.
- Is showing signs of engaging in anti-social or criminal behaviour.
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence; and/or
- Is showing early signs of abuse and/or neglect.
- Is showing signs of emotional/mental ill health.
- Is showing signs of displaying behaviour or views that are extreme.
- Is misusing drugs or alcohol themselves:
- Not attending school or are at risk of exclusion from school.
- Frequently going missing/goes missing from care or from home.
- Is at risk of modern slavery, trafficking, exploitation, radicalised.
- Not in education, training, or employment after the age of 16 (NEET).

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

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

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

Starting Point is Derbyshire's first point of contact and referral service for Children; including advice, support and next steps. This includes a professional's advice line, and this is available for the Designated Safeguarding Lead to use.

Starting Point will ask at point of referral into Children's Services what early help work has been undertaken and that the referral is supported by an Early Help Record and Plan (EHRP).

Needs of Children with a Social Worker

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

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

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

Section 4: - Safeguarding roles and responsibilities

Staff induction

All staff will have an induction appropriate to their roles, which will include organisation vision/ethos, aspirations, and expectations of all staff, as well as what is considered acceptable and what is not. New staff will also receive information about systems within Blend Youth Project, including MyConcern recording platform training, which support safeguarding, including online safety and copies of policies; such as:

- Child protection/ safeguarding policy;
- Behaviour Management policy,
- 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/young person relationship and communications, including the use of social media.
- The safeguarding response to child-on-child abuse
- The role and names of the designated safeguarding lead, their deputy/ies, and the designated safeguarding trustee.

All staff will

Be aware of:

- The Stopping Domestic Abuse Together initiative (known nationally as Operation Encompass), a police-led early domestic abuse notification to schools.
- The safeguarding response to children who are absent from education.
- The safeguarding response to child-on-child abuse.
- 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.
- All staff must read *Part 1* (or *Annex A* where applicable) of *KCSIE 2025* and confirm understanding.
- Staff must be able to recognise signs of abuse and know how to record and report concerns immediately to the DSL.
- All staff must understand the procedures for reporting low-level concerns and allegations as set out in [KCSIE 2025 Part 4](#).

Know what 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;

- A child shares, produces, or receives a sexual communication, including sharing nudes/semi-nudes
- 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 Blend Youth Project, 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;
- Children with special education needs or disabilities (SEND), 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, 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, bi, or trans (LGBTQ+);
- 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.

All staff have responsibility for:

- Listening to, and seeking out, the views, wishes and feelings of children and can demonstrate this in their practice.

- Being alert to the signs of abuse, including specific issues in Safeguarding and their need to refer any concerns to the Safeguarding Designated Lead(s).
- Knowing who the Designated Lead(s) for Safeguarding are and who is the Link Trustee for Child Protection and Safeguarding.
- Feeling able to obtain feedback on all concerns reported to a Designated Safeguarding Lead.
- Feeling able to use the local safeguarding partnerships Escalation Policy and Dissent policies.
- Being aware of the 'Allegations Against Professionals' LADO procedures and feeling confident in being able to report concerns about other staff and the setting.
- Being aware of safer working practices.
- Being aware of the Blend Youth Project Whistle Blowing procedures and where to obtain further information, advice, and support.
- Sharing information and working together with agencies such as health and the police to provide children and young people with the help and support they need.
- Supporting children who have been abused in accordance with their Child Protection Plan.
- Children who go missing from school and or the classroom and particularly those where it is believed a child is leaving the country.
- Identifying children who may be vulnerable to criminal and sexual exploitation; including trafficking and knowing about what action to take, referring into children's services and or the police.
- Recognising that Home Educated Children can be more vulnerable than other children and ensuring processes are followed when a child is likely to be removed from the roll.
- Recognising that looked After Children and care leavers are more vulnerable than other children, and ensuring their needs are acknowledged and met by working with the allocated Social worker on the Pathway Plan and transitions into Post 16.
- Children identified as SEND can be more vulnerable and may not be able to recognise abuse, abusive situations or protect themselves from significant harm and exploitation.
- Identifying a young carer and ensure they are supported and signposted to organisations that can help them.
- Recognising that a child may be homeless and obtaining the necessary help and support to help them continue in education.
- Identifying a child may be privately fostered and they have a duty to notify Children's Services if it is thought or known they are being privately fostered or their living arrangements appear ambiguous.

- Being aware of what is extremism in all its forms, including ideologies and race hate. Therefore, understanding their duties under prevent.
- Recognising that children can abuse other children or their peers. That this may constitute sexual violence and/or harassment and is a child protection concern requiring action and reporting.
- Recognising emotional and mental health needs in children when children are struggling to seek advice and support including signposting to health agencies and organisations who can assist.
- Ensuring that their Child Protection training is up to date and undertaking refresher/updated training at least annually.
- The Senior Leadership Team/DSL are mindful of national / local Serious Case Reviews, and serious incident reviews to help inform their practice and implement any lessons learnt. ***(A summary of learning for schools is available in this policy Appendix A).***

We have provided a full list of staff appointed to the specific roles and responsibilities in safeguarding - **See Section 6**

Trustees, and BYP Senior Management are responsible for:

- Taking leadership responsibility for Blend Youth Project's Safeguarding and Child Protection arrangements.
- Ensure we are up to date with emerging issues in Safeguarding and recognise the strategies by the Local Authority in trying to keep children safe In Derbyshire, for example CRE/CSE/Online safety/Peer on Peer abuse.
- Ensure there are robust safer recruitment procedures and a framework of checks, tracking and monitoring.
- That they are up to date with emerging issues in Safeguarding and recognise the strategies by the Local Authority in trying to keep children safe In Derbyshire.
- Ensuring that we have a nominated link trustee for Child Protection and Safeguarding who can also provide a link to the Local Authority on matters of Safeguarding and with other partners and agencies.
- Ensuring that we have a lead Safeguarding Designated Lead(s) for Child Protection, appointed from the Senior Management Team and one who oversees and line manages the activities and the activities of all other leads in Blend Youth Project.
- That the DSL's are fully equipped to undertake the Safeguarding role and that they have access to the appropriate training and that has updates at least annually and with certified training *every two years*.

- The leadership team will ensure there is cover at all times and there is a clear pathway for raising and reporting concerns in a timely way. This will include a DSL being a point of contact for trips, outings and residential visits.
- That there are procedures in place in handling allegations against Staff, or Volunteers and any concerns staff and volunteers have (including concerns about the setting) are referred to the Local Authority Designated Lead (LADO) in every case.
- All Staff / anyone who has contact with a child or young person including Governors, volunteers and frequent visitors who will be working in Blend Youth Project settings is given a mandatory induction which includes knowledge regarding abuse, neglect, specific safeguarding issues and familiarisation with Child Protection responsibilities. The induction will also include procedures to be followed if anyone has any concerns about a Child's Safety or welfare, and knowledge about Blend Youth Project's policies and procedures.
- That all Staff have regular reviews of their own practice to ensure ongoing personal/professional development.
- All Staff / anyone who has contact with a child or young person including Governors and volunteers receives the appropriate training which is regularly updated.
- That we have in place effective ways to identify emerging problems and potential unmet needs for individual children and families.
- That important policy such as those for behaviour and bullying, are kept up to date.
- To ensure that children are taught about Safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- That the curriculum will implement sex, relationship and healthy relationship teaching and make the best use of PSHE to cover Safeguarding issues with children.
- We have in place an Online Safety Policy equipped to deal with a widening range of issues associated with technology.
- That we understand the need to identify trends and patterns regarding Children Missing from Education (CME) and to respond to / refer where required.
- That we understand the updated definition of child sexual exploitation and expectations around identifying, reporting and responding to any potential or actual cases of.
- That we notify the Children's Social Care department if there is an unexplained absence of a young person who is the subject of a Child Protection Plan.
- That we notify the Children's Social Care department if it is thought or known that a child or young person may be privately fostered.
- That we use the Local Authority Case Referral Pathway on reporting concerns about extremism or views considered to be extreme which may include a referral to PREVENT/CHANNEL and/or Social Care.

- Acting on the 'Learning from Serious Case Reviews' – see appendix A;
- Ensures that all Staff (governors and volunteers) are made aware of the schools/colleges Whistle Blowing policy.
- That all Child Protection records are kept centrally, kept up to date, are secure and reviewed annually.
- That all Staff aware of the GDPR 2018 regulations also do not use that as a reason not to share information about the welfare, health or safety of a child.
- Making sure that the Child Protection/Safeguarding Policy is available to parents and carers as appropriate including displaying on the Blend Youth Project website.

Designated Safeguarding Lead and Deputy Safeguarding Lead

- Designated members of the senior leadership team are appointed to the role of designated / deputy safeguarding leads to take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).
- The designated safeguarding lead co-ordinates the setting's safeguarding and child protection arrangements by providing advice and support to other staff on child welfare, safeguarding and child protection matters, including Stopping Domestic Abuse Together (SDAT) notifications, takes part in strategy discussions/meetings and inter-agency meetings – and/or supports other staff to do so - and contributes to the assessment of children.
- Blend Youth Project also has a deputy designated safeguarding lead to cover for when the designated safeguarding lead is not available; the lead responsibility however remains with the designated safeguarding lead.
- The designated safeguarding lead actively liaises with other staff with safeguarding responsibilities on matters of safety and safeguarding to ensure safeguarding and promoting children's well-being are effective.
- A designated safeguarding lead or a deputy is always available during delivery hours for the staff in Blend Youth Project to discuss any safeguarding concerns.
- More information about the role and responsibilities of the designated safeguarding lead can be found in [Keeping Children Safe in Education](#) (September 2025) Annex C: Role of the designated safeguarding lead.

Safeguarding Training

- In addition to the safeguarding training at induction, all staff will receive safeguarding training appropriate to their roles and responsibilities which is regularly updated as well

as Prevent Duty, child-on-child abuse and online safety training (which includes effective responses to sharing nudes/semi-nudes and an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring), so they are equipped with the knowledge and skills to keep children safe.

- They will also receive regular safeguarding and child protection (including online safety) updates at least annually to help provide them with an awareness of safeguarding issues that can put children at the risk of harm ensuring they have the relevant skills and knowledge to safeguard children effectively.
- Those involved with the recruitment and employment of staff to work with children will have received appropriate safer recruitment training.

Section 5: - Key Safeguarding Contacts (Internal)

- The Designated Blend Youth Project Safeguarding Officer is: **Adam Cope [Head of Youth Services]** 07777 496163 / adam.cope@blendyouthproject.co.uk
- The Designated Leads for Alternative Education are:
 - **Georgie Draper [Alternative Education Manager]** 07483 077760 / georgie@blendyouthproject.co.uk
 - **Amy Bamford [Specialist Teacher – SEN & Progression]** 07399 243066 / amy@blendyouthproject.co.uk
- The Designated Leads for Youth & Community Work provision are:
 - **Leanne Barker [Youth Work Manager]** 07484 049784 / leanne@blendyouthproject.co.uk
 - **Emma Jarvis [Youth Work Manager]** 07375 675184 / emma@blendyouthproject.co.uk
- The Designated Valley CiDS Safeguarding Officer is: **Ian Tannahill [CEO]** 07535 214907 / ceo@valleycids.co.uk
- The Link Trustee for Safeguarding is: **Jonathan Brook** 07535 216890 / jonathan@valleycids.co.uk

Section 6: - Ensuring a safe environment for all children

- Blend Youth Project provides a safe environment where children can learn and develop. This is an essential part of our whole project approach to safeguarding which incorporates a culture of vigilance where children's welfare is promoted, timely and appropriate safeguarding action is taken for children who need extra help or who may be suffering, or likely to suffer harm.
- The project environment is safe and secure and protects our learners from harm or the risk of harm. Positive behaviours are consistently promoted, and abusive or inappropriate behaviour challenged. A positive and supportive environment is promoted which gives learners a sense of being valued.
- We will ensure that all Staff (and Volunteers) are competent to carry out their responsibilities for Safeguarding in promoting the welfare of children by creating an environment and an ethos whereby all Staff including volunteers feel able to raise concerns, along with being supported in their Safeguarding role.
- We will endeavour to create a culture of listening to children, taking account of their wishes, feelings and voices both in individual decisions and in the Project's development (use of Youth Management Teams).
- That all buildings; including their surroundings, are safe and secure places where children can feel safe.
- That parents/carers know about our principles in Safeguarding, who along with the local community are made familiar with including making public on our website and are able to participate in any policy, procedure or initiatives which contributes to the safety of the children in that local community.
- That we have clear protocols for visitors and contractors with procedures in place to ensure the appropriate questions are asked and checks made in line with KCSIE 2025.
- Blend Youth Project will follow the requirements as described in the Statutory Guidance Keeping Children safe in Education, September 2025, Part three and Part four.

Contractors

- Blend Youth Project will ensure that any contractor requesting access has a company ID which is checked and visible.
- Contractors will not be left unsupervised unless verified to engage in related activity.
- Contractors engaging in regulated activity relating to children will require an enhanced DBS check (including children's barred list information).

- Where the contractor does not have opportunity for regular contact with children, we will decide on whether a basic DBS disclosure would be appropriate.
- Records will be kept of checks carried out and any additional reassurances sought.

Visitors

- Blend Youth Project premises provide a safe learning environment with secure access. We recognise there are different types of visitors, those in a professional capacity, children's relatives or others visiting for activities or visitors via a third party and have processes in place to ensure they are suitable, are checked and monitored as appropriate.
- We recognise the importance of allowing access for local authority children's social care to conduct, or to consider whether to conduct an assessment and that staff from other partner agencies may need to visit to see a child or young person to either safeguard or promote their welfare. To support our decision making about appropriate checks regarding any professional visitor we operate using guidance outlined in the [DDSCP Briefing Note - Professional Visitors to Schools](#).

Section 7:- Responding to concerns about a child's welfare

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

- In an emergency take the action necessary to help the child, for example, call 999
- Do not assume a colleague or another professional will take action and share information that might be critical to keeping a child safe. Early information sharing is vital in keeping children safe, whether this is when problems first emerge, or when a child is already known to local authority children's social care
- Report your concern, including any possible private fostering arrangements, using the MyConcern recording system to the designated safeguarding lead or their deputy as soon as you can and by the end of the day at the latest.
- 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 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 and before the child is due to leave the school.
- Seek support for yourself if you are distressed from your Line Manager.

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 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^[1] 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)

[\[1\]](#) Prohibited items include knives and weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks pornographic images; any article that the member of staff reasonably suspects has been, or is likely to be used, to commit an offence, or to cause personal injury to, or damage to property of; any person (including the learner). *(Amend as per school/college behaviour policy)*

- 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 and or appearance may have changed, their attendance at school/college may have reduced, their ability to concentrate and focus may have altered, or you may have noticed other behavioural and or physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.
- It is not the responsibility of 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 a safeguarding concerns form. If a child or adult does begin to reveal that a child is being harmed, you should follow the advice in the section below *'If a child chooses to tell a member of staff about a concern or abuse'*.

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

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

- It takes a lot of courage for a child, parent, carer, or other significant adult to disclose that they are worried or have concerns. They may feel ashamed, the abuser may have

threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

- It is important they are reassured that they are being taken seriously, and that they will be supported and kept safe. They should not be made to feel they are creating a problem, blamed or ashamed for making a report.
- Reports, particularly those about sexual violence and harassment, if possible, should be managed with two members of staff present (preferably one being the designated safeguarding lead or a deputy), however this might not be possible in all cases.
- If a child or adult talks to you about any risks to a child's safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement.

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

- Allow them to speak freely, listen to what is being said without interruption and without asking leading questions;
- Keep questions to a minimum and of an open nature ('TED questions' tell me, explain, describe) i.e., 'can you tell me what happened?' rather than 'did x hit you?';
- Remain calm and do not overreact – the child (or their parent/carer) may stop talking if they feel they are upsetting you;
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me' ;
- Avoid admonishing the child or adult for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but they may interpret it that they have done something wrong;
- Do not be afraid of silences – remember how hard this must be for the child or adult;
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what do other family members think about all this;
- At an appropriate time tell the child or adult that to help them you must pass the information on;
- Do not automatically offer any physical touch as comfort; it may be anything but comforting to a child who has been abused;
- Tell the child or adult what will happen next. The child or adult may agree to go with you to see the designated safeguarding lead. Otherwise let them know that someone will come to see or contact them before the end of the day;
- Report verbally to the designated safeguarding lead ;
- Write up your conversation as soon as possible, on the MyConcern recording system and notify the designated safeguarding lead;
- Children should not be asked to write statements about abuse or any concerns that may have happened to them or sign the staff record;
- Seek support if you feel distressed. This may be sometime after the disclosure.

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 (Stopping Domestic Abuse Together/SDAT) 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, 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 staff who have a specific need to know
- Record the information securely on the child's MyConcern safeguarding profile
- 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, for example Vulnerability of children not in school guidance, Children and Young People Missing from Home or Care protocol, Self-harm and Suicidal Behaviour Guidance, Briefing Note: Harmful Online Challenges and Hoaxes, Guidelines for gathering information and assessing the needs of children whose parents have drug/alcohol issues, Practice Guidance Child Sexual Abuse within the Family, Practice Guidance for responding to Adults and Child Victims of Modern Slavery, Male Circumcision guidance, Was not brought guidance, Childhood Obesity: Health, Wellbeing and Safeguarding guidance for practitioners, Guidance for responding to Adults and Child Victims of Modern Slavery, Schools Stopping Domestic Abuse Together Guidance, Domestic Violence Risk Identification Matrix (DVRIM), Safelives DASH Risk Identification Checklist (domestic abuse risk to adults), Children at Risk of Exploitation assessment, Graded Care Profile (neglect); see DDSCP safeguarding children procedures [documents library](#)
 - National guidance and assessment tools e.g. [Stop it now](#) (sexual behaviours), [Contextual safeguarding](#) tools, [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

- Not directly approaching a child or parent/carer about an incident when the school/college have received a domestic abuse notification (SDAT) 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, 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.
- 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](#) (2023)
- In all cases where children are believed to be at risk of exploitation, complete and submit an [Information Sharing Form for Professionals Operation Liberty / Operation Blofeld](#) to raise concerns and share information

Notifying parents/carers

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

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

- In all cases Blend Youth Project will consider what support could be offered within the setting via pastoral support processes. (Pastoral support will be kept under constant review to ensure that it is effective.

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).
- Whenever a child and their family are supported via an early help assessment, the school/college will keep this under constant review and should the child's situation appear not to be improving or getting worse, consideration will be given to a referral to local authority children's services.
- For more information about the early help assessment process see Derby and Derbyshire Safeguarding Children; [Providing early help](#) procedure.

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

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

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

Anybody can make the referral

- Where it is believed that there are urgent child protection concerns, the designated safeguarding lead or deputy will make a referral to local authority children's social care by

phone and follow this up in 'writing' via the local authority Online Referral System. Non-urgent cases will be referred via the local authority Care Online Referral System.

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

Female genital mutilation (FGM)

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

Action following referral

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

- Where a referral was made by phone follow up the referral in writing using the online referral system within 48 hours and attaching any existing assessment e.g., early help assessment. In all cases this will also include information held about any place-based risks (harm outside of the home).
- Be aware that local authority children's social care should make a decision within one working day of the referral being made about what course of action they are taking and let Blend Youth Project know the outcome. If the information is not forthcoming, the designated safeguarding lead or another appropriate member of staff should follow this up.
- Maintain contact with the allocated social worker and support them or other agencies following any referral.
- Contribute to any strategy discussion or meetings.
- Support any Section 47 enquiries or statutory assessments that are carried out.
- Provide a report for, attend, and contribute to any initial and review Child Protection Conference. This includes sharing any reports with parents/carers and where appropriate, the child.
- Share the content of this report with the parent/carer and if appropriate the child, prior to the meeting.

- Attend core group meetings for any child subject to a Child Protection plan or Child in Need meeting for any child subject to a Child in Need plan
- Whenever there are concerns about the outcome of a Child Protection Conference, use the appropriate [Derby](#) or [Derbyshire](#) Child Protection Conference Professional Dissent Process
- Where a child on a Child Protection plan, Child in Need plan or who is Looked After moves from the school/college or if there are unexplained absences from school, immediately inform the child's social worker/key worker in local authority children's social care
- If after the referral the child's situation does not appear to be improving the designated safeguarding lead should press for re-consideration to ensure their concerns have been addressed and the child's situation improves. See Derby and Derbyshire [Multi-Agency Dispute Resolution and Escalation Policy](#)

Confidentiality and sharing information

- Blend Youth Project recognises the importance of information sharing between local agencies to effectively safeguard our young people / learners. We therefore operate with regard to HM Government [Information Sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers](#) (2018) and [DDSCP Information Sharing Guidance for Practitioners \(2022\)](#).
- All staff will be mindful of the seven golden rules to sharing information (See Appendix 3) and [Data Protection Act](#) (2018) and [UK General Data Protection Regulation](#) (UK GDPR) obligations. Staff are aware that the Data Protection Act 2018 and UK GDPR do not prevent or limit the sharing of information for the purposes of keeping children safe and promoting their welfare.
- Blend Youth Project 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 or deputy (or the most senior person on the premises if they are unavailable), headteacher or chair of governors/trustees (depending on who is the subject of the concern). That person will

then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

- 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 local authority 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.

Essential information for making a referral includes:

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

Other information that may be essential:

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

Record keeping

- All concerns, discussions and decisions made and the reasons for those decisions should be recorded the MyConcern recording system and following Blend Youth Project agreed processes. If in doubt about recording requirements staff should discuss with the designated safeguarding lead or their deputy.
- Records of concerns documentation, referrals and other written safeguarding information are kept in a child's MyConcern safeguarding profile and child protection file and stored separately from each child's education file; this file is 'tagged' to indicate that separate information is held.
- Child protection files are confidential and stored securely and only made available to relevant individuals.
- We will follow the recommended GDPR guidelines of all records kept on staff and children, in relation to Safeguarding.
- We know that the Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.
- We will follow the Local Authorities' current guidance on the [Child Protection Record Keeping Guidance for Schools](#) and await any instruction with regard to the National Inquiry into Child Sexual Abuse (historical Child Protection records on children and records on staff where there are allegations).
- We will not destroy any child protection/welfare records including records which hold information on allegations against staff and any other person working in or connected to Blend Youth Project.

Records will include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome, as well as a review of any progress made. Any professional differences of opinion about the safety of a child will also be recorded; see DDSCP Multi Agency [Dispute Resolution and Escalation Policy](#) and [Derby or Derbyshire](#) Child Protection Conference Professional Dissent Process

Support for those involved in a safeguarding/child protection issue

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

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

Section 8: - Safer Recruitment and selection of staff

- Blend Youth Project uses best practice and has adopted robust recruitment procedures as outlined in [Keeping Children Safe in Education](#) (September 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/students, trustees, and contractors. This forms a vital part of the whole organisation approach to safeguarding and is an essential part of creating a safe environment for young people.
- 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.
- In the pre recruitment process. We will in all cases check and verify:
 - the identity of candidates.
 - professional qualifications.
 - the right to stay and work in the UK.
 - is not subject to a prohibition order issued by the Secretary of State
 - References and ask for and follow up at least two references.
 - applications for gaps in employment.
 - If disqualification by association applies
- We must ensure staff and volunteers undergo appropriate checks via the Disclosure and Barring Service (DBS) relevant to their post;
- We must have procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed, removed due to Safeguarding concerns, or would have been had they not resigned; aware that this is a legal duty.

Volunteers

- We 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.
- Our volunteers will be adequately supervised, being aware of the differences between supervised and unsupervised interaction with the children;

Students/Work Placements

- We will induct all work experience and student placements, and supply them with this safeguarding and child protection policy and other policies deemed relevant for them to carry out their duties, safely and consistently.
- We will use a risk assessment model with the student to determine suitability, and expectations around the placement when commencing.
- If the student/teacher is over 18 years of age, we will seek a DBS check. If there are any concerns about this student, we will apply the Allegations against Professionals, volunteers, and carers criteria as an adult.
- If the student on placement is under 18 years of age, in some circumstances we will seek a DBS check, to help in determining this, we will seek advice. If there are any concerns about this student, we will follow Local Children's Safeguarding Procedures.

Section 9: - What staff should do if they have a safeguarding concern or an allegation about another member of staff or concerns about safeguarding practices.

- As part of our whole organisation 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/college (including student placements, contractors, and volunteers) will be reported, recorded, and dealt with promptly and appropriately.
- This includes whenever Blend Youth Project receives an allegation relating to an incident that happened when an individual or organisation was using their premises for the purposes of running activities for children.

By doing so everyone in Blend Youth Project 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 staff are clear about professional boundaries and act within these, in accordance with the ethos and value of the project.

Blend Youth Project recognises there are two levels of allegation/concern

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

Our response to concerns/allegations is consistent with the DDSCP Safeguarding Children [Allegations against Staff, Carers and Volunteers](#) procedure.

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

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.

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'. A 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 behaviour (code of conduct) policy, including inappropriate conduct outside of work, or

- Does not meet the harm threshold or is not serious enough to consider a referral to the Local Authority Designated Officer (LADO)

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

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

Concerns about safeguarding practices within the organisation

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

Section 10:- Important Safeguarding Contacts (External)

Local Safeguarding Contacts

Derbyshire Call Derbyshire (Starting Point):

Tel: 01629 533190

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

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

Starting Point Professionals Advice Line Children's

Tel: 01629 535353

Derby City First Contact Team

Tel: 01332 641172

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

Derby and Derbyshire LADO referral [form](#)

Email: Professional.Allegations@derbyshire.gov.uk

Derbyshire Police:

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

- 999 for emergencies or 101 for non-emergencies
- Mandatory reporting of Female Genital Mutilation (FGM) via 101

Prevent (Radicalisation and Extremism)

- Police Prevent (radicalisation/extremism) Team on 101 or directly via 0300 1228694
- Prevent/channel referral [form](#)
- For advice contact:

Derbyshire:- 01629 538473 or prevent@derbyshire.gov.uk

Derby:- 07765 222032 or sally.siner@derby.gov.uk

Virtual School for Looked After Children

- Derby: - Virtual School Head – 01332 640362 or graeme.ferguson@derby.gov.uk
- Derbyshire: - Helen Moxon, interim Virtual School headteacher 01629 538028, or virtualschool@derbyshire.gov.uk

Cybercrime

www.saferderbyshire.gov.uk/cyberchoices

<https://www.eastmidlandscybersecure.co.uk/cyber-choices>

Key National Contacts

DfE- one single access web link to access all local authority's reporting webpage or phone number for any concerns/worries about a child, young person and adult at risks.

[Report Child Abuse](#)

NSPCC -

National Helpline for adults:

Tel: 0808 800 5000

Helpline Report Abuse in Education:

Tel: 0800 136 663

Whistleblowing Advice

Tel: 0800 028 0285

[Help@nspcc.org.uk](mailto:help@nspcc.org.uk) (for all of the above)

Childline:

Tel: 0800 11 11

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:
- 0844 381 4772 helpline@saferinternet.org.uk

Police Anti-Terrorist Hot Line number

Tel: 0800 789 321

National Domestic Abuse Helpline

Tel: 0808 2000 247

Report harmful online content

- UK Safer Internet Centre – [report online harm](#). A national reporting centre that has been designed to assist anyone in reporting harmful content online
- [CEOP](#) – to report online sexual abuse or the way someone has been communicating online

Report Abuse in Education helpline

- Young people who have experienced abuse at school and parents and teachers who are concerned about sexual abuse in education settings can call the Report Abuse in Education helpline on 0800 136 663 or email help@nspcc.org.uk

Harmful Sexual Behaviour Support Services

- SWGfL Harmful Sexual Behaviour Support Service for the children's workforce 0344 2250623 or email hsbsupport@swgfl.org.uk
- [Stop it now!](#) For worries about a child's sexual behaviour, 0808 1000 900

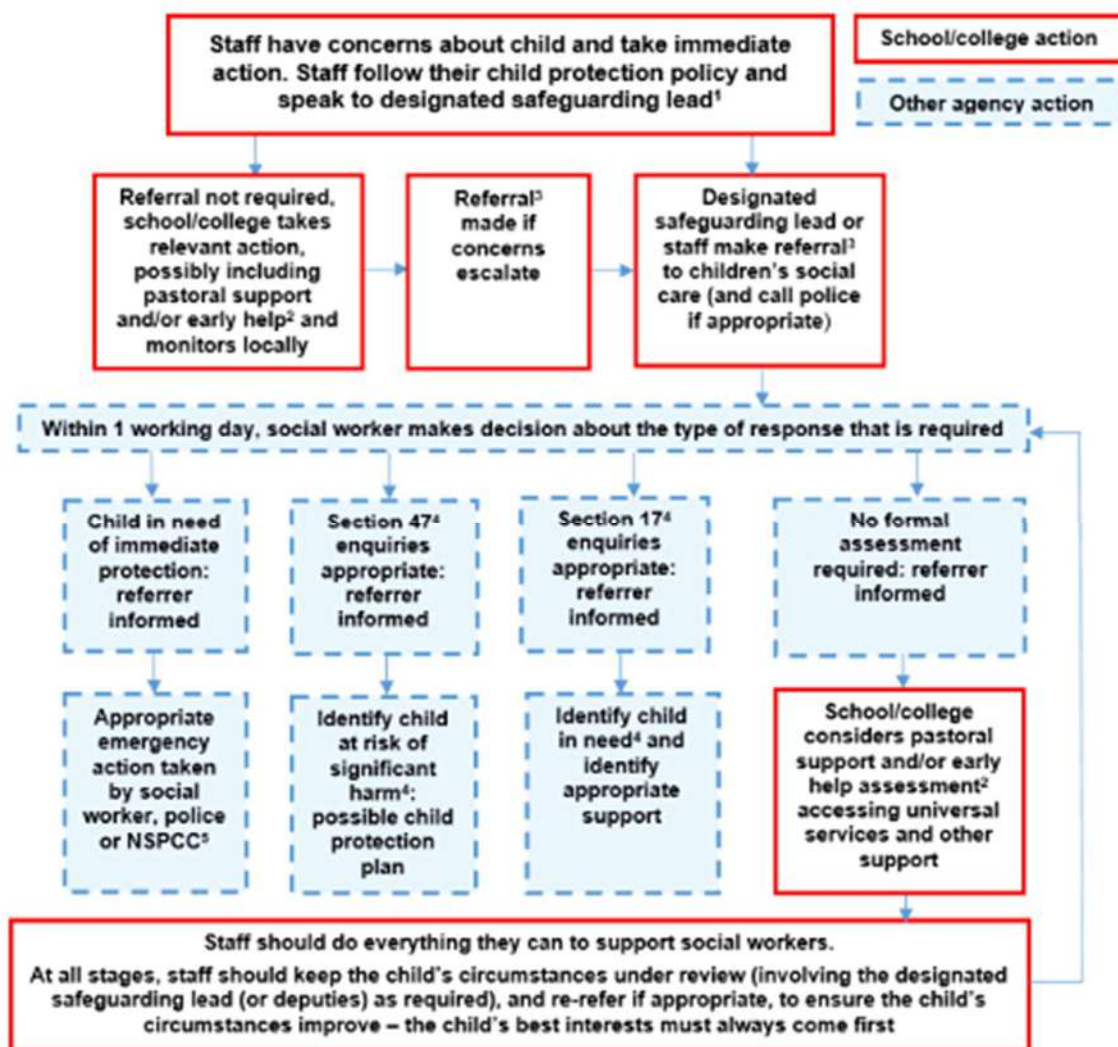
Appendix 1: Example Safeguarding Concern Recording Form

• Name of child	
• Date of birth of child	
• Child's address(es)	
• Name of parent/carer(s)	
• Phone numbers of parent/carer(s)	
• Date and time of incident	
• What is the nature of the concern/disclosure? Please include where you were when the child made the disclosure, when and where the incident occurred, who saw or heard what. <i>(Use additional sheet if required.)</i>	
• Was there an injury YES / NO Did you see it YES / NO	
• Describe the injury: Have you filled in the body map YES /NO	
• Was the child able to say what had happened? If so, how did <u>they</u> describe it (write down all the conversation - always use their words and no leading questions)	
• Who else, if anyone, was involved and how? Was anyone with you?	

Has this happened before? YES / NO Did you report the previous incident YES / NO	
Were there any obvious signs e.g., bruising, bleeding, changes of behaviour?	
Are the parents/carers aware of the concern/incident and the referral being made to safeguarding?	
Are there any concerns about the immediate safety of the child or a reason not to discuss these concerns with the parents?	
Actions taken and reasons – including dates and who this was reported to. Has this been reported with the DSL? When?	
Is the child known to any other services? – i.e., child protection plan in place or child in care – if so, contact social care	
Date reported to starting point and record advice	
Staff name	
Staff signature	
Date	

Appendix 2:

Safeguarding flowchart



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

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

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

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

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

Appendix 3:	The seven golden rules to sharing information
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- 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.
- 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.
- 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.
- 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.
- 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.
- 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).
- 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

Appendix 4:

Making a Referral

Essential information to include when making a referral:

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

Other information that may be essential:

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

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

Making a Referral

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

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

Confidentiality

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

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

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

Listening to the Child

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

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

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

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

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

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

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

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

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

Parental Consultation

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

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

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

Given the responsibility that parents have for the conduct and welfare of their children, professionals should encourage the young person, at all points, to share information with their parents wherever safe to do so.

Appendix 5:

Understanding Thresholds

Level 1 - Universal Open Access to Provision

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

Level 2 - Emerging Needs

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

Level 3 - Intensive

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

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

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

Level 4 – Specialist

Unborn babies, babies, children, young people and families whose needs are complex and enduring and cross many domains. More than one service is normally involved, with all professionals involved on a statutory basis with qualified social workers as the professional leads. It is usually local authority children's social care who act as the lead agency.

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

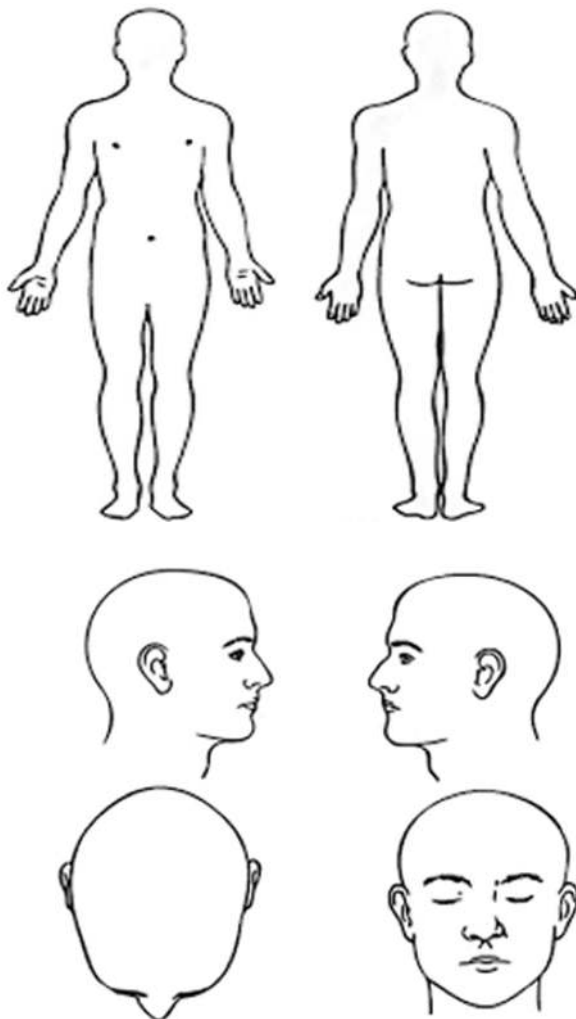
Appendix 6:

BODY MAP – REPORTING OF INJURIES

Date & Time of Observation		Name of young person	
Premises / Location		Staff member name / role	

Please note on the body map any bruising, scars, injuries, red marks or the like, giving as much detail as possible as to size, colour, etc.

Please pass the completed form to the relevant DSL without delay.



Staff account of observations made.

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Young person account of how the injury / injuries occurred, if any (remember – this information should be voluntary and not in response to any leading questions beyond “how did that happen?”):

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**Passed to DSL
(Name)**

Date / Time

Action Taken by DSL

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