Safeguarding and Child Protection Policy and Guidelines 2021-22

> **This policy has been personalised to TMET based on the LA template. Each School must amend and personalise this policy to reflect their community and individual school as they feel appropriate. Yellow highlighted areas are for personalisation. Pink highlighted areas are to highlight significant updates. Please delete the highlights, and this instruction prior to publications.**

Policy Monitoring, Evaluation and Review

This policy is effective for all academies within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.

Version:	13.0
Date created:	September 21
Author:	M Collins
Ratified by:	Board of Trustees
Date ratified:	September 2021
Review date:	September 2022

Revision History:

Version	Date	Author	Summary of Changes:
1.0	25.02.2016	Ali Rutherford/ Jo Freer	Updated to reflect conversion to academy status.
2.0	15.03.2016	CJO	Removed Whistleblowing Policy from appendices.
3.0	15.06.2016	ARU	Annual update of policy Insertion of NSPCC telephone number. Addition of 'Peer to Peer Abuse' text. Additional detail regarding additional barriers that exist when recognising the abuse of pupils with SEN-D.
4.0	04.10.2016	ARU	Addition of 'Sexting' or youth produced sexual imagery guidance.
5.0	13.10.2016	M Collins	Aligned with most recent updates from LA, including Early Help, Channel and Prevent.
6.0	September 2017	A Rutherford and M Collins	Addition of information relating to sexting, domestic violence (teen relationships), honour-based violence, abuse linked to faith, bullying and safeguarding and private fostering.
7.0	September 2018	M Collins	Additional information added in line with KCSIE 3rd September 2018
8.0	September 2019	M Collins	Additional information added in line with KCSIE 2nd September 2019
9.0	March 2020	M Oldman	Additional Appendix added to address the COVID 19 pandemic and revised guidance from the government.
10.0	September 2020	M Collins	Additional information added in line with KCSIE 1st September 2020
11.0	October 2020	M Collins	Additional Appendix added to address heightened risk of radicalisation during COVID 19 pandemic.
12.0	January 2021	M Oldman A Curran	Updated Appendix 6 to address new National Lockdown in place from 4th January 2021 Amendments made following EU exit – update KCSIE January 2021
13.0	September 2021	M Collins	Additional information added in line with KCSIE 1st September 2021 Additional appendix 7 added Guidance on child on child sexual violence and sexual harassment and enhanced appendix 3 to include low level concerns

Safeguarding and Child Protection Policy and Guidelines 2021-2022

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and taking action to enable all children to have the best life chances.

All staff receive a copy of the Keeping Children Safe in Education, <mark>September 2021, Part One at induction</mark>.

All Designated Safeguarding Leads[i] within the school have full knowledge of <mark>Keeping Children Safe in Education, September 2021.</mark>

Contact Numbers

Principal   <mark>INSERT Name & Contact Details</mark>

Chair of Academy Council   <mark>INSERT Name & Contact Details</mark>

Academy Cllr with Safeguarding Responsibility   <mark>INSERT Name</mark>

Designated Safeguarding Lead   <mark>INSERT Name</mark>

Deputy Designated Safeguarding Leads   <mark>INSERT Names</mark>

Leicestershire Police	999 / 0116 2222222
One Front Door Duty & Advice (Includes out of hours) das.team@leicester.gov.uk Early Help & Support/early-help@leicester.gov.uk	0116 454 1004
Children's Safeguarding Unit	0116 454 2440
Safeguarding in Education Julie Chapaneri & Mohammed Patel Safeguardingineducation@leicester.gov.uk	0116 454 2440
Local Authority Designated Officer (LADO) Jude Atkinson	0116 454 2440
Leicester Safeguarding Children's Board (LSCB) http://www.lcitylscb.org/	0116 454 6520
Prevent (Advice / Referral) City: Ailsa Coull – Ailsa.coull@leicester.gov.uk	01164 546923 07519 069833
UAVA – United against violence and abuse (Domestic Violence, Abuse between Teenagers and Domestic Violence in BME community) info@uava.org.uk	0808 80 200 28
Forced Marriage Unit fmu@fco.gov.uk	020 7008 0151
Female Genital Mutilation Helpline fgmhelp@nscpcc.org	0800 028 3550
NSPCC Whistleblowing Advice Line help@nspcc.org.uk	0800 0280285
Useful Websites and links: www.thinkuknow.co.uk www.disrespectnobody.co.uk www.saferinternet.org.uk www.internetmatters.org www.pshe-association.org.uk www.educateagainsthate.com www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation	

1. **Introduction**

1.1.   The Mead Educational Trust (TMET) fully recognises the contribution it can make to protect children and support pupils in school. Safeguarding and promoting the welfare of children is **everyone's** responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests of the child.** The aim of this policy is to safeguard and promote our pupil's welfare, safety and health by fostering an honest, open, caring and supportive climate and our staff members working with pupils maintain an attitude of 'it could happen here' where safeguarding is concerned. This policy sets out how the school and the academy council discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school.

Safeguarding is defined as:

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

1.2.   No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. TMET and its academies is committed to safeguarding and promoting the welfare of all its students. We believe that:

- All children/young people have the right to be protected from harm;
- Children/young people need to be safe and to feel safe in school;
- Children/young people need support which matches their individual needs, including those who may have experienced abuse;
- All children/young people have the right to speak freely and voice their values and beliefs;
- All children/young people must be encouraged to respect each other's values and support each other;
- All children/young people have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy healthy sociable child/young person will achieve better educationally;
- Academies can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk-taking behaviours; and
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

1.3.   TMET and its academies will fulfil local and national responsibilities and accepted best practice as laid out in the following documents:

- Working Together to Safeguard Children (DfE March 2018)
- Keeping Children Safe in Education 2021: Statutory guidance for schools and colleges
- The School Staffing (England) Regulations 2009 & Amended Regulations 2015; Safer Recruitment in Education including

- Guidance for Safer Working Practice Rev April 2020 - (Safer Recruitment consortium)
- Prevent Duty 2015
- Information sharing: Advice for Practitioners providing safeguarding services to children, young people parents and carers. (March 2015)
- 'What to Do If You Are Worried A Child Is Being Abused' March 2015
- Leicester Safeguarding Children's Partnership Board (LSCB)
- The Children Act 1989 and 2004
- The Education Act 2002 s175/s157
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
- Framework for the Assessment of Children in Need and their Families 2000
- Sexual Offences Act 2003 (Position of Trust offence)
- Sexual Violence and Sexual Harassment between children in schools and colleges May 2018
- Voyeurism (Offences Act) 2019
- Childcare (Disqualification) Regulations 2009
- Counter Terrorism and Security Act 2015
- Female Genital mutilation Act 2003/ Updated regulations July 2020
- Safeguarding & Child Protection education procedures in Leicester, notes, information, and training for Designated Safeguarding Leads (DSL) in schools
- Children and Families Act 2014
- Safeguarding and Vulnerable Group Act 2006
- Sharing Nudes and Semi Nudes – UK Council for Internet Safety

1.4. The Trust takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our academies to identify, assess, and support those children who are suffering harm.

1.5. We recognise that all staff and academy councillors have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

1.6. All staff[ii] believe that our academies should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

2. Overall aims

2.1. This policy will contribute to safeguarding our students and promoting their welfare by supporting the child's development in ways that will foster security, confidence and resilience.

2.2. Providing an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.

2.3. Raising the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.

2.4. Providing a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children including Child Missing from Education.

2.5. Acknowledging the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.

2.6. Developing a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.

2.7. Developing effective working relationships with all other agencies involved in safeguarding children including Early Help and intervention

2.8. Developing effective working relationships with all other agencies involved in safeguarding children. Including appropriate work within the curriculum.

2.9. Ensuring that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities.

3.   Key Processes

3.1. Our Trust procedures for safeguarding children are in line with the Leicester Safeguarding Children's Partnership Board (LSCB) and Multi Agency Child Protection/Safeguarding Procedures; in addition to the statutory requirements as outlined in 1.3.

4.   Expectations

4.1. All staff and visitors will be familiar with this safeguarding policy;

- Staff will have access to a copy of, ==read and understand== our Safeguarding and Child Protection Policy; which will also form part of their induction and revisited ==every year==, as a minimum, through Whole School Safeguarding Training.
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.
- For those regular external visitors/providers such as cleaners and caterers; to have shown the school a copy of their H & S and Child Protection Guidelines as best practice and where applicable; and that the school has a statement in main reception notifying external visitors who the school's DSL is and what to do if they have any concerns about a child's welfare
- Be involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans;
- Be alert to signs and indicators of possible abuse (See Appendix 1)
- Record concerns/disclosures and give the record to the DSL;
- Deal with a disclosure of abuse from a child in line with our school procedures; informing the DSL immediately, and provide a written account as soon as possible. This includes making the appropriate contact with children's social care (DSL)
- ==Record safeguarding information using school procedures==

4.2.   All parents will be familiar with this safeguarding policy;

- Parents/Carers will have access to the Safeguarding and Child Protection Policy as part of initial information given to perspective/existing Parents/Carers and will be available through our school's website. Additional copies will be issued as and when required including notifying parents of changes within the document i.e. revised annual policy.

4.3. Communicating with parents:

In addition to section 4.2 above, the following statement is provided and highlighted to parents so they are aware of the school's responsibilities:

"The school ensures children learn in a safe, caring and enriching environment. Children are taught how to keep themselves safe, to develop positive and healthy relationships, how to avoid situations where they might be at risk including by being exploited.

The school has a statutory responsibility *to share any concerns it might have about a child in need of protection with other agencies and in particular police, health and children's services. Schools are not able to investigate concerns but have a legal duty to refer them. In most instances, the school will be able to inform the parents/carer of its need to make a referral. However, sometimes the school is advised by Children's Social Care or police that the parent/carer cannot be informed whilst they investigate the matter. We understand the anxiety parents/carers understandably feel when they are not told about any concerns from the outset. The school follows legislation that aims to act in the interests of the child"*

5. Extended school and before and after school activities

5.1. Where a school within the Trust has services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. The

5.2. Where services or activities are provided separately by another body, the academy council of that school should seek assurance in writing, and then ensure, that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the school on these matters where appropriate.

5.3. Failure to comply with the school's safeguarding policy would result in termination of agreement.

6. Procedures

6.1. Each School within The Mead Educational Trust will ensure that:

- The academy council understands and fulfils its safeguarding responsibilities.

- We have a Designated Safeguarding Lead and a least one Deputy Designated Safeguarding Lead for child protection and safeguarding, who have undertaken DSL training delivered by Safeguarding in Education, Leicester City Council; of which their training will be refreshed every two years.

- All members of staff are provided with opportunities annually to receive INSET training by the Safeguarding in Education team in order to develop their understanding of child protection and safeguarding in particular the signs and indicators of abuse.

- All members of staff, volunteers, and academy councillors know how to respond to a pupil who discloses abuse, and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.

- All parents/carers are made aware of the school's responsibilities in regard to child protection

procedures through publication of the school's Safeguarding and Child Protection Policy, and reference to it in our prospectus/brochure and home school agreement.

- Its lettings policy (if applicable) will seek to ensure the suitability of adults working with children on school sites at any time.

- Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures.

- Our school is committed to safer recruitment as outlined in Keeping Children Safe In Education 2021. The school will ensure all appropriate checks are carried out for all staff and volunteers. Appropriate checks will be recorded on the Single Central Record which will be audited termly by NAME OF PERSON TO AUDIT SCR. The school will ensure at least one person who is safer recruitment trained will be part of the recruitment process. All volunteers will undergo a risk assessment. See also the Safer Recruitment policy.

- All academy councillors and trustees will undergo a DBS check and a S128 check as outlined in paragraph 165 of Keeping Children Safe in Education 2021

- The name of any member of staff considered not suitable to work with children will be notified to either the Disclosure and Barring Service or the relevant Government Department/Agency (where appropriate), depending on the nature of the concern, with the advice and support of the Local Authority Designated Officer. (LADO), and that a member of our SLT has attended LADO training (Managing allegations against staff members) and understands the harms threshold/low level concerns thresholds as set out in KCSIE 2021 (see appendix 3)

- Our procedures will be reviewed and updated at least annually.

- The name of the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead will be clearly shown in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

- All adults, (including supply teachers, non-teaching staff and volunteers), new to the Trust will be given or directed to a copy of the Child Protection and Safeguarding Policy, Staff Code of Conduct, the booklet 'What To Do if You're Worried A Child is Being Abused'[iii], Keeping Children Safe in Education Part 1, 2021 Part 1[iv] and Annex B and C and the name and contact details of the Designated Safeguarding Lead will be explained as part of their induction into the school. In addition to this, all such staff and volunteers will be made aware of the 'Guidance for Safer Working Practice DfE 2020 for Adults who work with Children and Young People' booklet and the document 'Guidance for safer working practice for those working with children and young people in education settings, 2018 (Safer Recruitment Consortium).[v]

7. Responsibilities

7.1.   We understand that our responsibility to safeguard children requires that we all appropriately share any concerns as soon as a staff member or volunteer suspects/knows of a concern that we

may have about children. The first point of contact is the school's DSL or other members of the Safeguarding Team (in their absence). The DSL will inform the Principal of any referrals to be made. If any staff member is involved the report is made to the Principal. If the Principal is involved, then the Chair of the Academy Council should be informed.

7.2. If a staff member feels they cannot disclose information to their DSL, Principal or academy councillor(s), they must then follow the whistleblowing procedures to report their concerns. See TMET Whistleblowing Policy for further clarification.

7.3. All staff will be versed in our Whistleblowing procedure, understand when it is appropriate to use the procedures and will be given details of the NSPCC whistleblowing helpline.

7.4. All staff will be well versed in the school's Child Missing protocols and know and understand that any child that is regularly absent or missing can be a cause for concern and a possible indicator that the child is at risk of abuse or in need or help and support - see the school's Child Missing Procedure for further clarification.

8. Designated Safeguarding Lead – Role and Responsibilities

8.1. Keeping Children Safe in Education September 2021, Annex C, outlines specific responsibilities of the DSL (a member of the school's Leadership Team) and their responsibilities within this role. Our DSL takes lead responsibility for safeguarding and child protection and their key areas of responsibilities include: -

Managing referrals:

- Refer cases of suspected abuse and neglect to children's social care/police

- Support staff who make referrals to local authority

- The Channel programme where there is a radicalisation concern and support staff with this

- Cases in relation to allegations against staff members to LADO including disclosure and barring

- Cases where any crime may have been committed to the Police

Work with Others:

- Liaise with the Principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;

- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and

- Act as a source of support, advice and expertise for staff.

- As required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member

- Liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs co-ordinators (SENCOs), or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically

- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health

- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances

- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:

    ➢ ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,

    ➢ support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Undertake Training:

- Understand the assessment process for providing early help and statutory intervention, and social care referral arrangements
- Have a working knowledge of how local authorities conduct a child protection case conference/review conference and attend to these effectively
- Understand the importance DSL(s) has in providing information and support to children social care in order to safeguard and promote the welfare of children
- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- Are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
- Understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners
- Understand and support the school or college staff with regards to the requirements of the Prevent duty and protecting children from the risk of radicalisation;
- Are able to understand the unique risks associated with online safety and be confident to keep children safe whilst they are online at school or college
- Recognise additional risks that children with (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- Obtain access to resources and attend any relevant or refresher training courses

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

In addition to the formal training set out above, our DSL(s) knowledge and skills are regularly at regular intervals to allow them to understand and keep up to date with any developments relevant to their role.

Raise Awareness

- Ensure the school's child protection policies are known, understood and used appropriately

- Ensure the school's child protection policy is reviewed annually and is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made

- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child Protections Files

Information sharing and managing child protection files
Our DSL(s) are responsible for ensuring that our child protection files are kept up to date.   The information is kept confidential and stored securely. Our records will contain the following information:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome
- Transfer child protection files (including in year transfers) 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, ensuring secure transit and confirmation of receipt will be obtained

Our DSL(s) will ensure the file is only accessed by those who need to see it and where the file or its contents are shared, this happens in line with information sharing advice outlined government guidance KCSIE 2021.

Understanding the views of children
It is important that children feel heard and understood. Therefore, our DSL(s) designated safeguarding leads will be supported in developing knowledge and skills to:

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

Holding and sharing Information
Our DSL(s) will be equipped to:

- Understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners

- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UKGDPR)
- Be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping

Availability

- During term time the designated safeguarding lead (or a deputy) should always be available arrange adequate and appropriate cover arrangements for any out of hours/out of term activities

8.2.   Roles and Responsibilities of the Principal

Each School's Principal will ensure that:

- The policies and procedures adopted by the TMET Trust Board are fully implemented and followed by all staff.

  - The Child Protection Policy and other relevant Policies are updated annually, ratified by the TMET Trust Board annually and that relevant policies be available publicly either via the school website, parents evening, open days or by other means.

  - That staff undergo and attend annual Whole School Safeguarding Training (INSET)

  - That all staff undergo appropriate online safety training

  - That all staff receive regular updates in relation to safeguarding, child protection and online safety

- Sufficient resources and time are allocated to enable DSLs and other staff to discharge their responsibilities; including taking part in inter-agency meetings and contributing to the assessment of children.

  - That the Principal is aware of Local Authority Designated Officer (LADO) processes regarding allegations about other staff members, specifically the 'harms' and 'low-level concerns' thresholds
  - That the Principal has attended LADO Training and refreshed no later than every 2 years

- That the Principal has attended Safer Recruitment Training delivered by Leicester City Council, HR Department, or another approved body, and that training is refreshed no later than every 5 years; and that at least 1 member of the Academy Council has attended Safer Recruitment Training.

- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children and processes, and such concerns are addressed sensitively and effectively in a timely manner. (Whole school approach, child centred practice and culture of vigilance)

- All staff are made aware that they have an individual responsibility for referring child protection concerns, promptly and using the proper channels.

- All staff have an understanding of Early Help and have the ability to identify children who would benefit from Early Help intervention.

- That regular external visitors/providers such as cleaners, caterers have shown the school a copy of their H & S and Child Protection guidelines as best practice and where applicable; and that the school has a statement in main reception notifying external visitors who the Schools DSL(s) are and what to do if they have any concerns about a child's welfare

- The DSLs undergo child protection training which is updated regularly, with advice from the LSCB, Safeguarding in Education and in line with Keeping Children Safe in Education, 2021, Annex C

- New members of staff, temporary or permanent including volunteers are given a full induction that includes Safeguarding and Child Protection Guidelines.

- All staff are made aware of their right to whistle blow, have a copy of the whistleblowing procedures and are well versed with the Whistleblowing Policy.

8.3 Roles and responsibilities of the Academy Council

Each Academy Council will ensure that:

- The school has a Safeguarding and Child Protection Policy and procedures in place, and the policy is made available to parents on request and available on the school website

- That all staff members working with children consider the best interests of children and are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned

- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection – DSL.

- There is an appointed deputy(s) for child protection, in the event of the unavailability of the DSL

- The DSL and the appointed deputy(s) for child protection undertakes training for designated senior persons, in addition to inter-agency child protection training, that is provided by, or to standards agreed by, LSCB, and attends refresher DSL training at two-yearly intervals

- The Principal, and all other staff and volunteers who work with children, undertake appropriate training which is kept up-to-date through Whole School Training (minimum every 2 years); and that new staff, temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities. (Through the induction process)

- There are procedures for dealing with allegations of abuse against members of staff and volunteers (Appendix 3)

- That Code of Conduct is up to date, maintained and adhered by staff so as not to bring the school into disrepute

- The chair of the Academy Council (or, in the absence of a chair, the vice chair) deals with any allegations of abuse made against the Principal, in liaison with the Local Authority Designated Officer. (Appendix 3)

- That at least 1 member of the Academy Council has attended LADO Training as a minimum and is refreshed regularly

- That at least 1 member of the Academy Council has attended Safer Recruitment Training as a minimum and is refreshed regularly

- Neither the Academy Council nor individual councillors will have a role in dealing with individual cases or a right to details of cases except when exercising their disciplinary functions in respect of allegations against a member of staff.

- Any deficiencies or weaknesses brought to the attention of the academy council are rectified

- Policies and procedures are reviewed annually, and information is provided to the Local Authority on how the academy council discharges its duties regarding safeguarding and child protection.

- A Safeguarding Councillor is appointed. This is an individual member of the Academy Council who will champion issues to do with safeguarding children and child protection within the school, liaise with the DSL, and provide information and reports to the academy council, and that person is appropriately trained to discharge their responsibilities effectively.

- Will ensure that school creates a culture of safe recruitment and, as part of that, adopts recruitment procedures that help deter, reject or identify people who might abuse children (Part three: Safer Recruitment, Keeping Children Safe in Education September 2021).

- The Academy Council responsibility and accountability of children with mental health concerns.

- That the chair of the Academy Council or the Safeguarding Councillor works with the school to complete the annual Local Authority Safeguarding Governors' Report and return the document to the Local Authority.

- That there is a Lead Academy Concillor for Antibullying and behaviour in the school. Our lead is NAME FOR ANTIBULLYING

- That there is a Lead Governor for Mental Health in the School. Our lead is NAME FOR ANTIBULLYING

8.4   Roles and responsibilities of the Trust Board

The Trust Board will ensure that:

- A Safeguarding Trustee is appointed who will champion issues to do with safeguarding and child protection across the Trust, and provide information and reports to the Trust Board (or one of its committees).

- There is a consistent approach to policy, dissemination and training across the Trust.

- They monitor the effectiveness of safeguarding across the Trust.

9.   Supporting Children

- We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth

- We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm

- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal, too aggressive or being withdrawn

- We recognise the need to identify children in need of extra mental health support and to provide, resource or refer children to access that support.

9.1.   Each School within The Mead Educational Trust will support all children by:

- Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum

- Promoting a caring, safe and positive environment within the school

- Ensure children are taught to recognise when they are at risk and know how to get help when they need it. Both, physically and online.

- Liaising and working together with all other support services and those agencies involved in the safeguarding of children (including social workers).

- Notifying Children's Social Care as soon as there is a significant concern

- Ensuring that a named teacher is designated for Looked After Children/Children In Need (LAC & CIN) and that an up to date list of LAC/CIN is regularly reviewed and updated

- Providing continuing support to a student (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Head at the pupil's new school as a matter of urgency

- Working with partner agencies to support and safeguard children within; Early Help, Children in Need, Child Protection and Looked After Children

- The school will ensure that children are taught about safeguarding, including online safety this will be a part of a broad and balanced curriculum. This will include covering relevant issues through Relationships Education and Relationships and Sex Education.

10. Confidentiality

10.1   We recognise that all matters relating to child protection are confidential and the best interest of a child should be considered at all times. However, The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

10.2   The Principal or DSL will disclose personal information about a pupil to other members of staff on a need to know basis only. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to deal with an individual student/family. A written record will be made of what information has been shared, with whom, and when.

10.3   All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

10.4   All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's own safety or well-being, or that of another child.

10.5   We will always undertake to share our intention to refer a child to Children's Social Care with their parents/carers consent unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Children's Social Care, Duty & Advice Service.

11. Support Staff

11.1. We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

11.2. We will support such staff by providing an opportunity to talk through their anxieties and concerns with the DSL and to seek further support where necessary. This could be provided by, for example, the Principal, by Occupational Health and/or a teacher/trade union representative as appropriate.

11.3. We understand that staff should have access to advice on the boundaries of appropriate behaviour. Guidance for safer working practice for those working with children and young people in education settings, 2020 (Safer Recruitment Consortium). provides advice on this and the circumstances which should be avoided, in order to limit complaints against staff of abuse of trust, and/or allegations of physical or sexual abuse. These matters form part of staff induction and are referred to in the staff handbook/code of conduct.

11.4. We recognise that DSLs should have access to support (as in 11.2) and appropriate workshops, courses or meetings as organised or arranged through the Local Authority/ LSCB

12. Allegations Against Staff

12.1. All school staff (including supply staff) should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

12.2. All school staff should be aware of the Whole School Behaviour Policy and Staff Code of Conduct

12.3. All school staff should be aware of the Guidance for Safer Working Practices for Adults who work with Children and Young People April 2020.

12.4. All school staff will sign the Online Safety Acceptable Use Agreement. This sets out responsibilities for all staff, ensuring they have an up-to-date awareness of e-safety matters and that all digital communications with students/parents/carers should be a professional level and only carried out using official school systems.

12.5. We understand that a pupil may make an allegation against a member of staff.

12.6. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Principal or the most senior teacher if the Principal is not present.

12.7. The Principal/senior teacher on all such occasions will immediately discuss the content of the allegation with the Local Authority Designated Officer and follow the process for managing the concern laid down in the LSCB Procedures (http://llrscb.proceduresonline.com/chapters/contents.html) and the School's Statement of Dealing with Allegations in appendix 3

12.8. If the allegation made to a member of staff concerns the School, the person receiving the allegation will immediately inform the chair of the Academy Council who will consult with Children's Social Care, LADO, without notifying the Principal first. (0116 454 2440)

12.9. In all occasions identified in 12.7 & 12.8 above, the school will follow the LSCPB /Local Authority procedures for managing allegations against staff and volunteers, a copy of which can be found in the School's Statement of Dealing with Allegations Policy.

12.10. Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult (as in 12.8 above) in making this decision.

12.11. In line with this policy and other Trust and school procedures for incident reporting/recording, staff and pupils may provide accounts of events, which will be stored under our own secure systems and may be produced in the event of any allegation. However, such accounts must not constitute an official statement and the reporting person must not be questioned over their disclosure at this stage.

12.12. Our lettings agreement for other users requires that the organiser will manage the suspension of adults where necessary from school premises.

12.13. Our School staff are aware of and have an understanding of our 'Guidelines for Avoiding Allegations of Abuse' as outlined in Appendix 4.

13. Whistleblowing

13.1. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

13.2. All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the Chair of academy council or the Local Authority Designated Officer.

13.3. All staff are aware of and understand how to use our whistleblowing procedures found in the Whistleblowing Policy.

13.4. All staff have access to the NSPCC Whistleblowing Helpline

14. Our Role in the Prevention of Abuse

14.1. We recognise that each school plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection.

14.2 The school community will therefore:

- Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to.

- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

- We will provide opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.

- Relevant issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, sex and relationship education, e-safety and bullying.

- Relevant safeguarding issues will be addressed through other areas of the curriculum, for example, circle time, English, History, Drama, Art, ICT, including online and offline safety

- All our policies which address issues of power and potential harm, for example bullying, equal opportunities, handling, positive behaviour, will be linked to ensure a whole school approach.

- Our safeguarding policy cannot be separated from the general ethos of the school, which should ensure that students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

15. Safeguarding Children who are Vulnerable to Extremism

15.1. Since 2010, when the Government published the Prevent Strategy[vi] and (Revised Prevent Duty Guidance 2015[vii]), there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views 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.

15.2. Each School within The Mead Educational Trust values freedom of speech and the expression of beliefs/ ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

15.3. The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. The Mead Educational Trust is clear that this exploitation and radicalisation should be viewed as a safeguarding concern. Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 5.

15.4 Each School within The Mead Educational Trust seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to religious ideologies, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist extremist and Animal Rights movements.

<mark>LOCAL CONTEXT : school should add here what the local risks to radicalisation are</mark>

15.5 **Risk reduction**

15.5.1 The academy councillors, the Principal and the DSLs for Safeguarding will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of students by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

15.5.2 When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL in the first instance

15.5.3 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

15.5.4 Our staff have undergone Prevent Awareness Training and understand the steps to follow, via discussions with the DSL, if a referral to the Channel Programme is required

16. Contextual Safeguarding and other forms of abuse

16.1 Safeguarding incidents can be associated with factors outside the school or college and or can occur between children outside the school. Our staff, including our DSL's, endeavour to consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means each school will take into consideration wider environmental factors that may be present in a child's life that are a threat to their safety and or welfare. This way, academies are able to provide as much information as possible as part of the referral process to Children's Social Care as necessary. (KCSIE 2021). Environmental factors within Contextual Safeguarding include but not exclusive:

17. County Lines

17.1. Criminal exploitation of children is a widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

17.2. County Lines is a term used when drug gangs from big cities expand their operations to smaller towns, often using violence to drive out local dealers and exploiting children and vulnerable people to sell drugs.

17.3. Common feature in county lines drug supply is the exploitation of young and vulnerable people. The dealers will frequently target children and adults - often with mental health or addiction problems - to act as drug runners or move cash so they can stay under the radar of law enforcement.

17.4. People exploited in this way will quite often be exposed to physical, mental and sexual abuse, and in some instances will be trafficked to areas a long way from home as part of the network's drug dealing business.

18. Serious Violence, Gang Violence & Youth Crime

18.1. A gang is group of individuals that spends time in public and engages in criminal activity and violence. The group may also be territorial or in conflict with other gangs. Young people involved in gangs have an increased risk of experiencing violence and other types of abuse including sexual exploitation. Gang crime and serious youth violence is also often synonymous with knife crime and other serious violence.

18.2. The vast majority of young people and education establishments will not be affected by serious

violence or gangs. However, where these problems do occur there will almost certainly be a significant impact.

18.3. Gangs specifically target children who have been excluded from school to groom them as drug dealers in towns across the UK. Exclusion from school appears to be a highly significant trigger point for the escalation of County Lines involvement for children who might be on the fringes of such activity or who are easily manipulated.

19. Knife Crime

19.1. Knife crime has been receiving countrywide attention after being recognised as a contemporary national treat in the UK. There have been a number of high-profile incidents where teenagers have been killed or injured by someone using a knife as a weapon. Knife crime simply put is any crime that involves a knife. This includes:

- carrying a knife or trying to buy one if you're under 18
- threatening someone with a knife
- carrying a knife that is banned
- a murder where the victim was stabbed with a knife
- a robbery or burglary where the thieves carried a knife as a weapon
- Within Leicester, May 2019 saw 237 reported incidents involving a knife or bladed instrument which was an increase of 30 from the previous month

20. Child Criminal Exploitation and Cybercrime Involvement

20.1. Organised criminal groups or individuals exploit children and young people due to their computer skills and ability, in order to access networks/data for criminal and financial gain. There are a number of signs that may indicate a pupil is a victim or is vulnerable to being exploited which include;
- Missing from education
- Show signs of other types of abuse/aggression towards others
- Have low self-esteem, and feelings of isolation, street or fear
- Lack trust in adults and appear fearful of authorities
- Have poor concentration or excessively tired
- Become anti-social
- Display symptoms of substance dependence
- Excessive time online computer/gaming forums
- Social Isolation in school with peers
- High-functioning with an interest in computing

21. Child Criminal Exploitation and Child Sexual Exploitation (CSE)

21.1. County Lines criminal exploitation is also synonymous with Child Sexual Exploitation. Criminal activity and Gang Association can lead into CSE through situations such as initiation, peer pressure in addition to sexual favours. Although county lines is mainly criminal, all our staff are aware of the definitions of CSE, signs and impact on vulnerable children. This is further outlined in section 17.1 of this Policy.

21.2. Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or

other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in Annex A.

22. Modern Slavery & Trafficking

22.1. Slavery is an umbrella term for activities involved when one person obtains or holds another person in compelled service. The number of British children identified as potential victims of modern slavery has more than doubled in a year, prompting fresh concerns about child exploitation by county lines drugs gangs.

Someone is in slavery if they are:
- forced to work through mental or physical threat
- owned or controlled by an 'employer', usually through mental or physical abuse or the threat of abuse
- dehumanised, treated as a commodity or bought and sold as 'property'
- physically constrained or have restrictions placed on his/her freedom
- 'slavery' is where ownership is exercised over a person
- 'servitude' involves the obligation to provide services imposed by coercion
- 'forced or compulsory labour' involves work or service extracted from any person under the menace of a penalty and for which the person has not offered himself voluntarily
- 'human trafficking' concerns arranging or facilitating the travel of another with a view to exploiting them.

22.2. **Human trafficking;**

22.2.1 Recruitment, transportation, transfer, harbouring or receipt of persons by means of threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person; (where a child is involved, the above means are irrelevant). For the purposes of exploitation, which includes (but is not exhaustive):

- Prostitution
- Other sexual exploitation
- Forced labour
- Slavery (or similar)
- Servitude etc.
- Removal of organs

23. Peer on Peer Abuse/Peer Influence

KCSIE 2021 is explicit in their definition of Peer on Peer abuse and its forms. However, within the context of contextual safeguarding, peer on peer abuse and peer influence has a massive impact on the child and

young person (CYP). If CYP are exposed to other CYP who are known for being exploited, they are more likely to experience peer on peer abuse and be 'influenced' /'swayed' to participate in illegal activity, criminal activity and sexual activity. ==Further information on Peer on Peer Abuse/ Child on Child abuse and Sexual Violence and Sexual Harassment is outlined in our schools guidance Appendix 7 of this Policy.==

24. Children and the court system

24.1.   Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds and https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds

24.2.   Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers. If a child or young person from our school is in a situation where they are required to give evidence, staff members will support the child and family members where appropriate.

25. Children with family members in prison

25.1.   The imprisonment of a household member is one of ten adverse childhood experiences known to have a significant negative impact on children's long-term health and wellbeing, their attainment, and later life experiences. Children may have to take on extra responsibilities at home, including becoming young carers in some situations.

25.2.   These children are at risk of poor outcomes including stigma, isolation and poor mental health. Parental imprisonment is also associated specifically with negative school experiences, such as truanting, bullying and failure to achieve in education and children of prisoners are at a higher risk of mental ill health and have an increased likelihood of experiencing poverty compared to their peers.

25.3.   Approximately 200,000 children have a parent sent to prison each year and, as such, our staff will support children and their family members if children from our school have family members in prison. In such cases, staff will remain non-judgemental and supportive towards the child and family so that they can achieve the best whilst in our environment. Furthermore, as if a parent of carer finds themselves in this situation, we encourage you to speak with our DSL so that support can be given as necessary.

26. Homelessness

26.1.   Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Our DSL are aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity if our children and family are experiencing homelessness. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

26.2.   Whilst referrals and or discussion with the Local Housing Authority will be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

26.3. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

26.4. Furthermore, all academies promote Early Help and Support (Section 24) so that children and families can be identified and supported at an early stage. If a parent or carer and/or their children find themselves in this situation, we strongly urge you to speak to our DSL or member of school staff so that support can be provided.

26.5. Safeguarding CYP is a local and national priority and within our school, protecting children from abuse, harm and neglect is a priority. Our Safeguarding and Child Protection Policy along with the school's values, ethos and behaviour policies, provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other. Our staff are well versed with local and national guidance and are aware of emerging safeguarding concerns that could potentially harm our children and young people;

- Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation
- Our staff are supported to recognise warning signs and symptoms in relation to specific issues, and include such issues in an age appropriate way in their curriculum
- Our staff are aware of emerging issues and contextual safeguarding and take this into consideration when assessing children and young peoples needs
- Our school works with and engages our families and communities to talk about such issues
- Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.
- Our DSL knows where to seek and get advice as necessary.
- Our school brings in experts and uses specialist material to support the work we do
- Our school staff fully understand how to raise a concern using the appropriate channels

As our staff are aware that safeguarding issues can manifest themselves in many different ways, our staff have received annual safeguarding training and additional information to better equip themselves in the knowledge of other forms of abuse as per Keeping Children Safe in Education 2020. These are outlined in Appendix 1.

27. Other forms of Abuse and Neglect

27.1. Child Sexual Exploitation & Trafficking
CSE involves young people receiving something in exchange for sexual acts. Sexual exploitation can take many forms ranging from seemingly consensual relationships to serious gang and group exploitation.

27.2. Our staff are aware that sexual exploitation can take many forms and that pupils may not exhibit external signs of abuse. Our staff are also aware that it is an offence carrying a maximum sentence of two years imprisonment where an adult (any adult) intentionally communicates (for example, by e-mail, text message, written note or orally) with a child under 16 (whom the adult does not reasonably believe to be aged 16 or over) for the purpose of obtaining sexual gratification. This act forms part of Section 67 of the Serious Crime Act 2015[viii] (offence of Sexual Communication with a Child) and came into force on 3 April 2017.

27.3. Therefore, our staff are vigilant for the less obvious signs, such as lots of new electronic equipment, when before there was none, seeming to have extra money to spend, moving away from established friendship groups, and the use of language appropriate/inappropriate for the child's age.

27.4. Our staff are also aware of some of the signs and symptoms of CSE through LSCB Leaflets[ix], staff induction and as part of annual Whole School Safeguarding Training which in addition to the CSE & Trafficking Course delivered though Children's Workforce Matters[x] that the DSL has attended.

27.5. Our staff follow guidance and procedures as outlined in 'Safeguarding Children and Young People from Sexual Exploitation in Leicester, Leicestershire and Rutland'[xi] available on the LSCB website.

27.6. Our staff are aware that if a disclosure is raised in reaction to CSE, that it will be reported straight to the DSL/SLT or Duty & Advice in their absence.

27.7. Our staff should consider whether children are at risk of abuse or exploitation in situation outside their families. Extra-familial harm takes a variety of forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth crime.

27.8. Sharing Nudes & Semi Nudes (formally Sexting) can also form part of CSE both online and offline

27.9. Grooming & Sexting can also form part of CSE both online and offline

27.10. Child sexual exploitation can occur in different ways and in different situations. Many young people are 'groomed' by their abuser, online or face-to-face. Grooming is an action deliberately undertaken with the aim of befriending and establishing an emotional connection with a child, to lower the child's inhibitions with the intention to sexually abuse them.

27.11. Groomers will hide their true intentions and may spend a long time gaining a child's trust though a range of mediums including social media platforms. Section 67 of the Serious Crime Act 2015 (offence of Sexual Communication with a Child) which came into force on 3 April 2017 also applies to Sexting and Grooming and our staff are fully aware of the legislation[xii].

Grooming Models include;
- The relationship / peer model
- Organised / network model & trafficking model
- Inappropriate relationship model
- Gangs model
- Online Gaming / Social Networks

27.12. Our staff are aware of the types of grooming which take place, including grooming models through their annual safeguarding training and information from our DSL.

27.13. Sharing Nudes or Semi Nudes/Sexting is when someone sends or receives a sexually explicit text, image or video or use of live stream. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. This can be via Peer on Peer or other adults. As recently as June 2017, figures show there have been more than 4,000 cases since 2013 where children have taken explicit pictures of themselves and sent them to others, the youngest being 5 years old and research from Child Line suggest six out of ten teenagers say they have been asked for sexual images or videos. It is illegal to possess, take or distribute sexual images of someone who is under 18, even if the young person under the age of 18 has taken the image themselves and passed it on themselves.

27.14. Our school takes a zero tolerance approach if children are found to be sending sexual images of themselves or others whether intentionally or maliciously in our school. Our school has a duty of care to inform the Police and Childrens Social Care if such a case occurs. We will also notify parents directly if their children are involved. In addition to supporting our children with being safe in a digital world and highlighting the dangers, our staff have also been issued with the guidance on 'Sharing Nudes and Semi Nudes' from the UK Council for Internet Safety (Dec 2020) and have an understanding of how to handle

such incidents if they arise in our school/college.
https://inege.com/wp-content/uploads/2021/01/UKCIS_sharing_nudes_and_semi_nudes_advice_for_education_settings_V2.pdf

27.15. Our school staff follow school procedures in reporting such concerns and promote E Safety and dangers of Sharing Nudes, Sexting, Grooming and CSE through lessons, PSHE and assemblies. Our pupils are taught how to keep safe on and off line and E Safety is promoted throughout the school and home environment. Our school have also discussed local and national cases where grooming of young children has taken place such as the Kayleigh Haywood Story/Brecks Game to highlight the dangers.

27.16. Our Online safety policy is highlighted to staff, pupils and parents and is available on our school's website including our acceptable usage policy and our staff have undergone relevant online safety at induction and regularly throughout the year.

28. Sexual violence, up skirting and Sexual harassment between children including Peer on Peer Abuse/Children using Abusive Behaviour (CUSAB).

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:
- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexual activity without consent
- consensual and non-consensual of sharing nudes and semi nudes/sexting
- sexting (also known as youth produced sexual imagery); and
- Up skirting
- initiation/hazing type violence and rituals

28.1 Sexual violence and sexual harassment[xiii] can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

28.2 Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBTQ children are at greater risk.

28.3 Our school takes Peer on Peer abuse seriously and we understand that some children are more vulnerable to physical, sexual and emotional bullying and abuse by their peers. In our school, this kind of abuse will always be taken as seriously as abuse perpetrated by an adult and as seriously as a child who is suffering or likely to suffer significant harm.

28.4 Our staff understand that a significant proportion of sexual related offences are committed by teenagers and, on occasion, such offences are committed by younger children. Our staff therefore understand not to dismiss some abusive sexual behaviour as 'normal' between young people and not to create high thresholds in such cases before appropriate action is taken.

28.5 Staff and carers of children living away from home need clear guidance and training to identify the

difference between consenting and abusive, and between appropriate and exploitative peer relationships. Our school will provide information, guidance and training to relevant staff members to support them with this.

28.6   Children and young people who abuse others should be held responsible for their abusive behaviour, while being identified and responded to in a way that meets their needs as well as protecting others and our school has clear guidelines around this.

28.7   Our school also referrers to the LSCPB procedures (Chapter 2.2)[xiv] which are written with particular reference to sexually abusive and inappropriate behaviours. Keeping Children Safe in Education 2021 (Part 5) also refers to Peer on Peer abuse and Sexual Harassment and Violence and where there are serious child protection concerns, as a result of non-sexual violence by a child or young person, leading to actual or possible significant harm, our safeguarding and child protection measures will be implemented.

29. Up skirting

29.1   Up skirting is the act of taking a photograph of underneath a person's skirt without their consent. It's often performed in a public place; public transport or on an escalator, with crowds of people making it harder to spot people taking these photos. It could also happen on the way to and from school and within a school. Being victim to such an incident can cause emotional distress for the young child or young person involved. All staff take these types of incidents seriously and our staff are aware of the law against 'Up skirting' which came into force on April 12, 2020 in England and Wales. If our staff are made aware of such incidents, the schools will follow its safeguarding procedures in addition to seeking advice from the Police.

29.2   All our staff are aware of the importance of:
* making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
* not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
* challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras, up skirting and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them and serious action will be taken

29.3   If our staff have a concern that a child might have been abused by another child and/or is displaying inappropriate sexualised behaviour, staff will in the first instance refer their concerns to the DSL. The DSL will then directly contact Children's Social Care/DAS in accordance with the LSCB Referrals Procedure[xv] to decide how the incident will be managed. Furthermore, our DSL will also seek advice from the Police where necessary. Our staff are aware of what Peer on Peer abuse and Sexual Violence/Harassment is at national and local levels through our annual Whole School Training and our DSL has attended CUSAB Training delivered by Safeguarding in Education to enhance their knowledge in this area further.

30. Domestic Violence and Abuse & Violence between young people (Teen relationships)
30.1.   The cross-government definition of domestic violence and abuse is[xvi]:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:
* psychological
* physical

- sexual
- financial
- emotional

30.2. There have been a number of high profiles cases both locally and nationally where domestic violence and abuse has had a significant and direct impact on the child and their wellbeing. If the school is made aware of incidents of domestic violence which is impacting on a child within the school, (suspicions and allegations of abuse, harm and significant risk to a child), the school will follow Local Authority and Leicester Safeguarding Board guidelines in reporting such concerns to Children's Social Care, Duty and Advice or the Police and will also seek further guidance where necessary. The school will also utilise Operation Encompass (https://www.operationencompass.org/) as a conduit between school and the police.

30.3. Domestic abuse is not limited to adults; there is an increasing awareness of violence from one teenager to another;
- 1 in 5 teenage girls have been assaulted by a boyfriend
- Young women are more likely to experience sexual violence then other age groups
- Young women with older partners are at increased risk of victimisation
- Recent surveys (including NSPCC[xvii], Zero Tolerance and End Violence Against Women campaign) reveal that approximately 40% of our young people are already being subjected to relationship abuse in their teenage years

30.4. If our school is made aware of children behaving this way with other children within our school, and violence is apparent between the young people's intimate relationship; this includes issues around the use of social media and Sexting, we will view this as a significant child welfare concern and where necessary, the appropriate agencies will be informed. This includes Children Social Care and the Police.

30.5. If such cases are prevalent within our school, whether the incident involves Adult Relationships or Teen Relationships, the school will also work closely with the child and the Principal/DSL will endeavour to support the child who has been exposed to this type of violence and abuse with the involvement of (where appropriate) their parents/carers and their boyfriend/girlfriend.

30.6. Furthermore, involvement through the Early Help Offer can also support the child and parents/carers and the school will ensure communications and multiagency working with Social Care and Early Help is maintained to fully support the child and their family. (Victims). Staff will also work with all the children in our school to ensure information and the importance of healthy relationships is highlighted through assemblies, circle time and PSHE lessons.

31. Child Missing From Education

31.1 A Child Missing From Education forms part of the wider LSCB procedures (Chapter 2.10)[xviii] for children who go missing from School, Home, Care Education and includes Families who go missing.

31.2 A pupil missing from education on a number of occasions is a potential indicator of abuse and neglect.

31.3 Should a pupil go missing from our school, our Attendance Officer will inform the DSL/SLT and contact the Educational Welfare Service. The DSL will consider further actions and/or support should it be required and to ensure they help identify the any risk of abuse and neglect, including sexual exploitation and to help prevent the risks of them going missing in future.

31.4 If a child is no longer coming to our school where the parent/carer has removed them, we will

ensure that appropriate steps are taken and measures are in place. I.e. we will follow our school guidelines in monitoring those parents/carers home tutoring, follow procedures where a child is taken out of school to go on holiday, where a child is removed from school as the family are moving away;

31.5   We will notify All relevant partner agencies/services including Education Welfare, correct forms will be completed, information will be recorded and child folders/information will be passed on to the appropriate person (where applicable).

32. Honour Based Violence

32.1.   Honour-based Violence is a term that embraces a variety of crimes of violence (mainly but not exclusively against women) including domestic abuse, which is perpetrated in the name of so called 'honour'. The honour code which it refers to is set at the discretion of male relatives and women who do not abide by the 'rules' are then punished for bringing shame on the family. Infringements may include a woman having a boyfriend; rejecting a forced marriage; pregnancy outside of marriage; interfaith relationships; seeking divorce, FGM, Forced marriage, abuse linked to faith and culture, breast ironing, inappropriate dress or make-up and even kissing in a public place.

32.2   HBV can exist in any culture or community where males are in position to establish and enforce women's conduct. However, males can also be victims, sometimes as a consequence of a relationship which is deemed to be inappropriate, if they are gay, have a disability or if they have assisted a victim.

33. Female Genital Mutilation

33.1   Female Genital Mutilation is an illegal operation under the Female Mutilation Act 2003, is a form of child abuse and as such, is dealt with under the school's Child Protection & Safeguarding Policy.

33.2   Definition of Female Genital Mutilation (FGM)[xix]:

FGM 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.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Therefore, our staff have been briefed on the importance of FGM through our annual Whole School Safeguarding and are aware of some of the signs and symptoms.

Responding to FGM - The school will ensure;
- We raise awareness of staff in regard to the issues of FGM through Whole School Training
- Staff have a clear understanding of what FGM is
- FGM is within the schools Safeguarding Policy
- Sex and Health curriculum supports pupils understanding of their bodies and keeping themselves safe
- Monitoring absences

33.3   As of October 2015, it became a mandatory responsibility of all staff members to report any suspicion of FGM to the police if the child is under 18 years of age. If any of our staff are aware of such concerns,

staff will, in the first instance, report their concerns to the DSL and/or Principal and then take appropriate steps to either directly contact the Police or seek advice from Duty & Advice, Children's Social Care.

33.4 Any concerns raised including any referrals made will be; monitored closely and recorded following our school's procedures by the staff members raising the concern, the DSL or both.

34. Mental Health

34.1. Our staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

34.2. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

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

34.4. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken and be reported to a DSL or deputy.

34.5. The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol.

Academies are recommended to personalise with their provision and resources for identifying and supporting mental health, or signpost to documentation.

35. Forced Marriage

35.1. A forced marriage is a marriage that is performed under duress and without the full and informed consent or free will of both parties. Duress cannot be justified on religious or cultural grounds. Victims of forced marriage may be the subject of physical violence, rape, abduction, false imprisonment, enslavement, emotional abuse, and murder. It is important not to confuse 'forced' marriage with 'arranged' marriage. In the instance of an 'arranged' marriage both parties freely consent.

35.2. The Governments definition of a Forced Marriage is[xx];
A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

35.3. Our staff, through induction and Whole School Training are aware of the importance and impact on a child/student who is involved in such situations.

35.4. In addition, the Forced Marriage Unit have issued guidance on Forced Marriage and vulnerable adults due to an emerging trend of cases where such marriages involving people with learning difficulties. This is not a crime which is perpetrated by men only, sometimes female relatives will support, incite or

assist. It is also not unusual for younger relatives to be selected to undertake the abuse as a way to protect senior members of the family. Sometimes contract killers and bounty hunters will also be employed

35.5. In such cases, disclosures and concerns relating to Forced Marriage/Honour Based Violence will be reported directly to the DSL and the Police due to the impact it could have on the child/student in the wider community. Information will be sought from Children's Social Care Duty & Advice and where appropriate and Police and the Forced Marriage Unit.

36. Abuse linked to faith, beliefs and culture

36.1. Child abuse is never acceptable in any community, in any culture, in any religion, under any circumstances. However, some children are subject to certain kinds of child abuse linked to their faith, belief or culture and this includes abuse that might arise through a belief in spirit possession or other spiritual or religious beliefs.

This kind of abuse can also include;
- Belief in concept of witchcraft, magic or voodoo
- Demons or the devil acting through children or leading them astray
- The evil eye or djinns and dakini
- Ritual or muti murders
- Breast Ironing
- Female Genital Mutilation
- Honour based violence and Forced Marriage
- Chastisement of a child in a Place of Worship

36.2. Whilst this is not an exhaustive list, our school recognises that sadly, such cases are on the increase within the community and as a school, we take such incidents as seriously as any other kind of abuse perpetrated by an adult on a child.

36.3. If the school has been made aware of such a case, the school will follow LSCPB procedures and where appropriate, report the incident to Children Social Care and/or the Police.

36.4. As a school, our staff are aware of some of the signs of this kind of abuse and have attended training to support them further. We also work closely with all our children to promote healthy relationships and British Values. Our code of conduct (Children/Teachers/Parents & Carers), also teaches our children mutual respect of other faith, beliefs and cultures in a positive manner rather than negative. We believe and respect each other in our school and maintain this ethos throughout the teaching and learning environment.

37. Early Help and Supporting Children and their Families

37.1 Early Help and prevention is about how different agencies work together to help children, young people and their families at any point in their lives to prevent or reduce difficulties. This means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

37.2 At our school, key staff members and DSL's have attended our LSCPB's Early Help and Early Help Assessment Training and our staff are prepared to identify any children who may benefit from Early Help. Schools may are recommend to signpost to their Early Help offer

38. Bullying and Safeguarding

38.1   **The Law** - Some forms of bullying are illegal and should be reported to the police. These include:
- violence or assault
- theft
- repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
- hate crimes

38.2   Bullying is defined as 'behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally'. Repeated bullying usually has a significant emotional component, where the anticipation and fear of being bullied seriously affects the behaviour of the victim.

38.3   It can be inflicted on a child by another child or an adult. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

38.4   Our school has a legal duty to ensure we have an Anti-Bully Policy in place and that all staff, children and parents/carers are made aware of it. This document can be accessed on our school website and sets out clear procedures in managing such incidents within the school. We also deliver work in school about anti-bullying though assemblies and lessons and our staff are trained in appropriately dealing with such incidents.

38.5   However, at times, bullying such as Peer on Peer abuse; sexualised behaviour, serious incidents of harm, homophobic behaviours, cyber bullying and Sexting/Use of mobile phones will be taken seriously and as a serious safeguarding concern especially if the child is at risk of significant harm. In such cases, our Designated Safeguarding Lead and the Principal will assess the situation and seek advice and guidance from Children's Social care or the Police especially in relation to illegal activity.

39. Local Priorities

39.1   Within Leicester City, the Local Authority and LSCB has have their own priorities which reflect the area in which our school is based. Some of these include being aware of Knife Crime, Gang Related Issues, Radicalisation, County Lines, Criminal Activity, Antisocial Behaviour, FGM and Contextual Safeguarding. (This is not an exhaustive list).

39.2   Within our local community area, our priorities are: **(SCHOOLS TO RESEARCH AND LIST THEIR LOCAL PRIORITIES HERE)**

Priority/Awareness of
- Priority/Awareness of
- Priority/Awareness of
- Priority/Awareness of

39.3   Our SLT, DSLs and staff are aware of these priorities and we aim to raise awareness through a whole school approach and staff training to ensure our children and young people are aware of such issues and that we implement the correct policies and procedures to ensure that our children and young people are safe within school and within the community we serve. We work closely with other agencies including the Police, Community Groups and Social care and where appropriate, Parents and Carers will also be a part of this whole school and whole community approach process.

40. Private Fostering

40.1   A private fostering arrangement is one that is made without the involvement of the local authority to look after a child under the age of 16 (or under 18 if disabled) by someone other than a parent or close relative, for 28 days or more and can include those living with extended family members. So, this could be a child living with people as stated below:

Private Fostering **includes** a child living with:	Private Fostering **does not include** a child living with:
Godparents	Mother/Father
Great Grandparents	Brothers/Sister
Great Aunts or Uncles	Grandparents
Family Friends	Aunts/Uncles
Step parents where a couple isn't married or in a civil partnership	Step Parents where a couple is married or in a civil partnership
Cousins	Children and young people who are being looked after by the Authority.
A host family which is caring for a child from overseas while they are in education here	

40.2   It's a legal duty (Children Act 1989) for parents or the private foster carer to notify the local authority of whenever a child is not living with a close relative. This should be done six weeks before the arrangement takes place or immediately if it is unplanned or already happening. This is so the local authority can work with private foster carers to keep children safe and also support anyone who is privately fostering.

40.3   Our staff are aware of what Private Fostering is and staff in our school understand their legal duty under the Children Act 1989 to notify the Local Authority/Children's Social Care, they are made aware of such cases. Our school understands the apprehension some carers may feel is raising such concerns and the difficulty that some carers may have if faced with this situation. As such, our staff will endeavour to support the cares and the child to ensure the wellbeing of the child is maintained and help and advice is made available.

41. Online safety

41.1   The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers our school to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;

- contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and

- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

- commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group

41.2   Education

The school will do everything that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system as part of this process, the school will teach children how to safe online using the government guidance[xxi] and other resources.

41.3   Filtering and monitoring

The school will ensure we have appropriate filters and monitoring systems in place.

The appropriateness of any filters and monitoring systems and will be informed in part, by the risk assessment required by the Prevent Duty. The UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might look like

Guidance on e-security is available from the National Education Network.

Whilst filtering and monitoring is an important part of the online safety picture, it is only one part.

The school will consider a whole school approach to online safety. This will include a clear policy on the use of mobile technology in the school. Many children have unlimited and unrestricted access to the internet via 3G and 4G in particular and the school will carefully consider how this is managed on our premises.

41.4   Staff training

The school will ensure that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

42.   What we do when we are concerned about a child?

42.1   Where risk factors are present but there is no evidence of a particular risk, then our DSL/SLT advises us on preventative work that can be done within school to engage the student into mainstream activities and social groups. The DSL/SLT may well be the person who talks to and has conversations with the student's family, sharing the school's concern about the young person's vulnerability and how the family and school can work together to reduce the risk.

42.2   In this situation, depending on how worried we are and what we agree with the parent and the young person (as far as possible)

42.3   The DSL can decide to notify Duty and Advice, Early Help or Family Support Services so that a strategic overview can be maintained and any themes or common factors can be recognised; and The school will review the situation after taking appropriate action to address the concerns.

42.4   The DSL will also offer and seek advice about undertaking an Early Help assessment and/or making a referral to Early Help services.

42.5   In addition to the above, our staff will refer to Appendix 2 'Procedure to follow in cases of possible, alleged or suspected abuse, or serious cause for concern about a child' when dealing with a child Disclosure or an allegation of abuse.

43. Other Relevant Policies

Our academy council's legal responsibility for safeguarding the welfare of the children goes beyond child protection. Their duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies and protocols, for instance:

- Children's behaviour management, including drug/alcohol use
- Staff behaviour and management (Code of Conduct; Safer Working Practice)
- Parents behaviour and management (Code of conduct when in school)
- Racist incidents and Homophobic Behaviour
- Anti-bullying including Peer Abuse and Children Using Sexually Abusive behaviour
- Sexual Violence and Sexual Harassment between children in schools and colleges
- Physical interventions/restraint
- Special Educational Needs, Mental Health Issues and Disabled Children
- Trips and visits
- Work experience and work-related learning placements
- First aid and the administration of medicines
- Health and safety & Site security
- Sex and Relationship Education/Underage Sexual Activity (Healthy Relationships and Domestic Violence in Young People)
- Equal opportunities
- ICT and E-safety, including on and offline and acceptable usage
- Extended School Activities
- Mobile phone and camera use (digital equipment)
- LAC Policy
- Visitor Policy
- Safer Recruitment Policy
- Managing Allegations Procedure / Local Authority Designated Officer (LADO)/Low Level Concerns (Appendix 3)
- Monitoring, Recording, Retaining Safeguarding Records Guidance
- Whistleblowing Procedures

The above list is not exhaustive and when undertaking development or planning of any kind, our school and academy councillors will consider the best interest of our children and any implications for safeguarding children and promoting their welfare.

APPENDIX 1 - DEFINITION AND INDICATORS OF ABUSE

1. NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Fabricated or Induced Illnesses (Munchausen Syndrome by Proxy)
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers

Neglect is a priority for Leicester, Leicestershire & Rutland LSCB. Neglect has been identified as a feature in national & local Serious Case Reviews (SCR's), local learning reviews and multi-agency audits. Our local LSCB have developed a *Neglect Toolkit* to support practitioners identify neglect earlier in families. Key staff members and DSL's in our school are versed with this document and understand when to use it. http://lrsb.org.uk/uploads/llr-lscb-neglect-toolkit-2016.pdf

2. PHYSICAL ABUSE

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fabricated or Induced Illnesses (Munchausen Syndrome by Proxy)
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

3. SEXUAL ABUSE

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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit act of sexual abuse, as can other children.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;

- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

4. SEXUAL EXPLOITATION

Child sexual exploitation occurs when a child or young person, or another person, receives "something" (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person. Sexual Exploitation can also include Grooming and Sexting.

The presence of any significant indicator for sexual exploitation should trigger a referral to children's social care. The significant indicators are: (no an exhaustive list)

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.

5. EMOTIONAL ABUSE

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

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self-harming, drug or solvent abuse;

- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as "traumatic mutism") can indicate maltreatment

6. SEXUAL HARASSMENT OR VIOLENCE

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual "jokes" or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is

important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and

- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
- Non-consensual sharing of sexual images and videos;
- Sexualised online bullying;
- Unwanted sexual comments and messages, including, on social media; and
- Sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

7. RESPONSES FROM PARENTS

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Severe chastisement of a child including withholding food and using food as a form of punishment;
- Parents request removal of the child from home; or
- Violence between adults in the household.

8. SEND CHILDREN (Special Educational Needs and Disabilities)

Our school is an inclusive school and welcomes all pupils including those with SEND. We believe in providing every possible opportunity to enable our pupils to develop their full potential whilst promoting their self-esteem and valuing their individuality.

Some children have barriers to learning that mean they have special needs and require particular action by the school. Our dedicated SENCO and teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Key issues for safeguarding children with disabilities include:

- Social isolation
- Reliance on others for personal care
- Impaired capacity to resist or report abusive behaviour
- Reduced access to someone to tell
- Especially vulnerable to bullying and intimidation
- More frequently away from home, e.g. in hospital, respite care or residential living

Our SENCO and teachers have attended appropriate training as part of their CPD; whole school safeguarding training, understand the vulnerability of SEND children and understand that SEND children may be at higher risk of abuse or neglect.

Some indicators concerns could include:

- A bruise in a site that might not be of concern on an ambulant child, such as the shin, might be of concern on a non-mobile child
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification e.g. deprivation of liquid, medication, food or clothing
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting; misappropriation of a child's finances
- Invasive procedures which are unnecessary or are carried out against the child's will
- A lack of knowledge about the impact of disability on the child
- A lack of knowledge about the child, e.g. not knowing the child's usual behaviour
- Not being able to understand the child's method of communication
- Confusing behaviours that may indicate the child is being abused with those associated with the child's disability
- Denial of the child's sexuality
- Behaviour, including sexually harmful behaviour or self-injury may be indicative of abuse
- Being aware that certain health/medical complications may influence the way symptoms present or are interpreted.

Our school has a specific SEND Policy. All our staff have access to this policy and key staff members are aware of the LSCB Procedures on line. As best practice our school will ensure we:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning

- Help disabled children make their wishes and feelings known in respect of their care and treatment;
- Ensure that disabled children receive appropriate personal, health, and social education (including sex education);
- Make sure that all disabled children know how to raise concerns, and giving them access to a range of adults with whom they can communicate.
- Those disabled children with communication impairments should have available to them at all times a means of being heard;
- Close contact with families, and a culture of openness on the part of services;
- Guidelines and training for staff on good practice in intimate care; handling difficult behaviour; consent to treatment; anti-bullying strategies; and sexuality and sexual behaviour among young people;
- Guidelines and training for staff working with disabled children aged 16 and over to ensure that decisions about disabled children who lack capacity will be governed by the Mental Health Capacity Act once they reach the age of 16.
- Use specialist service needs/multi-agency approach if as a school we feel additional, support resources and interventions are required.

APPENDIX 2 - PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD: FOR ALL STAFF MEMBERS

Teachers are in a unique position to identify and help children who may be being abused. Although all schools are required to have a named designated teacher with responsibility for co-ordinating child protection, this should not diminish the role all teachers have in protecting children. Child abuse usually comes to the attention of teachers in one of four ways:

- a direct allegation from the child being abused,
- a third party (e.g. friend, classmate) report,
- through the child's behaviour
- or through observation of an injury to the child.

When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. You may ask questions of a clarifying nature – such as 'who, what, where, when, how?' or use the acronym TED – 'Tell me, 'Explain it to me', Describe it to me.'

Remember, the way in which you talk to the child may have an effect on any subsequent legal proceedings. You need to be open and non-judgemental. Children making disclosures should be reassured and, if possible at this stage, should be informed what action will be taken next.

As soon as possible write a dated and timed note of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead (DSL). It is important to act swiftly to avoid delays.

As a general guide, it is important to remember the following:

SECRETS - A child's trust can place a heavy responsibility on teachers, particularly if they want the abuse to remain a secret. You should tell the child that if he or she is being hurt you will need to tell other people. The child may need to be reassured that you will only speak to those who need to know and that they will treat the matter confidentially.

LISTEN - Listen carefully to the child. Take what he or she says seriously as it is rare for a child to make entirely false allegations.

REASSURE - Reassure the child that he or she was right to tell and is not to blame for what happened, but do not promise confidentiality.

RECORD - As soon as possible after talking with the child, make a written record of what was said at the time, when and where the conversation took place and who was present. This must be accurate and not interpretation or assumption. Note any colloquial/slang words used by students and any language/behaviour inappropriate for the child's age – do not convert them into proper terms. Remember this may be used in any subsequent legal proceedings so note down too, how the child was behaving and the way in which they told you what was happening. This may indicate how the child was feeling.

For injuries in specific areas, record the location accurately – DO NOT take photographs or examine the child yourself.

SUPPORT - Get support for yourself. Listening to abused children can be very upsetting, and giving the child help

may be difficult, if you are not given support yourself. Experience of working with children is not, in itself, preparation for the distress abuse can raise.

REMEMBER - It takes courage and determination for a child to tell an adult that they are being, or have been, abused. When they do tell someone, it is usually a person who they feel they can trust and whom they feel is reliable. For reasons of confidentiality, only those people who need to know about the abuse should be told, and conversations about the child should always be held in private.

If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the DSL/Principal must be informed asap; if the concern is in reaction to your Principal, you must speak to your Governor. If you feel you cannot speak with your Governors, you must use you whistleblowing procedure and contact Duty & Advice/LADO for advice and support. (Appendix 6)

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

APPENDIX 3 - ALLEGATIONS ABOUT A MEMBER OF STAFF/SUPPLY STAFF/VOLUNTEERS, <mark>INCLUDING LOW LEVEL CONCERNS</mark>

1.   Inappropriate behaviour by staff/supply staff/volunteers could take the following forms:

- **Physical**
  For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- **Emotional**
  For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
- **Sexual**
  For example, sexualised behaviour towards students, sexual harassment, sexual assault and rape.
- **Neglect**
  For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.

2.   If a child makes an allegation about a member of staff, governor, visitor or volunteer the Principal should be informed immediately. The Principal should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Principal should not carry out the investigation him/herself or interview students.

3.   In some circumstances our school may have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business (referred to in this section as 'the agency'). Academies should ensure allegations are dealt with properly. In no circumstances should a school decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. The school should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation. Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. The school will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school, are under the supervision, direction and control of the TMET when working in the school. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation. When using an agency, the school will inform the agency of its process for managing allegations.

4.   The Principal must exercise, and be accountable for, their professional judgement on the action to be taken, as follows –

- If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Principal will notify the Local Authority Designated Officer (LADO) Team.

- The LADO Team will liaise with the Chair of Governors and advise about action to be taken, and may initiate internal referrals within children's social care to address the needs of

children likely to have been affected.

- If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the student (s), these should be addressed through the school's own internal procedures.

- If the Principal decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child protection file.

5. Where an allegation has been made against the Principal, then the Chair of the Governing Body takes on the role of liaising with the LADO team in determining the appropriate way forward. For details of the procedure, please refer to the LSCB Website and refer to your Whistleblowing Procedures

LOW LEVEL CONCERNS

All staff are expected to report concerns, no matter how small, about their own behaviour or that of another member of staff, volunteer, supply teacher, contractor or other person working in school. All TMET schools should actively create and embed a culture of openness, trust and transparency in which the clear values and expected behaviour set out in the "Guidance for safer working practice for those working with children and young people in education settings"

Definition of a low-level concern
A low-level concern is any concern, no matter how small, even if no more than causing a sense of unease or a 'nagging doubt', that a person working in or on behalf of the school may have acted in a way that:
• is inconsistent with the Guidance for safer working practice (2020), including inappropriate conduct outside of work, and
• does not meet the allegations threshold or is otherwise not considered serious enough to make a referral to the LADO

Reporting low-level concerns
Where a low-level concern has been identified this will be reported as soon as possible to the Principal. However, it is never too late to share a low-level concern if this has not already happened. Where the Principal is not available, the information will be reported to the Vice Principal Deputy DSL. Low-level concerns about the Designated Safeguarding Lead will be reported to the Principal and those about the Principal will be reported to the Chair of academy council. Where the low-level concern has been reported to the a Deputy DSL, they will inform the Principal of the details as soon as possible.

Recording concerns
A summary of the low-level concern should be written down, signed, timed, dated and shared by the person bringing the information forward. Where concerns are reported verbally to the Principal a record of the conversation will be made by the Principal which will be signed, timed, and dated.

Responding to low-level concerns
Where a low-level concern has been raised this will be taken seriously and dealt with promptly. The Principal will:
• Speak to the person reporting the concern to gather all the relevant information

• Speak to the individual about the concern raised to ascertain their response, unless advised not to do so by the LADO, Police or HR.
• Where necessary further investigation will be carried out to gather all relevant information. This may involve speaking to any potential witnesses.

The information reported and gathered will then be reviewed to determine whether the behaviour,
i. is consistent with the Guidance for safer working practice for those working with children and young people in education settings (2020); no further action will be required,
ii. constitutes a low-level concern: no further action is required, or additional training/guidance/support may be required to rectify the behaviour via normal day to day management processes. The employee should understand that failure to improve or a repeat of the behaviour may lead to further action being taken, e.g. either via the Appraisal Policy or Disciplinary Policy.
iii. is serious enough to consult with or refer to the LADO: a referral should be made to the LADO and advice taken from HR.
iv. when considered with any other low-level concerns that have previously been raised about the same individual, should be reclassified as an allegation and referred to the LADO or Police: a referral should be made to the LADO and advice taken from HR.

Records will be made of:
i. all internal conversations including any relevant witnesses,
ii. all external conversations e.g. with the LADO,
iii. the decision and the rationale for it,
iv. any action taken

Can the reporting person remain anonymous?
The person bringing forward the concern will be named in the written record. Where they request to remain anonymous this will be respected as far as possible. However, there may be circumstances where this is not possible e.g. where a fair disciplinary investigation is needed or where a later criminal investigation is required.

Should staff report concerns about themselves (i.e. self-report)?
It may be the case that a person finds themselves in a situation which could be misinterpreted, or might appear compromising to others; or they may have behaved in a manner which on reflection they consider falls below the standard set out in the Guidance for safer working practice. In these circumstances they should self-report. This will enable a potentially difficult situation to be addressed at an early opportunity if necessary.

Should the low-level concerns file be reviewed?
The records will be reviewed periodically, and whenever a new low-level concern is added, so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and referred to the LADO if required. A record of these reviews will be retained.

References
Low-level concerns will not be included in references unless a low-level concern, or group of concerns, has met the threshold for referral to the LADO and found to be substantiated.

What is the role of the Academy Council?
The Principal will regularly inform the Safeguarding Academy councillor about the implementation of the low-level concerns appendix, including any evidence of its effectiveness eg with relevant data.

APPENDIX 4 - GUIDELINES FOR AVOIDING ALLEGATIONS OF ABUSE: FOR ALL STAFF MEMBERS

Whilst they may in common law be regarded as acting in loco parentis, teachers and carers in school should remember that they are not able to take the place of parents in providing physical comfort. This is not to say that all physical contact is inappropriate, rather that the professional context demands circumspection and a sense of fitness for purpose.

Teachers of very young children of nursery and Key stage 1 age will naturally need to engage in more physical contact than teachers of older children. Comforting a distressed child who may just have started school will not be an unusual occurrence. Similarly, in the special school setting, some children may tend towards demanding physical attention. In such circumstances, the contact by the adult will be for re-assurance and may involve physical closeness (e.g. holding the child's hand or placing hands on the child's shoulders). Hugging and kissing would be inappropriate for other than the parent, even though the child may want to initiate it.

Administration of medicines and first aid requires careful codes of conduct and procedures. These should be laid down by local authority or health authority or in individual school guidelines and followed meticulously. As a rule of thumb, teachers should not administer medicines. If the child had an adverse reaction to a medicine given by a teacher, the teacher could be held liable and charged with negligence.

Administration of first aid should be undertaken by a qualified first aider. Where none is available, the minimum steps should be taken to ensure the child's safety and the emergency services should be called.

Teachers may sometimes be called upon to intervene physically if a child or children are in danger of injuring themselves or others - as in a fight in the school yard. It is important that in such circumstances the minimum possible reasonable force is used. Where possible another colleague should be called upon to assist, both to minimise the risk of injury to the teacher intervening and to act as witness that reasonable force and no more was used. After such an event a clear record of what took place should be made, including where possible statements from witnesses. The Principal should be informed.

One-to-one situations with pupils need to be carefully and consciously managed. Some teaching, as with peripatetic music staff, may often suggest one-to-one organisation. Where pupils can be paired for such lessons, it is preferable. Where this is not possible and in other situations of individual interviews with pupils, it is advisable to use a room with a window where others can see in or to leave the door open. If confidentiality makes this difficult, then another member of staff should be informed that the interview is taking place.

If a child becomes distressed, support and re-assurance should be offered through calming words rather than through physical contact. Teachers should not become involved with children's personal problems beyond listening and being sensitive to them in order to refer the child to the most appropriate source of help or counselling.

APPENDIX 5 - INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy as:

    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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as:

    The demonstration of unacceptable behaviour by using any means or medium to express views which:

    *   Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
    *   Seek to provoke others to terrorist acts;
    *   Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
    *   Foster hatred which might lead to inter-community violence in the UK.

4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

    *   Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
    *   Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
    *   Personal Circumstances – migration; local community tensions; and events affecting the student's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
    *   Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life;
    *   Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration; and
    *   Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

    - Being in contact with extremist recruiters;
    - Accessing violent extremist websites, especially those with a social networking element;
    - Possessing or accessing violent extremist literature;
    - Using extremist narratives and a global ideology to explain personal disadvantage;
    - Justifying the use of violence to solve societal issues; and
    - Joining or seeking to join extremist organisations; and
    - Significant changes to appearance and/or behaviour;
    - Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis

APPENDIX 6 Guidance on child on child sexual violence and sexual harassment

**IMPORTANT NOTE: as per KCSIE 2021, it is the sole responsibility for educational establishments to ensure that they have a 'Guidance on child on child sexual violence and harassment' for their establishment in place. The below information is taken directly from KCSIE 2021[1] and all education establishments are required to have guidance in place for such incidents. The information below is a starting point to support the school in writing their own Child on Child Appendix for such incidents.

KCSIE 2021 states that child on child sexual violence and sexual harassment forms part of the statutory guidance about how schools and colleges should respond to all reports and concerns of child on child sexual violence and sexual harassment, including those that have happened outside of the school or college premises, and or online.

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. NAME OF ESTABLISHMENT takes such incidents seriously and have strict measures in place to address this kind of behaviour and our staff are advised to maintain an attitude of 'it could happen here'.

Whilst our school strictly follows statutory guidance and information from the government **Sexual Violence and Sexual Harassment Between Children in Schools and Colleges**, the following measures are in place in order to support children and staff if such incidents are reported and received in our school/college;

School to **FULLY** enter their procedures below in dealing with such incidents:

- Establishment to include any processes
- Establishment to include any definitions
- Establishment to include any policy guidance and references to KCSIE 21
- Establishment to include their approach and responses to such incidents
- Establishment to include any processes on supporting children (victims/perpetrators/staff)
- Establishment to include any risk assessment processes
- Establishment to include any responses; referral processes, including internal/external/police and recording of incidents

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[1] https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014057/KCSIE_2021_September.pdf - Part 5 Child on Child Abuse (Sexualised behaviour/Harassment)

Safeguarding Procedure

What you should do:

· Immediately report any concerns about a child to the Designated Safeguarding Lead or a designated deputy, ensuring that they get the message in a timely manner.

· Record what has been noted or said and sign and date it. Give this to the Designated Safeguarding Lead.

· Keep what has happened confidential to as few people as possible who need to know.

· It is **not** your job to investigate concerns about a child or talk to the parents. The Designated Safeguarding Lead will lead on this.

If a child tells you about abuse:

· Treat what the child tells you seriously.

· Reassure the child they have done the right thing by telling you.

· Do not question the child or give suggestions, ideas or words.

· Do not promise to keep what they have said a secret.

· Tell the child you will have to pass on what they have said.

· Do not speak to the child's parents.

· Immediately report the information to the Designated Safeguarding Lead or a deputy.

· Record what the child has said, in their own words as far as possible, date it and give it to the Designated Safeguarding Lead or send an email.

What happens next?

The Designated Safeguarding Lead will gather information and decide whether to refer to Social Care and Safeguarding.
The social work team will decide on further action.
Designated Safeguarding Lead will let you have some feedback.

The

TMET

[INSERT ACADEMY LOGO HERE]

Safeguarding Information - Staff Leaflet

Every member of staff has a duty of care to safeguard children. Take immediate action if you have any concerns.

Contact the Safeguarding Team.

Safeguarding Team

INSERT PHOTOGRAPHS, JOB TITLES, AND NAME OF SAFEGUARDING TEAM

Including photo of safeguarding AC or Chair of AC

Indicators of Child Abuse

Physical

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 of a child.

Emotional

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

It may involve:

- Conveying to a child that they are worthless, unloved inadequate, or valued only in so far as they meet the needs of another person.
- Not giving the child opportunities to express their views, deliberately silencing them, or 'making fun' of what they say and how they communicate.
- Seeing or hearing the ill-treatment of another.
- Interactions that are beyond limitation of exploration and learning, or preventing the child participating in normal social interaction.
- Serious bullying (including cyber bullying), causing children to frequently feel frightened or in danger, or the exploitation or corruption of children.

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

Neglect

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

Neglect may involve a parent or carer failing to:

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

· Sexual

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.

Activities may involve:

- Physical contact, including penetration (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching the outside of clothing.
- Non-contact activities, including children looking at, or in the production of sexual images and watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

What you should do

Receive
- Listen, do not look shocked or disbelieving
- Try not to be judgemental
- Take what they are saying seriously
- Don't make the young person feel bad, for example by saying things like 'you should have told me earlier'.

Resource
- Stay calm and tell them that they have done the right thing in telling you
- Acknowledge how hard it must have been to tell you
- Tell them they are not to blame
- Emphasise –but don't tell them how they should be feeling
- Be honest about what you can and can't do

Respond
- Don't ask probing questions. It's not your job to find out 'who, where, when'
- Record your concerns and make a note of any injuries
- Record what you did next and with whom you share the information
- Sign and date any documentation
- Follow the School's safeguarding procedure
- DO NOT TRY TO FOLLOW THINGS THROUGH YOURSELF

Behaviour – Our school has clear behaviour rules for the whole school community that must be followed to keep everyone safe and happy. We understand that children do sometimes fall out and this will be dealt with by an adult who will listen to the children involved and help resolve the situation.

Bullying - The school takes all cases of bullying very seriously and will work with children and families to try and resolve any problems. The school has an anti-bullying policy that you should read and understand.

Health and Safety - Everyone at our school has a responsibility to keep adults and children safe within the school environment. The school has a clear health and safety policy which everyone must follow. The school has fully trained first aiders to deal with any accidents in school.

E-safety - The school recognises that technology plays an important role in the education of our children and is committed to safeguarding children in the virtual world. Parents/carers should be vigilant and ensure that their children are accessing age appropriate social media platforms including the use of video games which are not suitable for the child's age. To support parents, the school has e-safety information to help keep your children safe both at home and in school.

Complaints - If you have any complaints about how the school is working with you or your child please feel confident to speak to us. The Principal will always be happy to speak to you to resolve any difficulties. It is better to speak to us as soon as you have a concern so that it does not become a bigger issue. If you do not feel the matter has been resolved, you can raise your concerns with the Academy Council.

Useful Contacts

Principal	Name of Principal
Designated Safeguarding Lead (s)	Name of DSL
Chair of Academy Council	Name of Chair (With safeguarding responsibility)

Address of Academy Contact number for Academy

Keeping Children Safe in Education - Information for

Insert Academy Logo in Here

We ensure children learn in a safe, caring and enriching environment.
Children are taught how to keep themselves safe, to develop positive and healthy relationships, and how to avoid situations where they might be at risk including by being exploited.

Our school is committed to creating a happy and safe environment for our children to learn. This leaflet will help you understand how we keep your children safe by telling you:

- How children can be harmed
- What we must do to keep you child safe from harm
- What you must do as a parent/carer to help your child be safe and enjoy school

Safeguarding Children and Child Protection

Child Protection is an important subject in which all staff receive regular training. Our priority is to work with you but there may be times when we have to involve other people. Everybody has a responsibility to keep all children under the age of 18 safe. Our school *has a statutory responsibility to share any concerns it may have about a child in need of protection with other agencies and in particular police, health and children's social care. Schools are not able to investigate concerns but have a legal duty to refer them. In most instances, the school will be able to inform the parents/carer of its need to make a referral.*

However, sometimes the school is advised by children's social care or police that the parent/carer cannot be informed whilst they investigate the matter. We understand the anxiety parents/carers understandably feel when they are not told about any concerns from the outset. The school follows legislation that aims to act in the interests of the child.

Abuse / Harm is identified in four ways:

Physical — Is when a child is deliberately hurt or injured
Sexual — Is when a child is influenced or forced to take part in a sexual activity. This can be a physical activity or none physical, e.g. being made to look at an inappropriate image.
Emotional — Is when a child is made to feel frightened worthless or unloved. It can be by shouting, using threats or making fun of someone. It can also be when children see their parents, or visitors to the home, fighting or using violence
Neglect — Is when a child is not being taken care of by their parents. It can be poor hygiene, poor diet , not keeping appointments for additional support, not coming to school or being left home alone

It is advised that **ALL** parents/carers are familiar with our Child Protection and Safeguarding Policy which is available through our website and on request.

A child should be able to go to school and feel safe so that they can achieve their very best. We will ensure:

- Anybody who works or volunteers at our school will have had the appropriate checks carried out to ensure that they are safe to work with children and then provided training to identify child abuse and what to do if they are concerned
- The school has a Designated Safeguarding Lead, **[name of DSL]** who has had extra training to know what to do when a concern is brought to them
- That we always listen to you and work closely with you if we are concerned about your child but, sometimes, we may not be able to discuss our concern. The school has a safeguarding policy which tells you more about this and when we must speak to the police or children's services. Please ask us about how you can see a copy of this policy.
- We will help your child to learn about keeping themselves safe. Lessons can include healthy eating, anti-bullying, e-safety, road safety, healthy relationships, drug and alcohol awareness.
- As part of these lessons, your child will be told what to do if they are worried or concerned about their safety

What the parents/carers must do

Parents are the most important people to keep their children safe. You should always:

- Feel confident to raise concerns about your child
- Feel confident to raise concerns about the conduct of a staff member/teacher
- Talk to the school if you need help or support
- Read the school policies about safety issues available on request and on the schools website
- Let the school know if your child has a medical condition
- Let the school know if you have any court orders relating to the safety of your child
- Let the school know if there is a change in your circumstances such as a house move, a new contact number, a change of name, a change of parental responsibility
- Who will be dropping off or collecting your child and two other emergency contacts. You must inform the school of any changes to agreed arrangements
- Let the school know if your child is going to be absent and the reasons why

Safeguarding Issues

Attendance - Your child's attendance is monitored daily and significant absences are always followed up by the attendance officer. The school has an attendance policy that you should read and understand and at times, you may be asked to produce travel documents if you are taking your child out of school during term time or for other long periods of time

End Notes

[i] A Designated Safeguarding Lead (DSL) in each setting is a member of the Leadership team and has responsibility for dealing with all safeguarding concerns within the school

[ii] Staff' Covers ALL adult staff on site, including temporary, supply and ancillary staff, and volunteers working with children

[iii] https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

[iv] Keeping children safe in education 2021 (publishing.service.gov.uk)

[v] http://www.safeguardinginschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf

[vi] *Prevent Strategy 2011* - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf &

CONTEST Strategy 2011 - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97994/contest-summary.pdf

Counter Extremism Strategy 2015 - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/469171/51774_Cm9145_Final.pdf

[vii] *Revised Prevent Duty Guidance 2015* https://www.gov.uk/government/publications/prevent-duty-guidance

[viii] https://www.gov.uk/government/publications/circular-201701-sexual-communication-with-a-child-implementation-of-s67-of-the-serious-crime-act-2015

[ix] http://www.lcitylscb.org/information-for-practitioners/safeguarding-topics/child-criminal-exploitation-child-sexual-exploitation-trafficking-missing/

[x] https://www.childrenssocialworkmatters.org/

[xi] https://llrscb.proceduresonline.com/contents.html

[xii] https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/604931/circular-commencement-s67-serious-crime-act-2015.pdf

[xiii] https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

[xiv] https://llrscb.proceduresonline.com/files/harmful_sex_beh.pdf

[xv] https://llrscb.proceduresonline.com/files/harmful_sex_beh.pdf

[xvi] https://www.gov.uk/government/publications/definition-of-domestic-violence-and-abuse-guide-for-local-areas

[xvii] http://www.womenssupportproject.co.uk/userfiles/file/partner_exploitation_and_violence_summary_wdf68093.pdf

[xviii] https://llrscb.proceduresonline.com/files/ch_missing_educ.pdf

[xix] https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation

[xx] https://www.gov.uk/guidance/forced-marriage

[xxi] https://www.gov.uk/government/publications/teaching-online-safety-in-schools