# Alfreton Park School

Happiness and Wellbeing at Our Roots

# Child Protection and Safeguarding Policy

| Date | Review Date | Headteacher's Signature |
|---|---|---|
| September 2026 | September 2027 | J O'Donnell |
| Governors minute number: | 26/14 | |

Chair of Governors: **TBC**
Headteacher: Josie O'Donnell
Deputy Headteacher: Emma Durham

This policy was last reviewed in line with statutory guidance for schools in England – Keeping Children Safe in Education 2026. It will be reviewed by the Designated Safeguarding Lead in full on an annual basis and when required according to local/ national updates and presented to Governors for review annually.

Date of previous review: September 2025 Date of next annual review due: September 2026

Safeguarding and promoting the welfare of children is **everyone's responsibility**. **All staff** at Alfreton Park form part of the wider safeguarding system for children and young people. We ensure that our approach is child-centred and consider, at all times, what is in the best interests of the child. Our Golden Thread of Safeguarding runs through everything we do. Please see Appendix 6.

This is an overarching policy which forms part of an integrated suite of policies all aimed at ensuring the safety and wellbeing of our pupils. It applies to all pupils at Alfreton Park School, including during the extended school day.

Our Designated Safeguarding Team comprises of:

| | | |
|---|---|---|
| **Designated Safeguarding Lead (DSL)** | **Josie O'Donnell**<br>Head Teacher | josieo4@alfretonpark.derbyshire.sch.uk |
| **Designated Safeguarding Deputies – Core Team** | **Sharon Walker**<br>Senior Family Support Practitioner<br><br>**Emma Durham**<br>Deputy Head<br><br>**Leanne Squires**<br>Assistant Head<br><br>**Peter Csizmadia**<br>Assistant Head | swalker@alfretonpark.derbyshire.sch.uk<br><br>emmad1@alfretonpark.derbyshire.sch.uk<br><br>lsquires@alfretonpark.derbyshire.sch.uk<br><br>pcsizmadia@alfretonpark.derbyshire.sch.uk |
| **Designated Teacher for Looked After Children** | **Josie O'Donnell**<br>Head Teacher<br><br>Supported by<br>**Sharon Walker**<br>Family Support Worker<br>**Leanne Squires**<br>Assistant Head | josieo4@alfretonpark.derbyshire.sch.uk<br><br>swalker@alfretonpark.derbyshire.sch.uk<br>lsquires@ alfretonpark.derbyshire.sch.uk |
| **Designated Lead for Anti-Bullying** | **Katie Turner**<br>Phase Leader | kturner@alfretonpark.derbyshire.sch.uk |
| **E-Safety Officer** | **Katie Turner**<br>RSHE Lead | kturner@alfretonpark.derbyshire.sch.uk |
| **Designated Link Governor for Safeguarding** | **TBC** | TBC |
| **Designated Link Governor for Anti-Bullying** | **TBC** | TBC |

| | | |
|---|---|---|
| **Designated Link Governor for Looked After Children** | **TBC** | TBC |

## Management of the Policy

The Governing Body will:

- Ensure all governors are effective in the management of safeguarding
- Ensure all staff including governors and volunteers have read and have access to this policy
- Ensure that this policy is displayed on the school's website
- That this policy is overseen to ensure its implementation
- Review the content of this policy on an annual basis

The Head Teacher will report termly on safeguarding activity and progress within the school to the Governing Body.

The Head Teacher should report any significant issues that may have an impact on safeguarding within the school to the Chair of the Governing Body, using the relevant Local Authority processes.

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## 1. Local Authority Information

| Important Contact Information | |
|---|---|
| **Starting Point**<br>24/7, 365 days. Derbyshire contact and referral service for concerns that a child is suffering or at risk of significant harm<br><br>All other requests for support for children and their families use an online referral form | **01629 533 190** |
| **Call Derbyshire**<br>Adults 18+ | **01629 533 190** |
| **LADO** | **01629 531 940**<br>**Professional.allegations@derbyshire.gov.uk** |
| **DCC Child Protection and Safeguarding Team** | **01629 535 353**<br><br>**CS.CPMSchools@derbyshire.gov.uk** |
| **Police**<br>(Non-emergencies) | **101** |
| **CEOP**<br>Child Exploitation and Online Protection | **https://www.ceop.police.uk** |
| **NSPCC**<br>National Helpline | **0808 800 5000** |
| **Childline** | **0800 11 11** |
| **PREVENT**<br>Lead Officer at DCC - Seamus Carroll<br><br>Derbyshire Police can route non-urgent referrals through to the PREVENT Team | **Seamus.carroll.derbyshire.gov.uk**<br>**01629 531 079**<br><br>**101** |
| **Derbyshire Safeguarding Children's Board**<br>Including policies procedures and guidance | http://derbyshirescbs.proceduresonline.com/index.htm |
| **DCC Child Protection Safeguarding Team** | **01629 532 178** |
| **Derbyshire Threshold Document to assist with meeting a child's needs in Derbyshire** | http://derbyshirescbs.proceduresonline.com/chapters/docs_library.html#guidance |

## 2. Supporting Guidance and Legislation

| | | |
|---|---|---|
| Working Together to Safeguard Children | | www.workingtogetheronline.co.uk/index/html |
| Keeping Children Safe in Education | | https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2026.pdf |
| What to do if worried a child is being abused: Advice for Practitioners | | https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2 |
| Information Sharing Advice for Practitioners providing Safeguarding Information to Children, Young people, Parents and Carers | | https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice |
| The Prevent Duty Departmental Advice for Schools and Childcare Providers | | https://www.gov.uk/government/publications/prevent-duty-guidance |
| Procedures for Allegations made against Professionals (allegations of abuse by teachers and other staff) | | http://derbyshirescbs.proceduresonline.com/p_alleg_staff_carer_volunteer.html |
| Signs and indicators of specific safeguarding issues | | www.derbyshirescb.org.uk |
| Local Authority Threshold Document | | https:www.derbyshire.gov.uk/site-elements/documents/pdf/social-health/children-and-families/support-for-families/derbyshire-safeguarding-children-board-threshold-guidance.pdf |
| Early Help Offer and Starting Point | | www.derbyshire.gov.uk/startingpoint |
| Guidance for safer working practice for those working with children and young people in education settings | | https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwj4xsuSmMj3AhWFUcAKHRDIAVgQFnoECAcQAQ&url=https%3A%2F%2Fwww.kelsi.org.uk%2F__data%2Fassets%2Fword_doc%2F0015%2F30147%2FLADO-Guidance-for-safer-workplace-practice.doc&usg=AOvVaw1GrDqwFCTCAjArnESyagk7 |

## 3. Key Changes Since Last Review

In the last review (September 2026) key changes were:

| Section/Page | Changes |
|---|---|
| Throughout | To include reference to updated statutory guidance Keeping Children Safe in Education 2026 |
| Online Safety | Schools should now be aware of risks related to generative AI, AI-generated content and AI-enabled interactions |
| Children absent from education | Clarification of the role of schools in relation to **children who are absent from education**, recognising absence as a possible indicator of safeguarding concerns. |
| Reporting and recording | Clarification regarding **DSL cover arrangements**, including the need for robust systems ensuring safeguarding concerns are acted upon promptly during periods of absence. |
| Filtering and monitoring | Strengthened expectations regarding **filtering and monitoring systems**, including annual review arrangements and clear allocation of responsibilities. |

## 4. Definition of Safeguarding

Safeguarding and promoting the welfare of children is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the impairment of children's mental and physical health or development
- Making sure that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

## 5. Principles and Aims

**Alfreton Park School is committed to being a safe school in which our pupils can learn, develop and achieve the best outcomes. The safety and well-being of all pupils is our priority.**

The aim of our policy is to provide clear procedures (national, local and school) to ensure that all

of our pupils are safe and protected from harm. We will always work to:

- Protect our pupils from maltreatment
- Prevent impairment of our pupils' health or development
- Ensure that our pupils grow up in circumstances consistent with the provision of safe and effective care
- Take action to enable all our pupils to have the best outcomes
- Establish and maintain an environment where pupils feel secure, are encouraged to communicate and are listened to
- Consider, at all times, what is in the best interests of the child
- Operate a child-centered approach with a clear understanding of the needs, wishes, views and voices of our pupils
- Ensure that everyone feels confident that they can report all matters of safeguarding, where the information will be dealt with swiftly and securely
- Maintain safe buildings and surroundings in which children can feel safe
- Work in a coordinated way with other agencies (social care, the police, health services etc.) to promote the welfare of children and keep them safe from harm.
- Ensure that action is taken in a timely manner to safeguard and promote children's welfare if concerns arise

**Safeguarding and promoting the welfare of children is everyone's responsibility.** Our policy applies to all pupils, staff, parents, governors, students and volunteers. Everyone should have a clear understanding regarding abuse and neglect in all forms; including how to identify, respond and report. This includes understanding the process for allegations against professionals.

Our policy takes into account the procedures and practice of the Derbyshire Safeguarding Children's Board.

It applies to our pupils when they are attending extended school activities. Everyone has an equal responsibility to act on any suspicion that might suggest a pupil is at risk of harm.

Pupils may stay at Alfreton Park until the end of the academic year in which they have their 19th birthday. This safeguarding policy will apply to these young people; however, it must be noted that there are some differences in procedures where pupils are over the age of 18.

All pupils, regardless of age, gender, ability, culture, race, language, religion or sexual identity have an equal right to protection.

## 6. Alfreton Park School Ethos

At Alfreton Park School we believe that the only way to effectively safeguard the well-being of our pupils is to put them at the centre of a system in which they feel safe and in which they can talk and be listened to.

Alfreton Park School specialises in educating pupils with severe and complex special educational needs and disabilities (SEND). Our pupils include those with severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), communication difficulties, autism and challenging behaviour. We recognise that children and young people with disabilities are at a higher risk of experiencing abuse and our pupils are an extremely vulnerable group.

Staff should recognise the complexity of abuse. They should be alert to the indicators of abuse whilst being aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases most issues will overlap with one another.

Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse, such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEND can be disproportionally impacted by things like bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

Every individual within the Alfreton Park community will play their part in safeguarding our vulnerable pupils, including working in partnership with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children. We recognise the importance of sharing information with other professionals and working together with them to get a full picture of need so that the right help can be given to a child.

Small class sizes mean that staff to get to know pupils well, which enables them to recognise even the smallest change that may indicate abuse, identify concerns early and provide help for our pupils to prevent concerns escalating.

Throughout our whole curriculum we will provide activities that will develop communication skills, choice making, emotional well-being, life skills and advocacy play a large part in our curriculum,

developing our pupil's ability to identify risks and keep themselves safe. We have an ethos which promotes a positive, supportive and secure environment, which gives pupils a sense of being valued.

We recognise that areas of particular risk for our pupils include:

- Physical intervention
- Personal care
- Intimate care
- Changing for swimming and PE
- Sleeping arrangements during residential visits
- Those with communication difficulties

Staff should ensure they adhere to school policies relating to these areas.

## 7. Roles and Responsibilities

### The Governing Body

The Chair of our Governing Body is **TBC**.

The Governing Body is accountable for ensuring the effectiveness of this policy and for our compliance with it. Though the Governing Body as a whole share the responsibility, we also have a named Governor who champions safeguarding and this is **TBC**.

The Governing Body will ensure that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices.

The Governing Body will ensure that:

- They are up to date with emerging issues in safeguarding and recognise the strategies in the local authority for keeping children safe in Derbyshire
- There is a nominated link governor for child protection and safeguarding
- They have appointed an appropriate senior member of staff from the school leadership team to the role of Designated Safeguarding Lead (DSL) and that there are enough Designated Safeguarding Deputies for the size of the school
- The DSLs are fully equipped to deal with the role and that they have access to appropriate training with updates at least annually and with certified training every two years
- There is an effective child protection policy in place, that it is reviewed annually and that it is available via our school website
- Appropriate safeguarding responses are in place to children who go missing from education, particularly on repeat occasions, to help identify the risks of abuse and neglect, including sexual abuse or exploitation and to help prevent the risks of their going missing in future.
- The Safeguarding Policy is underpinned by a range of other effective policies and procedures to

ensure that appropriate action is taken in a timely manner to safeguard and promote children's welfare.

- There is a staff code of conduct policy, which should include (amongst other things) acceptable use of technologies, staff/pupil relationships and communications including the use of social media (This is not intended to be an exhaustive list)

- There is an Online Safety Policy quipped to deal with a widening range of issues associated with technology. They should also ensure that children are taught about safeguarding, including online, through teaching and learning opportunities, as part of a broad and balanced curriculum

- Recognise the expertise staff build by undertaking safeguarding training and managing concerns on a daily basis

- A proportional risk-based approach to the level of information that is provided to temporary staff and volunteers

- All members of the Governing Body undertake Safeguarding and Child Protection training to ensure they have the knowledge and information needed to understand their responsibilities and perform their functions

- All members of the Governing Body undertake enhanced DBS checks upon appointment. Each year thereafter, along with all staff, they complete a childcare disqualification regulations declaration form

- The school maintains a culture where staff are confident to challenge senior leaders about safeguarding concerns

- The Designated Safeguarding Team attend refresher training and that all staff who work with our pupils undertake relevant and appropriate refresher training on an annual basis, as well as receiving regular updates as necessary via email, staff meetings, e-bulletins etc.

- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance

- Safer recruitment procedures are followed in accordance with the requirements of Keeping Children Safe in Education 2026

- There is an appointed designated teacher who is responsible for promoting the educational achievement of children who are looked after and ensure that this person has appropriate training

- Staff have the skills, knowledge and understanding necessary to keep looked after children safe

- There is a nominated governor for Children who are Looked After

- There are procedures in place for handling allegations against staff or volunteers and that any such allegations are brought to the attention of the Local Authority Designated Officer (LADO) in every case in a timely manner

- Provide challenge and a coordinated offer of support to ensure that Alfreton Park is a safe school in which pupils can learn, develop and achieve the best outcomes

The Governing Body will receive a safeguarding report at meetings with a record (which does not name individual pupils) of safeguarding activity that has taken place.

**The Head Teacher**

The Head Teacher is Josie O'Donnell. The Head Teacher will ensure that:

- The policies and procedures adopted by the governing body are kept up to date and are fully implemented, and followed by all staff

- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and her Deputies to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children

- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with the Confidential Reporting Code (Whistleblowing)

- This Safeguarding and Child Protection Policy and all policies which relate to it, including the staff code of conduct, as well as Part One of Keeping Children Safe in Education 2026, will be provided to all staff on induction

- In accordance with Derbyshire procedures, we carry out an annual audit of our safeguarding provision (S175 Safeguarding Audit, a requirement of the Education Act 2002 and 2006) and, when requested, a copy is sent to the Local Authority Safeguarding Team

- That one of the Designated Safeguarding Team are always on the premises during school time and available for staff to discuss any safeguarding concerns. Contact can be made by telephone with the DSL to raise concerns during residential visits

- That all staff including volunteers and frequent visitors are 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 for what to do if anyone has concerns about a child's safety or welfare, and knowledge about Alfreton Park's policies and procedures

- That all staff have regular reviews of their practice to ensure ongoing personal/professional development

- Provide opportunities for staff to contribute to and shape safeguarding arrangements and child protection policy

- That all staff receive appropriate training which is regularly updated (at least annually).

**The Designated Safeguarding Lead (DSLs)**

The Designated Safeguarding Leads should take a lead responsibility for safeguarding and child protection. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the

ultimate lead responsibility for safeguarding and child protection remains with the DSL. This responsibility should not be delegated.

The Lead DSL at Alfreton Park School is Josie O'Donnell (Head Teacher). She is supported in her role by 4 core Designated Deputies:

- Sharon Walker (Family Support Worker)
- Emma Durham (Deputy Head)
- Leanne Squires (Assistant Head)
- Peter Csizmadia (Assistant Head)

The Designated Safeguarding Team will ensure that:

- They keep their knowledge and skills up to date (for example via e-bulletins, meeting other DSLs, taking time to read and digest safeguarding materials etc.). This is in addition to formal training

- The responsibilities for child protection and safeguarding children are fully embedded within the school ethos and that specific duties are discharged.

The deputies will assist the Designated Safeguarding Lead in all aspects of the role including dealing with referrals, attending Child Protection Conferences and supporting our pupils.

**If you have any concerns about safeguarding, please discuss them with a member of the Safeguarding Team who are there to offer support, advice and expertise.**

The DSL is responsible for ensuring that:

- The Safeguarding and Child Protection Policy is reviewed and updated on an annual basis.

- All staff, students and volunteers are aware of this policy and the procedures they need to follow.

- All staff, students and volunteers have received appropriate child protection information during induction and have access to Safeguarding and Child Protection Training.

- Staff receive Safeguarding and Child Protection Induction Training within 6 weeks of joining Alfreton Park School.

- All staff receive refresher training in Safeguarding and Child Protection at least on an annual basis. Any other safeguarding initiatives will be addressed through staff meetings as they arise.

- They keep detailed and accurate written records, which are kept confidential and stored securely.

- When pupils leave the school, that their safeguarding/child protection file is discussed with

the Designated Safeguarding Lead at the new placement as soon as possible and that the file is transferred separately to the main pupil file. This file should contain all welfare as well as child protection concerns.

- They have a systematic means of monitoring pupils known, or thought to be at risk of harm.

- That all Child Protection records are kept centrally, kept up to date, are secure and reviewed annually.

- That all staff are aware of the Private Fostering Policy and have an understanding of host families and recognising that they have a duty to notify the local Children's Social Care Department if it is thought or known that a child may be privately fostered or subject to host family arrangements which are unclear or ambiguous.

- Information and reports are provided to the Governing Body as required.

The Designated Safeguarding Team will be proactive in identifying appropriate training courses to develop and enhance their knowledge. They will attend relevant refresher training courses for their role as a minimum every two years.

The school has robust arrangements to ensure continuity of safeguarding responsibilities when the lead DSL is unavailable. Safeguarding concerns can be raised promptly with the appropriately trained deputy DSLs and through agreed communication systems to ensure concerns are monitored and acted upon without delay. There will always be at least 1 DSL on site.

**All Staff**

All staff at Alfreton Park School have a responsibility to provide a safe environment in which pupils can learn by:

- Being aware of the signs of abuse and neglect, including specific issues in safeguarding, so that they are able to identify cases of children who may be in need of help and protection.

- Being aware of the Derby and Derbyshire Safeguarding procedures and ensuring that these are followed.

- Listening to and seeking out the view, wishes and feelings of children and young people, ensuring that the child's voice is heard and referred to.

- Identifying children who may be in need of extra help or who are suffering, or are likely to suffer significant harm.

- Knowing who the Designated Safeguarding Team are as well as the link person for Anti-Bullying, LAC etc. and sharing concerns promptly with the relevant person.

- Sharing information and working with other agencies to provide children with the support they need.

- Seeking early help where a child or family would benefit from coordinated support from

more than one agency.

- Taking appropriate action, working with other services as needed.
- Work within the Staff Code of Conduct and other school policies.

- Take a proactive role in ensuring that Alfreton Park School is a safe school.

- Maintaining an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of the child, staff members should always act in the interests of the child.

- Completing paperwork fully and accurately, including writing up telephone calls, conversations in person and email contact and sharing these promptly with a member of the Designated Safeguarding Team.

- Being aware of the Whistle Blowing and 'Allegations against Professionals' LADO procedures and feeling confident in being able to use them, including how to report concerns about other staff and the setting.

- Ensuring that their child protection training is up to date, undertaking refresher training at least annually.

- Completing the childcare disqualification regulations declaration form annually

- Recognising the importance of learning from national and local Serious Care Reviews (SCR), and being aware of the impact this has on how they carry out their safeguarding and child protection roles and responsibilities.

## 8. Induction and Training

When new staff join Alfreton Park School they will be provided with:

- Information regarding the names of the Designated Safeguarding Team and how to contact them.

- A copy of our Safeguarding and Child Protection Policy.

- Keeping Children Safe in Education (September 2026): Part One.

- Information regarding our Staff Code of Conduct.

They will be asked to sign to say they have received these and that they have read and understood them. Staff are guided through procedures for recording and reporting safeguarding concerns by their line manager as part of their induction. We aim to provide safeguarding training within a maximum of six weeks of starting.

In addition to this induction training, staff will undertake appropriate training on at least an annual basis and receive updates via email, staff meetings or e-bulletins to keep their knowledge and skills up to date and to provide them with relevant skills to safeguard children effectively.

All induction and training will be in line with advice from the Derbyshire Safeguarding Children's Board.

Staff are encouraged to keep themselves up to date with developments in safeguarding.

The Designated Safeguarding Team will attend refresher training every two years.

Members of our Governing body will also attend Safeguarding and Child Protection training in order that they can fulfil their responsibility to our pupils to help in keeping them safe.

## 9. Online Safety and Filtering and Monitoring

Pupils at Alfreton Park School are extremely vulnerable in a world of 21st Century technology. They may have advanced computing skills without awareness of the dangers that they face online. Pupils may have access to mobile phones, tablets and computer and these are a source of fun, education and communication. However, we know that some people will use these technologies to harm children and young people.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

**content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.

**contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

**conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g., consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and

**commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Our school online safety policy explains how we try to keep pupils safe in school. Cyber-bullying by pupils will be treated as seriously as any form of bullying and will be managed through our Anti- Bullying policy. Class teachers provide an Online Safety Curriculum to pupils at Alfreton Park School and ensure that online safety is included in all relevant lessons.

Our school internet systems are provided by Netsweeper and this provides a robust web filtering system. The lead DSL has annual awareness sessions on the use and effectiveness of these systems and processes and understands how they work and what to monitor. All electronic devices are covered. Systems to allow staff to access materials for teaching are password protected.

Filtering and monitoring systems will be reviewed at least annually by the member of the Senior Leadership Team with responsibility for filtering and monitoring, supported by the Designated Safeguarding Lead and IT support. Records of these reviews will be maintained. Responsibilities for filtering and monitoring are clearly identified and understood by relevant staff.

As advised in KCSIE 2026, we carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks our pupils face. A copy of this risk assessment can be found in the appendices of this policy, and our online safety policy.

Staff are asked to sign to say they agree to abide by our Acceptable User Agreement.

The Department for Education has published a document: Generative AI: product safety expectations - GOV.UK to support schools to use generative artificial intelligence safely, and explains how filtering and monitoring requirements apply to the use of generative AI in education. When considering the use of AI at Alfreton Park School, we follow the Education Data Hub - AI Policy Guidance for Schools and complete a Data Protection Impact Assessment (DPIA).

In line with KCSIE 2026, the school recognises that generative artificial intelligence presents safeguarding opportunities and risks. Staff will be alert to concerns arising from pupils' use of AI systems, including exposure to harmful content, grooming, misinformation, disinformation, AI-generated sexual content, online exploitation and inappropriate interactions with AI-powered applications. Safeguarding arrangements, filtering and monitoring systems and curriculum provision will reflect these evolving risks.

## 10. Looked After Children

Our Designated Teacher for Looked After Children (LAC) is Josie O'Donnell (Head Teacher). She is supported in this role by Sharon Walker (Family Support Worker) and Leanne Squires (Assistant Headteacher). Looked after children are more vulnerable than other children and often have poorer educational outcomes, therefore ensuring their well-being, safety and welfare and helping them to reach their full potential is essential.

The most common reason for children to be looked after is as a result of abuse and/or neglect and Josie ensures that all staff are aware of the legal status of each looked after child (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility.

Josie, Sharon and Leanne have information about the child's care arrangements and the levels of authority delegated to the carer by the local authority looking after him/her. As Designated Safeguarding Lead, Josie also has details of the child's social worker and the name of the Virtual School head teacher in the authority that looks after the child.

Josie, Sharon and Leanne work with the Virtual School Head Teacher to ensure that funding is best used to support the progress of looked after children at Alfreton Park School and meet the needs identified in the child's personal education plan (PEP).

## 11.Child Sexual Exploitation

Child Sexual Exploitation is a form of abuse in which children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

At Alfreton Park many of our pupils have learning difficulties, including autism, which lead to difficulties in understanding social relationships.

This in turn increases their vulnerability to forms of abuse such as child sexual exploitation and hate/mate crime. Our curriculum and staffing ratios offer opportunities to develop communication and social understanding both on an individual basis and in small groups. A range of pupil voice opportunities, such as student council, support our pupils in learning to be confident in talking about issues that are important to them.

Risk factors may include:

- Going missing
- Engagement in offending
- Disengagement from education
- Using drugs or alcohol
- Unexplained gifts/money
- Repeat concerns about sexual health
- Decline in emotional well-being

All suspected or actual cases of CSE are a safeguarding concern in which child protection procedures will be followed, which will include referral to the police. If staff have any concerns about a pupil, they will refer to Josie O'Donnell, the Designated Safeguarding Lead or in her absence, any of the deputy DSLs named in this policy.

## 12.So called 'honour-based' violence (HBV)

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

If in any doubt, staff should speak to the designated safeguarding lead. If staff have a concern regarding a child that might be at risk of HBV, they should activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

## 13.FGM

Though we have fewer girls than boys at Alfreton Park School, our Safeguarding training includes raising awareness of FGM. Staff are aware that it "comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons." (World Health Organisation-1997).

Staff have been made aware that it is illegal in the UK and a form of child abuse that has long-lasting harmful consequences.

All school staff should be aware that a girl is at particular risk of FGM if the family come from a community that is known to practice FGM, especially if there are elderly females present. UK communities that are most at risk of FGM include Kenyans, Somalis, Sudanese, Sierra Leoneans, Egyptians, Nigerians and Eritreans. However, women from non-African communities that are at risk of FGM include Yemeni, Kurdish, Indonesian and Pakistani women.

Indications that FGM have taken place include prolonged absence from school, including a noticeable behaviour change. Girls are at particular risk during school summer holidays. This is the time when families may take their children abroad for the procedure. Many girls may not be aware that they be at risk of FGM.

**If a member of staff discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, THEY MUST report this to the police** (under section 74 of the Serious Crime Act 2015). Those failing to do this will face disciplinary sanctions. Unless the teacher has a good reason not to, they should discuss any such case with the Designated Safeguarding Lead and involve children's social care as appropriate.

If a woman has already undergone FGM and it comes to the attention of any professional, consideration needs to be given to any Child Protection implications e.g., for younger siblings, extended family members and a referral made to Social Care or the Police if appropriate.

## 14.Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage (as opposed to a consensual arranged marriage) is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example).

Duress cannot be justified on religious or cultural grounds. Forced marriages of children may involve non-consensual and/or underage sex, emotional and possibly physical abuse and should be regarded as a child protection issue and referred to Children's Social Care. Forced marriage is primarily, but not exclusively, an issue of abuse against girls and young women, however there is evidence to suggest that 15% of victims are male.

## 15.Child on Child Abuse

We recognise that some children abuse other children or their peers; the reasons for this are complex and are often multi-faceted.

We understand that we need as a school to have clear mechanisms and procedures in place to identify and report incidents or concerns. We aim to reduce this behaviour and any related incidents with an expectation to eliminate this conduct in the school.

Child on child abuse 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 may mean a referral into the Police and Social Care. The school/college will consider and may apply the disciplinary policy. The school/college will offer support to a victim.

We recognise child on child abuse can take some of these forms;

- Language seen as derogatory, demeaning, inflammatory
- Unwanted banter
- Sexual harassment
- Hate
- Homophobia, based on gender differences and orientation/based on difference.
-

We are working hard as a school to be proactive and to challenge this type of abuse. We aim to use approaches in the curriculum to address and tackle child on child abuse.

## 16.Radicalisation and Extremism

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, then participate in terrorist groups.

Extremism is vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

There have been attempts to radicalise vulnerable children and young people to hold extremist views including justifying political, religious, sexist or racist violence or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

We will ensure that all staff, governors and volunteers will adhere to the duties in the Prevent Guidance 2015 to prevent radicalisation. We will respond to any concerns about Prevent as a Safeguarding concern and will report in the usual way using local safeguarding procedures. We will work in partnership, undertaking risk assessments where appropriate and proportional to risk, building our children's resilience to radicalisation.

We will use the relevant forms to record any concerns, keeping records which will be treated as a Child Protection Record, storing them appropriately.

With the support of our speech and language therapy team, all pupils at Alfreton Park School are supported to develop their communication skills. This includes the use of signs, symbols, electronic devices, grids etc. Training in Equality and Diversity is provided to staff and we address the fundamental British Values through our curriculum, including activities such as celebrating Diversity Day. We provide a safe environment for exploring and debating controversial issues that pupils may see online and on television and support them in developing a balanced understanding of the issues.

Pupils are safe from terrorist and extremist materials when accessing the internet in school. We are committed to providing effective filtering and this will include monitoring the activities of children when online in school.

Keeping our young people safe from the risks of radicalisation is a safeguarding matter and staff who have concerns should report them to a member of the Designated Safeguarding Team, who will pass them on through the appropriate channel.

## 17.Early Help

The definition of early help has been updated to 'support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse'

Alfreton Park is committed to working in partnership with parents and carers to promote the well-being and safety of our pupils. Working Together to Safeguard Children states "Providing early help is more effective in promoting the welfare of children than reacting later on". Starting Point is Derbyshire's first point of contact and referral service for children, including advice, support and next steps.

All of the pupils at Alfreton Park are more vulnerable due to their disability. They may also experience family circumstances which increase their vulnerability such as substance abuse, adult mental health and domestic violence/abuse.

We employ a family support worker who works closely with families from induction into the school onwards. She provides a critical role in providing support as soon as a problem emerges, at any point

in a child's life. She shares information with other professionals to support early identification and assessment. Where necessary she takes on the role of lead professional, and with support from the designated safeguarding lead, liaises with other agencies to set up inter-agency assessment where

appropriate. Sharon keeps our pupils under review and will support a referral to social care of the child's situation does not appear to be improving.

We have 167 pupils on roll and our higher staffing ratios enable staff to get to know pupils well. All staff identify children who may benefit from early help and will share these concerns with Sharon (FSW). All staff and Governors have an awareness of the early help process. For more information staff can refer to Derbyshire's Early Help Offer and Starting Point at: www.derbyshire.gov.uk/startingpoint.

A copy of our Safeguarding Policy and other supporting policies and guidance are published on our website. Parents and carers will be informed of our legal duty to promote the welfare of our pupils and to report concerns to statutory agencies should it be necessary. However, the school will normally seek to sensitively discuss any concerns about a child with their parents/carers.

We respect the right of parents and carers to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a pupil from harm.

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

• is disabled or has certain health conditions and has specific additional needs
• has special educational needs (whether or not they have a statutory Education, Health and Care plan)
• has a mental health need
• is a young carer
• is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
• is frequently missing/goes missing from education, home or care
• has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
• is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
• is at risk of being radicalised or exploited
• has a parent or carer in custody, or is affected by parental offending
• is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
• is misusing alcohol and other drugs themselves
• is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
• is a privately fostered child.

## 18.Children Missing from Education

We recognise that being missing from school is a potential indicator of abuse, sexual exploitation and radicalisation. We have effective systems for registering our pupils' arrival at school and for dealing with unexplainable and/or persistent absences from education (Please refer to our Attendance Policy). We ensure we maintain the appropriate information about each child and where they live, and ensure we amend this when it changes. When we are informed that a pupil will be changing school, we amend the attendance register to include the appropriate information.

Staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage.

Staff should be aware that repeated, persistent or prolonged absence may be a warning sign of abuse, neglect, exploitation, county lines activity, mental health difficulties, substance misuse, forced marriage, female genital mutilation, radicalisation or other safeguarding concerns. Early intervention is essential.

We notify the local authority when a pupil's name is to be deleted from the admissions register under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended, as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register.

If a pupil does not arrive, we will always ring parents/carers to find out why if we have not received a phone call from them in advance. Where pupils have difficulty attending school regularly, we work closely with them, their parents/carers, social workers (where allocated), and local authorities to improve attendance.

We notify the Children's social care department if there is an unexplained absence of a pupils who is the subject of a child protection plan.

## 19.Children who are lesbian, gay, bisexual or gender questioning

A child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are.

The Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder.

As such, when supporting a gender questioning child, we take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. In relation to children who are questioning their gender, Alfreton Park School will follow the expectations set out within Keeping Children Safe in Education 2026 and any applicable Department for Education guidance in force at the time. Decisions will be made on an individual basis, taking account of safeguarding considerations, parental involvement, the child's wishes and feelings, professional advice where available, and the welfare of all pupils affected. The Designated Safeguarding Lead will be involved in relevant decision-making.

Risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that our staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.

Please see our APS Anti-Bullying Policy for further information.

## 20. Visitors to Alfreton Park School

We have clear protocols on reception for visitors and contractors with procedures in place to ensure the appropriate questions are asked and checks made in line with Keeping Children Safe in Education 2026 and Derbyshire County Council requirements regarding the Single Central Record (DCC policy).

All visitors will sign into school and wear a visitor's badge. They will be appropriately accompanied around school.

They will be provided with information about our Safeguarding Team and who to contact if they have any safeguarding concerns whilst they are with us. There are photos of the safeguarding team displayed around school.

## 21. Safer Recruitment

Alfreton Park School creates a culture of safer recruitment and follows safer recruitment procedures in accordance Keeping Children Safe in Education 2026 and Derbyshire County Council Guidelines. We ensure that safeguarding considerations are at the centre of each stage of the recruitment process and if in doubt will seek further HR or legal advice.

We must prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check all staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.

All DSLs and at least one member of the Governing Body have completed safer recruitment training. At least one member of each interview panel will have completed Safer Recruitment training.

Checks and references are an essential part of this process and we maintain a Single Central Register of all safer recruitment checks carried out in line with statutory guidance. We ensure that this is regularly updated and reviewed in line with national and local guidance by our School Business and Services Manager (Rebecca Dallman).

We:

a. Check the identity of the person and where relevant their right to work in the UK
b. Undertake overseas checks, where relevant, if a member of staff has returned from a period of employment abroad
c. Ask for and follow up at least two references we will request more information if we feel we need to
d. Scrutinise applications for gaps in employment
e. Check professional qualifications
f. Ensure that our volunteers are adequately supervised
g. Ensure that our Governors have the enhanced DBS check and other checks that may be required
h. In line with guidance provided in Keeping Children Safe in Education 2026, complete online checks of applicants.

All members of staff will undertake an enhanced DBS check with barred list check. This will enable future checks to be carried out to confirm that no new information has been added to the certificate since its issue.

Before using the update service, we will:

i. Obtain consent for the applicant to do so
j. Confirm that the certificate matches the individual's identity
k. Examine the original certificate to ensure that it is appropriate to the workforce and level of check

We are aware of our legal duty and 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.

Further information about the update service can be found at GOV.UK

All staff at Alfreton Park School complete Disqualification under the Child Care Act documentation and any queries are raised with our LA Designated Officer, Miles Denton.

We understand the requirements of hiring out our premises and ask the relevant questions, making sure checks are in place to ensure safeguarding the children/young people who attend clubs, holiday schemes and other activities on our premises. We are mindful of who we hire our school premises to and refuse the hiring of the premises for any activity deemed not in the interest of the children/young people we and the local community view to be inflammatory (E.G banned political groups).

Personal information will be collected stored and shared in line with GDPR 2018.

## 22. Managing Disclosures

All members of staff, volunteers and governors will know how to respond to a pupil who discloses abuse, or where others raise concerns about them and will be familiar with procedures to be followed.

It is important to remember that pupils at Alfreton Park have severe, complex and profound learning difficulties. Many of our pupils are pre-verbal or non-verbal and even those who are able to use spoken language may not have the words they need to disclose abuse. Disclosure may therefore not be verbal but may be demonstrated through behaviour. Staff should therefore always be alert to even small changes in behaviour, which should always be taken seriously, recorded and passed on a member of the Designated Safeguarding Team.

If you are responding to a pupil making an allegation of abuse:

a. Stay calm
b. Listen carefully to what is being said
c. Give reassuring nods and words of comfort
d. Do not be afraid of silences, remember how difficult this will be for the pupil
e. Allow the pupil to continue
f. Ask questions for clarification only and at all times avoid asking questions that may suggest a particular answer
g. Reassure the pupil that they have done the right thing in telling you
h. Tell them what you will do next and with whom the information will be shared
i. Record in writing what was said using the pupil's own words, as soon as possible – note the date, time, any names mentioned, to whom the information was given and ensure that the form is signed and dated. Upload this information as a referral to the DSL via MyConcern, our electronic safeguarding recording system
j. The Designated Safeguarding Lead (Josie O'Donnell) will be **immediately** informed, unless the disclosure has been made to her. If the DSL is not available, please inform one of the safeguarding deputies (Sharon Walker, Emma Durham, Leanne Squires, Peter Csizmadia)
k. In an emergency take the action necessary to help the pupil, for example dial 999
l. Remember information should only be shared on a 'need to know' basis – do not discuss the issues with colleagues, friends or family

It is important that everyone at Alfreton Park is aware that the person who first encounters alleged or suspected abuse is not responsible for deciding whether or not the abuse has occurred. This is a task for the professional child protection agencies following referral to them**.**

**If a child is in immediate danger or is at risk of harm a referral should be made immediately to children's social care and/or the police. Anyone can make a referral.**

Where referrals are not made by the designated safeguarding lead, they should be informed as soon

as possible that a referral has been made.

## 23. Recording and Reporting

When concerned about the welfare or safety of a pupil, staff should always act in the best interests of the child and have a responsibility to take action as outlined in this policy.

Any concerns staff have should be raised, as concerns may accumulate over a period of time and may only be evidenced by building up a picture of harm over time. This is particularly the case in regard to emotional abuse or neglect.

Discussions should take place with the designated safeguarding lead as soon as staff become concerned. The DSL will act upon the information received; however, anyone can make a referral to social care. Where there are child protection concerns, correct procedures will be followed.

All concerns about a child at Alfreton Park will be recorded in our online system MyConcern. Staff will be given information about how to use MyConcern as part of their induction. Once recorded the concern will be forwarded to members of the Designated Safeguarding Team who will act on the concern.

Staff should ensure that forms are filled in fully with sufficient detail. Care should be taken to record factually and indicate where professional judgements have been made. Forms should be completed in a timely manner in order that appropriate action can be taken, if necessary, by the Designated Safeguarding Team. It is important that the member of staff reporting the welfare concern records any action they have taken, for example phoning the parent for more information, asking a question in the home school book, feeding the child if they have arrived hungry etc.

Pupils with severe, complex and profound learning difficulties often lack awareness of danger and may therefore be vulnerable to injury. Pupils may also express anxiety and other emotions through behaviours which may include self-injury. Regardless of this all signs of physical injury must be recorded and reported, even if the cause seems explainable. Body maps should be scanned and uploaded with concerns in MyConcern.

**At no time should a member of staff be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures. Instead, the appropriate body map should be completed in accordance with recording and reporting guidance as above. Any concerns should be reported without delay. If the pupil's case is already open with social care of if they are a Looked After Child, information should also be sent to their named social worker.**

Contact with social care teams and LADO should be made in a timely manner and recorded as an action in MyConcern, in order that it can be formatted as part of the chronology. Telephone referrals should be followed up in writing within 24 hours of the initial contact. If the child has been the subject of any early help assessment, a copy of the assessment, together with a copy of the multi-disciplinary plan, should be attached to the written confirmation.

We will ensure that we have spoken to the family about our concerns and proposed actions, unless to do so would place the child at risk. Any decision not to inform parents/carers must be justified and the details recorded**. If a child makes a disclosure or presents with an injury, it is imperative that advice is sought immediately prior to the child returning home and as soon as we become aware of this.**

Essential information for making a referral:

- Full names and dates of birth for the child and other members of the family
- Address and daytime telephone number 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 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 needed

- Addresses of wider family
- Previous addresses of the family
- Schools, nurseries attended by the child and others in the household
- Name, address and phone number of GP/health visitor
- Details of other children who may have been 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 EHA completed
- Any other information that may impact o he undertaking of an assessment or section 47 enquiry

It is not the responsibility of school staff to investigate welfare or child protection concerns.

**If at any point there is a serious risk of serious harm to a pupil an immediate referral should be made to the social care duty team in the local authority in which the pupil lives. Alternatively dial 999 and report the matter to the police. Anyone can make a referral.**

Child Protection information will only be shared in school on a 'need to know' basis. Information will be shared in the interests of the pupil and on the understanding that it remains in the strictest confidence.

We follow the Local Authorities current guidance on the keeping, transfer and retention of records and wait any instruction. We agree to amend our policy in line with the Goddard Enquiry (historical Child Protection records on children and records on staff where there are allegations).

In line with Keeping Children Safe in Education 2026, any new pupils' existing safeguarding records must be transferred to us within the first 5 days of their start date. We must also follow this timeframe for any pupils leaving us to attend a new setting. When a pupil transfers to another setting, a child protection file will be transferred securely and separately from the main pupil file. The receiving school will be contacted and confirmation of receipt obtained. A clear summary of current safeguarding concerns, relevant contextual information and ongoing support needs will accompany the transfer where appropriate. Records will distinguish clearly between current safeguarding concerns and historic information.

As well as keeping records of concerns, discussions and decisions, designated safeguarding leads should keep record of the rationale for any decisions made.

All personal information will be collected stored and shared in line to GDPR 2018. All staff, governors

and trustees should use the DfE's data protection guidance for schools to help them comply with data protection law and develop policies and processes.

## 24. Information Sharing

We recognise that all matters relating to child protection are sensitive; however, a member of staff must never guarantee confidentiality to a pupil.

Regardless of a duty of confidentiality, where there is a child protection concern it will be passed immediately to the Designated Safeguarding Lead and/or to Children's Social Care.

The Head teacher or Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff, including the level of involvement of other agencies, only on a 'need to know' basis.

As part of meeting a child's needs, it is important that we recognise the importance of information sharing between professionals and local agencies. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. Data protection fears should not be a barrier to information sharing. Where it is considered appropriate and necessary, we can share information about a pupil with other professionals through MyConcern.

Files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit. Where a pupil is removed from school to be home educated, the school will make arrangements to pass child protection information to the SEN department of the Local Authority in which the pupil lives.

## 25. Safer Working Practices

Everyone who comes into contact with our pupils has a duty of care to safeguard and promote their welfare. Alfreton Park School takes very seriously the legal duty upon us to ensure that all adults who work with our pupils are competent, confident and safe to do so.

All staff, volunteers and visitors will undertake an enhanced DBS check. Where there are criminal convictions, a thorough risk assessment will be undertaken, with the support of HR where appropriate.

Staff are provided with guidance on safer working practices and professional codes of conduct through their induction, and during training in safeguarding and other related aspects such as physical intervention. All staff, student and volunteers are expected to carry out their duties in accordance with this guidance and failure to do so could lead to disciplinary action.

If staff are working alone with a pupil, they should wherever possible be visible to another member of staff. They will be expected to inform other staff of their whereabouts in school, who they are with and for how long.

The following steps have been adopted by Alfreton Park School to ensure that all staff understand their responsibilities. Any member of staff who does not adhere to theses will be subject to disciplinary procedures:

a. All staff will sign to say they have read and agree to the contents of this policy
b. All staff will sign to say that they agree to work with the framework laid out in our critical policies and procedures
c. Our Whistle Blowing Policy is displayed in the staffroom, as well as being provided to staff at induction. It supports our ethos of listening to our pupils and taking appropriate action
d. Personal mobile phones will not be used during the school day.

Alfreton Park School have a range of mechanisms in place to enable our pupils to feel comfortable in expressing concerns to adults. These include:

e. Small class groups
f. Regular emotional well-being support
g. PSHE sessions
h. Access to systems to support communication (PECs, iPads, signing etc.)
i. Pupil noticeboard signposting relevant information
j. An active Student Council
k. An emphasis on Person Centred Planning

See also - https://www.safeguardinginschools.co.uk/wp-content/uploads/2019/10/Guidance-for-Safer-Working-Practices-2019-final1.pdf

## 26. If you are Concerned about a Colleague (Whistle Blowing)

Staff who are concerned about the conduct of a colleague are undoubtedly placed in a very difficult situation. They may worry they have misunderstood the situation and will wonder whether a report could jeopardise the colleague's career.

**All staff must remember that the welfare of our pupils is paramount.**

We adhere to the Derbyshire Whistleblowing Policy which follows procedures set out under 'Allegations made Against Professionals (allegations of abuse by teachers and other staff', which can be found at the following link:
http://derbyshirescbs.proceduresonline.com/chapters/p_alleg_staff_carer_volunteer.html

The policy enables staff to raise concerns or allegations in confidence and allows for a sensitive enquiry to take place. All concerns about poor practice or concerns about a pupil's welfare due to the behaviour of a colleague should be reported to the Head Teacher. Where there are concerns about the Head Teacher these should be referred to the Chair of Governors about the Head Teacher should be reported to the Chair of Governors.

Allegations against staff will be discussed with the LADO in every case. Please refer to the Derbyshire Policy and LADO flow chart and referral information.

Where a staff member feels they cannot report a concern through the usual school channels, or feels that their genuine concerns are not being addressed, the NSPCC Whistle Blowing Helpline is available.

Where there are allegations that are substantiated, Alfreton Park will fully ensure any specific actions are undertaken on management and exit arrangements as outlined in the 'Keeping Children Safe in Education 2026' guidance.

## 27. Managing Allegations

Our procedure for managing allegations is taken from Keeping Children Safe in Education 2026. All allegations against staff should be reported to the Head teacher or one of the Deputy Head Teachers in the Head Teacher's absence. If it relates to the Head Teacher, the Chair of Governors should be informed without delay.

All complaints or allegations made by a pupil should be taken seriously and the appropriate procedures followed. It is essential that any allegation of abuse made against a member of staff at

Alfreton Park School is dealt with fairly, quickly and consistently in a way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

Those concerned about an outside provider or an agency or group hiring school facilities should follow the school's standard reporting procedures.

## 28. Links to other policies

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

APS Staff Code of Conduct including low level concerns, managing allegations against staff, including supply staff, contractors and volunteers incorporating 'duty to refer' and whistleblowing, acceptable use of technologies/mobile devices, staff/learner relationships and communications, including the use of social media
APS Whistleblowing Policy
APS Allegations Against Staff (including Low Level Concerns)
APS Anti-bulling Policy
APS Behaviour policy, including how we engage learners struggling to engage in school, mental health and behaviour, acceptable and non-acceptable behaviours, how we prevent and respond to bullying including cyber bullying, prejudiced based and discriminatory bullying and child-on-child abuse
APS Behaviour Policy on use of reasonable force/physical intervention, including the increased vulnerability of children with special education needs and or disabilities (SEND) and equality duties
Children's health and safety and well-being, including their mental health
Staff, learner, and visitor acceptable use policy/agreements, as part of the school/college cyber awareness plan
APS Suspension and Permanent Exclusion Policy
School attendance, including unexplainable and/or persistent absences from education, not in receipt of fulltime education, children who runaway or go missing from education, home, or care
APS Meeting the needs of pupils with medical conditions Policy
APS First Aid Policy
APS Educational visits Policy and Procedures
APS Intimate Care Policy
APS Online Safety Policy, including use of mobile and smart technology, AI, online safety at school and at home and other associated issues, including sharing nudes and semi-nudes, use of pupil mobile phones in school, appropriate filtering and monitoring and how children can be kept safe from terrorist and extremist materials
Safer recruitment and selection, including single central record
School security and visitors
Procedures for visiting speakers
APS SEND annual information report
APS Relationships education (RE)/relationships and sex education (RSE) and health education (physical and mental well-being) Policy
Communications
Wellbeing and mental health policy

Behaviour Principles
Relationships, Health and Sex Education Policy and curriculum
Teaching and Learning Policy including focus on preparation for adulthood, communication, good health, friends relationships and community, independent living and employment
Anti-bullying policy
Early Help offer, family support team and information sharing with other professionals
BERT Award
Careers programme including people who help us in the community

## Appendix 1

### Definitions of Abuse as described in Working Together to Safeguard Children

**Abuse**: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or another child or children. Harm can include children witnessing the ill-treatment of others and that this is particularly relevant when children see, hear or experience domestic abuse and its effects.

**Physical abuse**: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Sexual abuse**: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

**Neglect**: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy, for exam as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

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

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

**Emotional abuse**: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.

It may involve conveying to a child 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 a 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 cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Specific Safeguarding Issues**

There are specific issues that have become critical issues (highlighted are the current key concerns in Derbyshire) in safeguarding that we will endeavour to ensure that our staff (Governors and volunteers) are familiar with, and have processes in place to identify, report, monitor and which are included within teaching:

- Bullying, including cyberbullying
- Child sexual exploitation (CSE)
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Hate
- Mental health
- Private Fostering
- Preventing radicalisation
- Online abuse/ sexting
- Teenage relationship abuse
- Trafficking
- Missing children and vulnerable adults
- Child sexual abuse within the family
- Poor parenting, particularly in relation to babies and young children

**All staff should be aware of how these wider safeguarding issues put children in danger.**

**Staff should be aware that safeguarding issues can manifest themselves via peer-on-peer abuse. This is most likely to include, but not limited to bullying (including cyber-bullying), gender-based violence/sexual assaults and sexting.**

**Bullying** and forms of bullying, including prejudice based and cyber bullying is also abusive and will include at least, if not two, three or all four of the defined categories of abuse. Please refer to our Anti-Bullying Policy.

# Appendix 2
## Indicators of Abuse

Please refer to 'What to do if you're worried a child is being abused' (DfE 2015).

**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**

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

The physical signs of sexual abuse may include:

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

Changes in behaviour which can also indicate sexual abuse include:

- Sudden or unexplained changes in behaviour e.g., becoming aggressive or withdrawn.
- Fear of being left with a specific person or group of people.
- Having nightmares.
- Running away from home.
- Sexual knowledge which is beyond their age, or developmental level.
- Sexual drawings or language.
- Bedwetting.
- Eating problems such as overeating or anorexia.
- Self-harm or mutilation, sometimes leading to suicide attempts.

- Saying they have secrets they cannot tell anyone about.
- Substance or drug abuse.
- Suddenly having unexplained sources of money.
- Not allowed to have friends (particularly in adolescence).
- Acting in a sexually explicit way towards adults

**Neglect**

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

The physical signs of neglect may include:

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

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

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

# Appendix 3

## Learning from Serious Case Reviews (SCRs) and Serious Incident Learning Reviews (SILRs)

Derbyshire Safeguarding Children Board recognises the importance of learning and improving from our experiences in this area. A range of learning and themes from SCRs and SILRs have been identified from our most recent reviews, and from the preceding years.

In 2012 we have learnt that:

Babies are particularly at risk from abuse and neglect including:

- Shaking
- Co-sleeping
- Domestic abuse
- Methadone used as a soother
- Lack of ante-natal assessment

Teenagers - a quarter of all SCRs/SILRs have been about the serious injury or death of a teenager. Issues include:

- Suicide/self-harm
- Child sexual exploitation (CSE)
- Offending behaviour
- Missing from school, home or care
- Difficult to engage

Parents- the death or serious injury of children and young people often has contributory factors including:

- Substance misuse
- Mental health
- Domestic abuse
- Hostility/non-engagement
- Disguised compliance
- Violent men

It is vital that themes and learning is shared across all agencies to improve practice and increase safeguards to children and young people. The SCR subcommittee has identified a number of practice developments for professionals including:

- Information gathering, sharing and recording.
- Assessing the complete circumstances of the child and family, including their history.
- Critically analysing all information.
- Ensuring the needs of the child are paramount above those of the parents.
- Seeing a child at home and where they sleep.

In 2013/2014 in summary form, we learnt that: Common

Themes:

- Domestic Abuse

- Substance Misuse
- Vulnerabilities of older teenage children
- Suicide/self-harm
- Shaken babies/youngsters
- Disguised compliance from parents/carers
- Agencies should be consulted before closing cases
- Risk to children should be assessed when in contact with perpetrators of domestic abuse
- Not to have overoptimistic or unrealistic expectations of improvements seen or made as it is not likely reflective of past or current risk

Learning for Schools from SCR's and Serious Incident Learning Reviews (SIR's)

- Appropriate representation is needed at key meetings- Child Protection Case Conferences
- Effective multi-agency working
- Working more SMART (ly) with children and young people
- Effective information sharing to inform assessments
- Staff to be curious, inquisitive and ask more questions
- Reflection and constructive challenge for staff when working with vulnerable children and young people
- Staff to observe safer working practices
- Staff to be reminded of a code of conduct and staff to operate by one

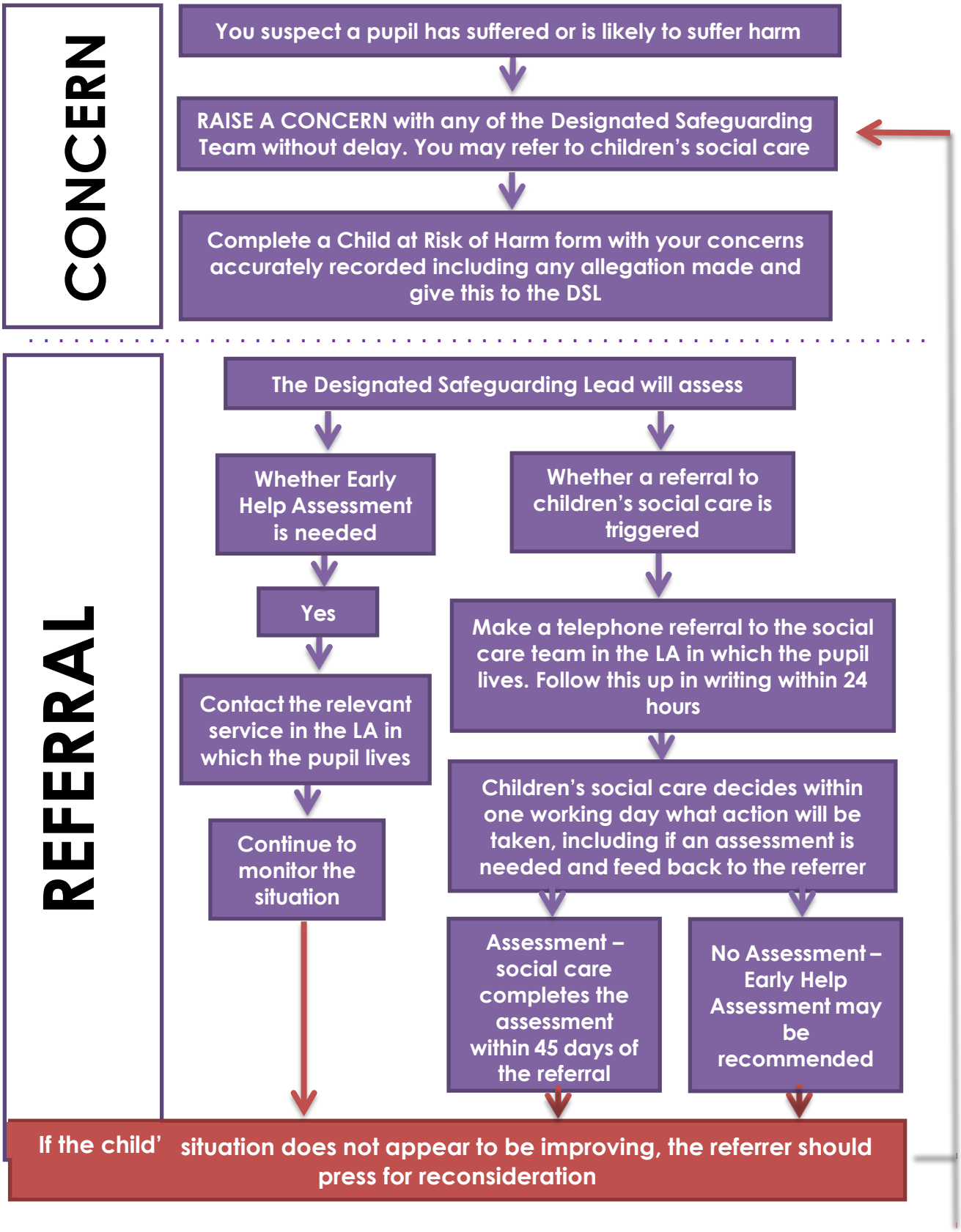
Relevant SCRs:

Serious Case Reviews, Serious Incident Learning and Thematic Case Reviews and leaning relevant for schools /colleges can be found at:

http://derbyshirescbs.proceduresonline.com/chapters/p_serious_case_rev.html

## Appendix 4

Action when a child has suffered or is likely to suffer harm



# Appendix 5
## Body Map Guidance

Body Maps should be used to document and illustrate visible signs of harm and physical injuries. Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

Please only complete the relevant body map.

***At no time should a member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures, the body map below should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Early Help Services or the child's social worker if already an open case to social care.**

**When you notice an injury to a child, try to record the following information in respect of each mark identified ego red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:**

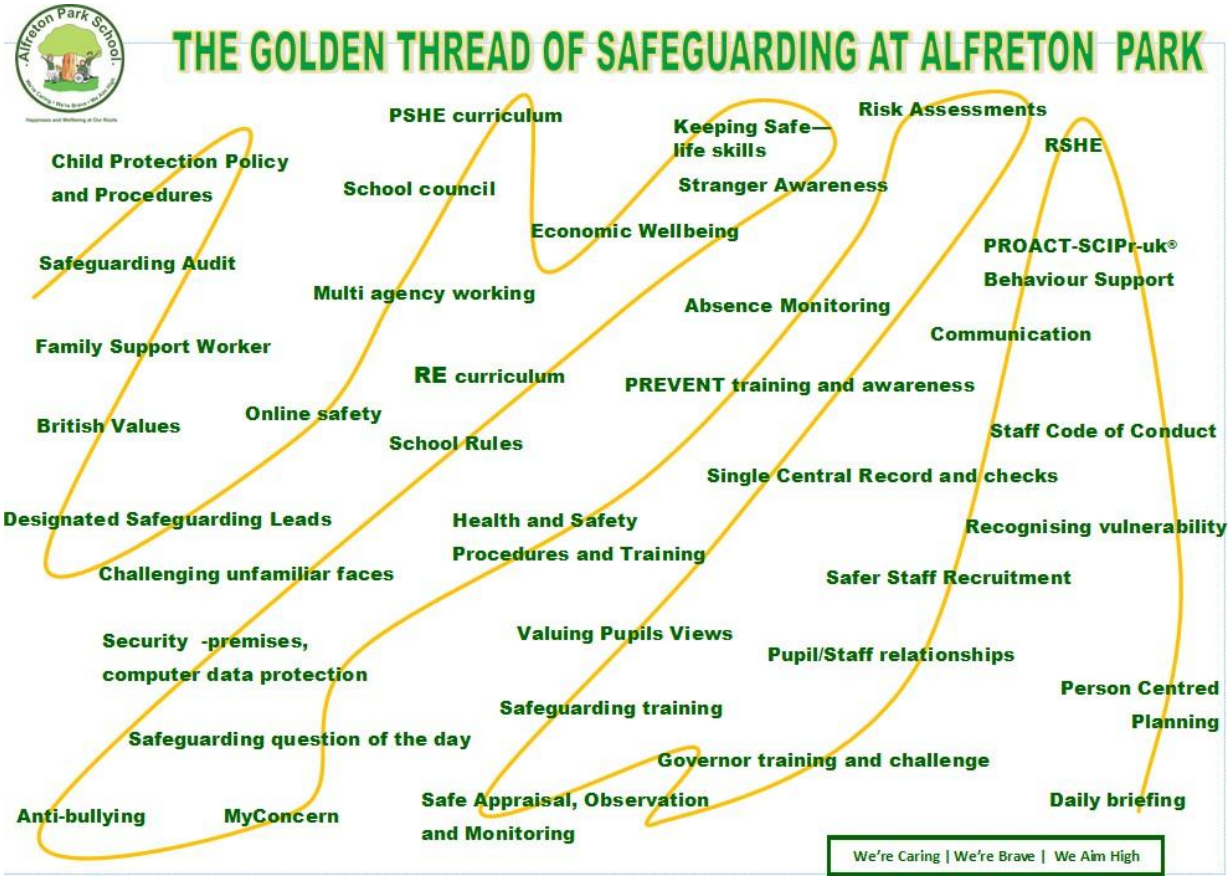
- Exact site of injury on the body, e.g., upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g., round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

**Ensure First Aid is provided where required and record.**

A copy of the body map should be uploaded to MyConcern

## Appendix 6
Golden Thread of Safeguarding



# Appendix 7
## Prevent Risk Assessment

### Introduction

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Schools have a duty of care to their pupils and staff which includes safeguarding them from the risk of being drawn into terrorism - this includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology and learn how to challenge these ideas.

School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children (2018) and Keeping Children Safe in Education (2026). Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Radicalisation is listed as a specific safeguarding issue within this statutory guidance and is addressed within the Government Prevent Strategy. The Counter-Terrorism and Security Act 2015 places a duty on Schools to 'have "due regard to the need to prevent people from being drawn into terrorism".

The Prevent Strategy has three main objectives:

- Respond to the ideological challenge of terrorism & the threat we face from those who promote it;
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support;
- Work with sectors and institutions where there are risks of radicalisation which we need to address.

### Prevent Risk Assessment

Alfreton Park School recognises that it has a duty under Section 26 of the Counter-Terrorism and Security Act, 2015, in the exercise of its functions, to have due regard to the need to prevent people from being drawn into terrorism.

| Duty | What this means | Action |
|---|---|---|
| **Risk assessment** | | |
| Assess the risk of children being drawn into terrorism | Staff can demonstrate a general understanding of the risks affecting children and young people | All staff attended Safeguarding Training September 2026<br>All staff have read "Keeping Children Safe in Education", Sep 2026<br>The Prevent lead has informed staff of their duties as set out in "The Prevent Duty" (DfE, 2024)<br>All staff have completed the online Prevent Training (Home Office) |

| | | |
|---|---|---|
| | Staff can identify individual children who may be at risk of radicalisation and how to support them. | The Prevent Lead has informed staff about signs and indicators of radicalisation. |
| | There is a clear procedure in place for protecting children at risk of radicalisation. | All staff have read the Safeguarding Policy which includes a statement regarding the school's "Prevent" duty. All staff understand how to record and report concerns regarding risk of radicalisation. |
| | The school has identified a Prevent Lead (Josie O'Donnell) | All staff know who the Prevent Lead is and that this person acts as a source of advice and support. |
| Prohibit extremist speakers and events in the school | The school exercises "due diligence" in relation to requests from external speakers and organisations using school premises. | Request an outline of what the speaker intends to cover. Research the person/organisation to establish whether they have demonstrated extreme views/actions.<br>Deny permission for people/organisations to use school premises if they have links to extreme groups. |
| **Working in Partnership** | | |
| The school is using existing local partnership arrangements in exercising its Prevent duty. | Staff record and report concerns in line with existing policies and procedures. | All staff record and report concerns to the Prevent Lead or DSLs. |
| | The Prevent Lead makes appropriate referrals to other agencies including Starting Point, the LADO and the police. | Records of referrals are kept on MyConcern. Referrals are followed up appropriately (and challenged if necessary). |
| **Staff training** | | |
| Equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. | Assess the training needs of staff in the light of the school's assessment of the risk to pupils at the school of being drawn into terrorism. | The designated safeguarding leads and Prevent Lead undertakes Prevent Awareness Training.<br>Ensure that the designated safeguarding lead is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.<br>All staff complete online Prevent Training. |
| **IT Policies** | | |

| | | |
|---|---|---|
| Ensure that children are safe from terrorist and extremist material when accessing the internet in schools | The school has policies in place which make reference to the "Prevent" duty. | Online safety policy<br>Acceptable use policy<br>Preventing bullying policy |
| | Children are taught about on-line safety with specific reference to the risk of radicalisation | The curriculum reflects this duty. |
| **Building children's resilience to radicalisation** | | |
| Ensure that pupils have a "safe environment" in which to discuss "controversial issues". | Pupils develop "the knowledge, skills and understanding to prepare them to play a full and active part in society". | • Through RSHE and other curriculum activities, pupils are able to explore political, religious and social issues.<br>• Where appropriate considering the pupils' cognitive understanding, pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect.<br>• Relevant staff are aware of the government guidance:<br>https://www.gov.uk/government/news/guidance-onpromoting-british-values-in-schools- published/ |

"Keeping Children Safe in Education: Information for all school and college staff" DfE, 2026

"The Prevent Duty: Departmental advice for schools and childcare providers", DfE, April 2021

# Appendix 8
## Safeguarding & Child Protection Recording

### Introduction
The Independent Inquiry into Child Sexual Abuse (IICSA) found that proper creation, maintenance and long-term retention of records is an important part of supporting victims of Child Sexual Abuse (CSA) and bringing perpetrators to justice. This is because victims and survivors may take decades to come to terms with what has happened to them and potentially to decide to take action to report a crime.
The IICSA Inquiry recommended that records relating to CSA be retained for 75 years. It also recommended that the UK government directs the Information Commissioner's Office (ICO) to introduce a Code of Practice on retention of and access to records known to relate to child sexual abuse. The Inquiry report stated that such a code will set out that institutions have:

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

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

### Statement of Intent
Alfreton Park School is aware that creation, maintenance and retention of child protection, safeguarding and CSA records will be carried out with the understanding that access to records may be required many decades after records are created.
This document will be read in conjunction with the school's Record Retention Policy.

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

- Be written by the school's Designated Safeguarding Lead (DSL), or other suitably trained staff
- Identify the author by name and role
- Make clear it where the person who is recording the information is not the person who has seen or heard the issue, and identify all relevant parties by name and role
- Use full names of staff, other adults and parents/family members (full name in this context means first and surname)
- Ensure staff roles / job titles are included
- Ensure family relationships are clear
- Use full name of child whose record this is

- Use full name of any other child involved and ensure a mirror record is on their file, if appropriate
- Not use initials when recording names
- Where individuals have the same or similar names, ensure there is a distinguishing factor, e.g., middle name, job title, DoB etc.
- Ensure all spelling, punctuation and grammar is correct.
- Use appropriate language to describe events, not slang, shorthand, local terminology or asterixis.
- Ensure quotes are properly identified as such and attributed to their owner
- Be objective and avoid opinion. If opinion is necessary, ensure it is identified as such and attributed to its owner.

## How records are stored

Alfreton Park School use My Concern to record and store child protection and safeguarding records.
This method was risk assessed in conjunction with our Data Protection Officer using a Data Protection Impact Assessment to determine the nature, scope and context of the data processing. This is subject to regular review.
We inform our pupils, families and staff that we process their personal data for this purpose via our Privacy Notices which are published on the school's website.
Any related physical first-hand notes will be accurately transcribed into My Concern and include the following statement: "This is an accurate transcription of notes taken at [insert date & time]". Diagrams will be scanned in. Any recordings will also be securely retained.

## The transfer of pupil safeguarding records

Keeping Children Safe in Education 2026 states that "where children leave the school or college, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives. The designated safeguarding lead should ensure secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file."
When a child leaves Alfreton Park School all pupil records, including safeguarding, child protection and CSA records will be transferred in a secure manner, to the child's new school/trust/academy. The legal basis and time scale for this can be found in The Education (Pupil Information) (England) Regulations 2005, parental consent is not required.
All copies of data held by the school/trust academy that the child has departed will then be deleted or retained in line with the retention policy, including all paper records and data stored electronically. A record will be kept for tracking and auditing purposes only.
Schools/trusts/academies may retain some minimal 'skeleton' data about pupils' admission, departure and next destination (where known) in order to respond to any requests for information about these pupils and for the school's/trust's/academy's historical archive.
Where we intend to create and maintain these records, this will be noted on the retention policy. In some instances, we may have a legitimate interest in retaining a copy of more detailed pupil records for a longer time period. If we do retain pupil records, we will justify this retention and document the reasons for doing so, and will carry out a Data Protection Impact Assessment where required.
Responsibility for maintaining the pupil record, including retaining records relating to Child Protection, Safeguarding and CSA passes to the 'last known school'.
The school is the final or last known school if:

- secondary phase and the pupil left at 16 years old or for post-16 or independent education, or;

- at any point the pupil left for elective home education, they are missing from education, or have left the UK, or have died.

Tertiary colleges are not included in this definition; therefore, the school will retain the record. However, the college must receive a copy of the child protection file, as per the requirements of KCSiE 2026 above.

## Retention of Records relating to Staff

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

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