

Forest Way School

Safeguarding & Child Protection Policy

Name: James Shanley

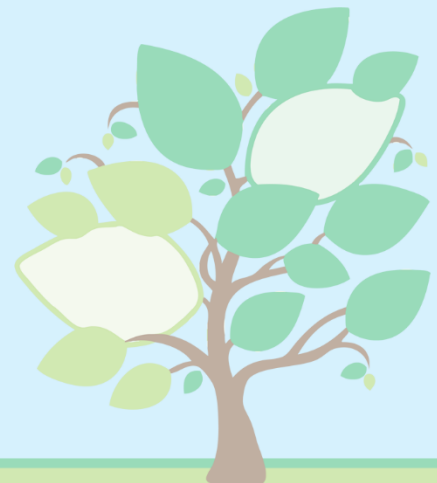
Signature:



Title: Chair of
Trustees/Directors

Date: February 2025

Next Review Date: February 2026



Yes

Statutory

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Non-Statutory

Index

Safeguarding and Child Protection Policy – August 2024

Keeping Children Safe in Education –2024

Guidance for safer working practice for those working with children and young people in education setting – February 2022

This Safeguarding and Child Protection Policy will be reviewed by the Designated Safeguarding Lead (Gail Seaton) on a regular basis to ensure it remains current and incorporates all revisions made to local or national safeguarding guidance. This policy will as a minimum be fully reviewed as a minimum once a year during the autumn term provided to the Board of Trustees for approval and sign off at the first autumn term meeting. The content within this Policy reflects the statutory requirements within DfE Keeping Children Safe in Education (KCSiE) 2024, which will come into force on the 1st of September 2024 and replaces KCSiE 2023.

Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.

Safeguarding and Child Protection

Named staff and contacts

- Designated Safeguarding Lead: Gail Seaton - Headteacher
- Deputy Designated Safeguarding Lead/s:
 - Sarah Wallace – Deputy Headteacher
 - Leanne Larder – Assistant Headteacher
 - Samantha Woodward – Assistant Headteacher
 - Jo Rayns – Pastoral Manager/Lead
 - Carla Brindley – Parent Support Advisor
 - Tim Mitchell – Class Teacher
 - James Sharp – Behaviour Manager
- Prevent Single Point of Contact (SPOC): Gail Seaton - Headteacher
- Designated Teacher for Children in Care: Sarah Wallace– Deputy Headteacher
- Nominated Safeguarding Trustee/Director: James Shanley 0782 722 3001

Safeguarding and Performance Unit contacts:

LA Child Protection Contact LADO / Allegations: Allegations Manager/LADO Kim Taylor / Kundai Muvingi cfs-lado@leics.gov.uk 0116 305 4141

LADO service is available office hours only: Monday-Thursday, 8.30am - 5.00 pm and Friday, 8.30am - 4.30pm.

Allegations Line: 0116 3054141 CFS-LADO@leics.gov.uk emails for referral forms. Outside of office hours, contact the Leicestershire First Response Children's Duty Team: 0116 305 0005

S &A Safeguarding Advice & Support (subscription service)

Simon Genders simongenders@countysafeguarding.co.uk 07928 144864

Ann Prideaux annprideaux@countysafeguarding.co.uk 07845 552449

LA Safeguarding Children in Education Officer

Charlotte Davis 0116 3057750 Charlotte.davis@leics.gov.uk

First Response Children's Duty (Tier 4 Same-day referrals)

Telephone 0116 305 0005

Email childrensduty@leics.gov.uk

Address First Response Children's Duty
Room 100b
County Hall
Championship Way
Glenfield
LE3 8RF

Online Referral Forms (Social Care and 'Request for Services' forms)
[https://resources.leicestershire.gov.uk/MARF childrenduty@leics.gov.uk](https://resources.leicestershire.gov.uk/MARF_childrenduty@leics.gov.uk)

First Response Professionals Consultation Line 0116 3055500 For complex case advice (9.30am-11am, 12.30pm-3.30pm)
CCE/CSE Consultation Line 0116 305 9521 CSE.duty.team@leics.gov.uk

All other referrals including Early Help (Family Help) Services

<http://lrsb.org.uk/childreport>

Early Help queries and Consultation Line 0116 3058727 : earlyhelpreferrals@leics.gov.uk

Police (to report a crime and immediate risk of harm or abuse to child) – Tel 101

In an emergency 999 (only).

NSPCC help/whistleblowing line

Line is available 8.00am to 8.00pm Monday to Friday - 0800 0280285 help@nspcc.org.uk

[Leicester and the Leicestershire and Rutland Safeguarding Children Partnerships Procedures Manual.](#)

[Report Your Concerns about a Child or Young Person](#)

[LCC report neglect or abuse](#)

Operation Encompass

Forest Way is now working in partnership with Operation Encompass. All Leicestershire Schools are now part of this safeguarding initiative, which aims to improve outcomes for children and families affected by domestic violence and abuse.

This scheme has been designed to provide early reporting to schools of any domestic abuse incidents that might have an impact on a child that attends their school. The approach, known as Operation Encompass, is being rolled out across the UK. In Leicestershire the scheme is run in partnership between Leicestershire County Council and Leicestershire Police.

If you would like to speak to someone in confidence about domestic abuse or sexual violence, call the **Free From Violence and Abuse (FREEVA) helpline on 0808 802 002**. The helpline is open 8am to 8am Monday to Saturday. You can also visit www.freeva.org.uk

Violence Reduction Network david.ohanlon-ribbins@leics.police.uk

School Nurse www.healthforkids.co.uk/leicestershire/school-nurses/

CAIU Referral desk (or 101 as alternate) 0116 2485500

Channel referral (extremism/radicalisation 101

Prevent Engagement Team prevent.team@leicestershire.pnn.police.uk

Operation Encompass psychologist helpline (8am-1pm) 02045 139990

1 Introduction

1.1 Forest Way School fully recognises the contribution it can make to protect children and support pupils in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive environment. We encourage children to talk about their worries and to report their concerns to us in a number of alternative ways. The pupils' welfare is of paramount importance. All adults working with or on behalf of children have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school. This policy, along with the procedures in place, detail the schools' safeguarding arrangements, all actions will be taken in a timely manner to safeguard and promote children's welfare. We will ensure that all parents/carers are made aware of our responsibilities regarding child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this *school Safeguarding and Child Protection Policy*. These duties and responsibilities, as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2024 and HM Working Together to Safeguard Children 2023 are incorporated into this policy.

1.2 This policy is consistent with:

Links to safeguarding legislation, guidance and procedures for Schools, Academies and Colleges

Safeguarding children in education is set out in two main pieces of statutory guidance, links to the statutory safeguarding guidance are available below.

Academies, free schools, independent schools, alternative education providers - Section 157 of the Education Act 2002 and the Education (Independent School Standards) Regulations 2014 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

Schools and colleges in England **must** have a duty to have regard to any guidance given from time to time by the Secretary of State in considering what arrangements are required.

The Teachers' Standards July 2011, introduction updated June 2013, latest terminology update December 2021, state teachers, including headteachers, must have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions; and maintain public trust in the teaching profession as part of their professional duties.

Links to Guidance:

- The statutory guidance DfE Keeping Children Safe in Education 2024 (KCSiE) in force from 1 September 2024. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>. KCSiE 2024 sets out what schools and colleges should and must do to safeguard children. The substantive changes from KCSiE 2022 are within KCSiE 2023 at Annex F, pages 177 to 178 of the guidance.
- HM Working Together to Safeguard Children 2023
- <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

- The Leicestershire and Rutland Safeguarding Children Partnership - Multi-Agency Safeguarding Arrangements.

1.3 There are four main elements to our Safeguarding and Child Protection Policy:

- **Prevention** (e.g. positive school atmosphere, teaching and pastoral support to pupils, safer recruitment procedures).
- **Protection** (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns).
- **Support** (to pupils and school staff and to children who may have been harmed or abused).
- **Working with parents** (to ensure appropriate communications and actions are undertaken).

1.4 This policy applies to all staff, volunteers, Trustee/Director's and visitors to the school. We recognise that child protection is the responsibility of all adults in school. We will ensure that all parents and other working partners are aware of our Safeguarding and Child Protection policy by mentioning it in our school prospectus, displaying appropriate information in our reception and on the school website and by raising awareness at meetings with parents as appropriate. It takes into account statutory guidance provided by the Department for Education and local guidance issued by the Leicestershire Safeguarding Children Partnership.

1.5 We will ensure that all parents/carers are made aware of our responsibilities regarding child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this school Safeguarding and Child protection policy. These duties and responsibilities, as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2024 and HM Working Together to Safeguard Children 2023 are incorporated into this policy.

1.6 Extended school activities

Where the Trustee/Director's provide services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another body, the Trustee/Director's will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children (inspecting these where needed) and that there are arrangements to liaise with the school on these matters where appropriate. Safeguarding requirements will be included in any lease or hire agreement as a condition of use and any failure to comply will lead to termination of the agreement.

2 Safeguarding Commitment

2.1 For the purpose of this policy, safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment.
- Preventing impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and

- Taking action to enable all children to have the best outcomes.

2.2 The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff encourage children and parents to feel free to talk about any concerns and to see school as a safe place when there are difficulties. Children's worries and fears will be taken seriously, and children are encouraged to seek help from members of staff.

2.3 Our school will therefore:

- Establish and maintain an ethos where all children (including those having protected characteristics under the Equalities Act 2010) feel secure and are encouraged to report concerns, talk, and are listened to.
- Our *school* is led by senior members of staff and *trust members* whose aims are to provide a safe environment and vigilant culture where children and young people can learn and be safeguarded. If there are safeguarding concerns, we will respond with appropriate action in a timely manner for those children who may need help or who may be suffering, or likely to suffer, significant harm.
- Put children at the centre of your 'safeguarding arrangements' and how you listen to and hear the child's voice.
- Ensure that children's wishes and feelings are taken into account when determining what actions to take and services to provide and that they are able to express their views and give feedback. We will always seek to act in the best interests of children.
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty and that there are alternative ways to report concerns.
- Include in the curriculum activities and opportunities for PSHE/Citizenship/Relationships Education, Relationships and Sex Education and Health Education which equip children with the skills they need to stay safe from abuse (including online and other contexts children are in), and to know to whom they can turn for help.
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies.
- Where staff members have concerns about a child (as opposed to a child being in immediate danger) they will decide what action to take in conjunction with the Designated Safeguarding Lead. Although we advocate that any staff member can make a referral to children's social care or First Response, especially where a child is identified as being in immediate danger, they should however ensure that the Designated Safeguarding Lead (DSL), or a member of the senior leadership team is informed as soon as possible.
- We also ensure that all our staff are clear that whilst they should discuss and agree with the DSL any actions to be taken, they are able to escalate their concerns and contact First Response, First Response Consultation Line or social care to seek support for the child if despite the discussion with the DSL their concerns remain. Staff are also informed of the *school or* whistle blowing procedures and the contact details for the Local Authority LADO and NSPCC helpline.

- Operate safer recruitment procedures and make sure that all appropriate checks are carried out and recorded on the single central record for new staff and volunteers who will work with children, including identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in schools (s.128) etc. (see Keeping Children Safe in Education part 3).
- Our *school* ethos demonstrates that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say. Every individual within *Forest Way School* will play their part, including working with professionals from other agencies, particularly social workers, to meet the needs of our most vulnerable children and keep them safe. We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate.

2.4 Safeguarding in the Curriculum

Children are taught about safeguarding in school. The following areas are among those addressed in PSHE and Relationships Education, Relationships and Sex Education and Health Education and in the wider curriculum:-

- Bullying (including Cyberbullying).
- Drugs, alcohol and substance misuse (including awareness of County Lines and the Criminal Exploitation of children where appropriate).
- Online safety.
- The danger of meeting up with strangers.
- Fire and water safety.
- Road safety.
- Domestic Abuse.
- Healthy Relationships / Consent.
- (So called) Honour Based Abuse issues e.g. forced marriage, Female Genital Mutilation (FGM) (see Appendix 6).
- Sexual exploitation of children (CSE), including online.
- Child criminal exploitation, including cybercrime.
- Preventing Extremism and Radicalisation.

3 Roles and Responsibilities

3.1 Maintaining a child centred and coordinated approach to safeguarding:

- Everyone who works at school understands they are an important part of the wider safeguarding system for children and accepts safeguarding and promoting the welfare of children is everyone's responsibility and everyone who comes into contact with children and their families has a role to play. To fulfil this responsibility effectively, all our staff, including supply staff and volunteers will ensure their approach is child-centred and will be supported to consider, at all times, what is in the best interests of the child.
- We recognise no single practitioner 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.
- **Safeguarding children is defined as:** The actions we take to promote the welfare of children and protect them from harm are **everyone's responsibility**. Everyone who comes into contact with children and families has a role to play.

3.2 Governing Board

We recognise our Governing body has a strategic leadership responsibility for our *school's* safeguarding arrangements and must ensure they comply with their duties under legislation and must have regarding to KCSiE 2024, ensuring policies, procedures and training in our *school* are effective and always comply with the law. The *governing body* will be collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices by:

- Ensuring the school has its own Safeguarding and Child Protection Policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly.
- All Trustees receive safeguarding training on induction which is regularly updated. This training will be appropriate to their role offering strategic challenge to the school.
- Ensure that the school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Online search of all shortlisted candidates. Furthermore, the Headteacher, nominated Trustee and other staff involved in the recruitment process have undertaken Safer Recruitment Training (KCSiE 2024 Part Three Safer Recruitment).
- Ensuring there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of dealing with a complaint KCSiE 2024 Part Four Section One.
- Ensuring that arrangements/procedures are in place to manage and provide clarity on the process for sharing 'low level' concerns, which should be referred to within the school/college Staff Code of Conduct, (Allegations and concerns about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO).
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection (the "Designated Safeguarding Lead") and there is always cover for this role with appropriate arrangements for before/after school and out of term time activities. Ensure and that a Designated Teacher for Looked After Children is appointed and appropriately trained.
- The Designated Safeguarding Lead undertakes effective Local Authority training (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) using safeguarding briefings etc. The Governing body will collectively ensure there is a training strategy in place for all staff, including the headteacher, so that child protection training is undertaken and refreshed in line with KCSiE 2024 and LRSCP guidance.
- Ensuring that staff undergo safeguarding and child protection training at induction and that there are arrangements in place for staff to be regularly updated to ensure that safeguarding remains a priority.
- Ensuring that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.
- The Headteacher, and all other staff and volunteers who work with children (including early years practitioners within any settings on the school site), undertake appropriate training which is regularly updated at least annually, and more comprehensively every

three years in compliance with the Safeguarding Children Partnership protocol); and new staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities (including this policy, Part 1 of Keeping Children Safe in Education (or Annex A, if appropriate), the Working Positively with Pupils Policy, the staff behaviour policy (code of conduct), the role of the Designated Safeguarding Lead and how to respond to children who have unexplainable and/or persistent absences from education. The Local Authority Induction leaflet, ("Safeguarding Induction – Child Protection and Safer Working in Education") will be used as part of this induction and Annex B from "Keeping children safe in education" September 2024 is provided to all staff working directly with children.

- Any deficiencies or weaknesses brought to the attention of the Trustees will be rectified without delay.
- The Chair of Trustees (or, in the absence of a Chair, the Vice Chair) deals with any safeguarding concerns or allegations of abuse made against the Headteacher, in liaison with the Local Authority Allegations Manager (LADO). The Chair of Trustees and named Safeguarding Trustee will access role specific training to enable them to comply and discharge their child protection/ safeguarding responsibilities including should any allegations be made against the Headteacher.
- Ensuring that the school has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2023) as well as with local LRSCP guidance and monitors the school's compliance with them. Ensuring that safeguarding policies and procedures are in place for appropriate action to be taken in a timely manner to promote a child's welfare. Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSiE 2024 Annex C page 166 to 170 and paragraphs 56 to 57, 115 to 121, 375, to 390, 476, 540 and 543 and page 158, the additional clarification about GDPR and withholding information.
- Ensuring that the governing body understands it is collectively responsible for the school's safeguarding arrangements, even though a Trustee will be nominated as the 'Safeguarding Trustee' and person who will champion all safeguarding requirements.' There is an individual member of the Trustees who will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated Safeguarding Lead, and provide information and compliance/monitoring reports to the Trustees.
- All members of the governing body will undertake safeguarding training to ensure they have the knowledge and information needed to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of robust 'safeguarding arrangements and act as the 'critical friend'. This training must focus on their strategic role and not on operational procedures
- Ensuring cooperation with the local authority and other safeguarding partners.
- Ensuring that all staff, supply teachers and Trustees read and fully understand at least KCSiE 2024 Part One and or Annex A as a minimum and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as required within the guidance.
- Be aware of the issues involving the complexity of serious violence and sexual violence and sexual harassment between children and ensure the school has policy, procedures and staff are trained (including the DSL and Senior Leadership) to recognise and respond to incidents and resources to manage actions and support for those involved.

- Be alert and respond to harmful online challenges and hoaxes, including providing information and advice to parents and carer and informing where to get help and support.
- Be alert to the growing concerns involving knife crime and ensure the school works closely with the police and safeguarding partners to raise awareness of the impact of such crime and adopt proactive practice to address concerns locally and within the community.
- Ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum.
- Giving staff the opportunities to contribute and shape safeguarding arrangements and child protection policy.
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required.
- Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.
- Be open to accepting that child abuse and incidents can happen within the *school* and be available to act decisively upon them.
- The school contributes to inter-agency working in line with statutory guidance “Working Together to Safeguard Children” DfE 2023, including providing a co-ordinated offer of Early Help for children who require this. This Early Help may be offered directly through school provision or via referral to an external support agency. Safeguarding arrangements take into account the procedures and practice of the local authority and the Leicestershire and Rutland Safeguarding Children Partnership. Professionals should be alert to the need for early help for a child who:
 - is frequently missing/goes missing from education, home or care or has unexplainable and/or persistent absences from education.
 - has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit.
 - has a parent or carer in custody or is affected by parental offending.

3.3 Headteacher

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the governing body, (particularly those concerning referrals of cases of suspected abuse, neglect and exploitation), are understood, and followed by **all** staff.
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- The school maintains an up-to-date Single Central Record (SCR) which is reviewed regularly and is compliant with statutory guidance.

- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to children or young people are notified to the Local Authority Designated Officer, where the threshold is met.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner. The NSPCC whistle blowing helpline number is also available call 0808 800 5000, email help@NSPCC.org.uk or by completing their report abuse online form.
- The Headteacher will ensure all staff including supply teachers and volunteers have access to and read and understand the requirements placed on them through: - the school Safeguarding and Child Protection Policy; the Staff Code of Conduct Policy.
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children's Social Care (Children and Family Specialist Services) or the Police.
- The Headteacher will ensure there are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in KCSiE 2024.
- Where there is an allegation made against a member of staff (either paid or unpaid, including volunteers) that meets the criteria for a referral to the LADO, then the headteacher will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four: Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers, and contractors in KCSiE 2022. If the allegation is against the Headteacher, then the Chair of the Governing Body will manage the allegation – see below.

3.4 Designated Safeguarding Lead

The Designated Safeguarding Lead (or a Deputy) will always be available for staff to discuss any safeguarding concerns. The responsibilities of the DSL are found in Annex C of "Keeping children safe in education". The DSL is a senior member of staff on the senior leadership team and the role is explicit in their job description. Responsibilities include:

Managing referrals – to the local authority children's social care, to the Channel programme, to the Disclosure and Barring Service for staff dismissed for safeguarding concerns (as required), to the Police where a crime may have been committed.

Working with others – The DSL and Deputies (DSL team) maintains a key role in raising awareness amongst staff about the needs of children who have or who have had a social worker and the barriers that those children might experience in respect of attendance, engagement and achievement at schools or college. They act as a source of support and advice, to act as a point of contact for the safeguarding partners, to liaise with the headteacher about issues especially to do with ongoing enquiries under section 47 or section 17 of the Children Act 1989 and police investigations, to liaise with staff when deciding to make a referral to relevant agencies so that children's needs are considered holistically, to liaise with the senior mental health lead, to promote supportive engagement with parents and carers, to take the lead in promoting educational outcomes for children in need and those with a social worker, to liaise with the Trustees and the Local Authority on any deficiencies brought to the attention of the Trustees and how these should be rectified without delay. As required, liaise with the 'case manager' (as per Part Four of KCSiE 2024) and the LADO where there are child protection concerns/allegations that relate to a member of staff. Liaise with the case manager and the LADO/LADO Allegation Officer where there

are concerns about a staff member. Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children. Liaise with the local authority and other agencies in line with Working Together to Safeguard Children 2023 and the local Leicestershire Safeguarding Children Partnership procedures and practice guidance. The headteacher, designated safeguarding leads and governing body are aware of the local arrangements put in place by Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) and know how to access the LRSCP website and training.

Information sharing and managing safeguarding records - keeping records confidential, secure and up to date, in a separate record for each child, including a clear and comprehensive summary, detailing how the concern was followed up and resolved, with a note of actions, decisions and the outcome, sharing information as required to safeguard children and transferring records and other relevant information to the new school within 5 days or in advance if necessary.

Raising awareness – ensuring each member of staff and volunteer understands the Safeguarding and Child protection policy which is reviewed at least annually, making it available publicly, ensuring staff and trustees have access to relevant training and induction, promoting educational outcomes by sharing relevant information about vulnerable children. Ensure appropriate systems are in place to manage and address online safety, access to mobile phone networks, especially for those children who are potentially at greater risk of harm, abuse, and exploitation and refer concerns where required linked to the PREVENT duty. Note: This preventing radicalisation section remains under review, following the publication of a new definition of extremism on the 14 March 2024.

Training, knowledge and skills – The Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training. The DSL is also responsible for ensuring all other staff with designated safeguarding responsibilities access up to date and timely safeguarding training and maintains a register or data base to evidence the training. The DSL will ensure that they and their Deputy DSLs undergo DSL training every two years (updating at least annually via bulletins etc) and to attend Prevent awareness training, in order to understand assessment and referral processes, to contribute effectively to child protection conferences including the importance of sharing information, to understand the lasting impact that adversity and trauma can have on children and how to respond to this, to be alert to children with specific needs e.g. SEND, those with health conditions and young carers, to understand the unique risks associated with online safety. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually.

The training undertaken should enable the Designated Safeguarding Lead to:

- Understand the assessment process for providing early help and intervention through the Thresholds to access to services.
- Have a working knowledge of how the Leicestershire and Rutland Safeguarding Children Partnership operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure that each member of staff has access to the Safeguarding and Child protection policy and procedures.
- 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.
- Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers.

- Be able to keep detailed, accurate, secure written records of concerns, **decisions** and referrals.
- Understand the Prevent Duty and provide advice and support to staff on protecting and preventing children from the risk of radicalisation and being grooming into extremist behaviours and attitudes (KCSiE 2024 Annex A and B).
- Understand the reporting requirements for FGM.
- Understand and support children to keep safe when online and when they are learning at home [KCSiE 2022 Part Two – The Management of Safeguarding and page 111 to 116 and 134, 136 142 to 144, 152 and 158].
- Encourage a culture of protecting children, listening to children and their wishes and feelings.
- Raise awareness:
- Ensure that the Safeguarding and Child Protection policies are known, understood, and used appropriately.
- Ensure that the Safeguarding and Child Protection policy is reviewed annually in consultation with staff members, and procedures are updated and reviewed regularly and implemented, and that the governing body is kept up to date and actively involved.
- Work strategically to ensure policies and procedures are up to date and drive and support development work within the school.
- Ensure that the Safeguarding and Child Protection policy is available to parents and carers and uploaded to the school website and make parents/carers aware that referrals may be made about suspected abuse or neglect.
- Ensure all staff receive induction training covering child protection before working with children and can recognise and report any concerns immediately as they arise.

Child Protection file - The Designated Safeguarding Lead is responsible:

- For ensuring that when a child leaves the school or college their 'child protection,' 'child in need' file or 'confidential' file is transferred to the new school or college at the same time the child goes on roll of its new school or education provision.
- For keeping a record of the number of children open and subject to CP, CiN and LAC concerns is maintained and shared with the governing body annually.
- For keeping a record or data on the cohort of children having or have had a social worker and social care involvement will be maintained.
- Our school will maintain, keep and storing records, where a concern about a child has been identified in accordance with statutory guidance in KCSiE 2024.
- Availability - During term time the Designated Safeguarding Lead (*or a Deputy*) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. In the absence of the Designated Safeguarding Leads a member of the senior leadership team will be nominated to provide cover. Appropriate arrangements will also need to be in place all year round for any out of school hours' activities in line with the guidance contained in DfE KCSiE 2024 Part Two and Annex C.

Providing support to staff – to help them feel confident on welfare, safeguarding and child protection matters, to provide support in the referral process if required and to help them understand that safeguarding and educational outcomes are linked.

Understanding the views of all children – encouraging a culture of listening to all children (including those who are known to be disproportionately impacted by different forms of harm and abuse e.g. LGBTQ+ pupils, children with disabilities or girls) and taking

account of their wishes and feelings in measures taken to protect them and understanding the difficulties children may have in approaching staff about their circumstances.

Holding and sharing information – sharing with safeguarding partners, other agencies and professionals and transferring records between schools and colleges in accordance with data protection legislation, keeping detailed, accurate and secure written records and understanding the purpose of this. As well as keeping records of concerns, discussions and decisions, designated safeguarding leads should keep record of the rationale for any decisions made. The DSL along with the Designated Teacher can inform the Governing body and Headteacher the number of children in their cohort who have or who have had a social worker and appropriate information is shared with teachers and staff on individual children's circumstances.

3.5 Designated Teacher

The Designated Teacher (Sarah Wallace) and Designated Safeguarding Lead maintain data for children who have looked after status and for children who have been involved in the care system.

The Designated Teacher maintains good links with the Virtual School Head to promote the educational achievement of previously looked after children. The role of virtual school heads was extended in June 2021, to include a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker. The virtual school head should identify and engage with key professionals, helping them to understand the role they have in improving outcomes for children. This should include Designated Safeguarding Leads, social workers, headteachers, Trustees, Special Educational Needs Co-ordinators, mental health leads, other local authority officers.

3.6 Looked After Children – The Role of Designated Teacher and the Designated Safeguarding Lead

- A designated teacher is appointed who has responsibility for promoting the educational achievement of children who are looked after. They have the appropriate training. The Designated Teacher will work with the Virtual School to ensure that the progress of the child is supported.
- The Designated Safeguarding Lead will also have details of the child's social worker and the name of the Assistant Head of the Virtual School. The Designated Safeguarding Lead will work closely with the Designated Teacher, as we recognise that children may have been abused or neglected before becoming looked after. We will ensure their ongoing safety and wellbeing as well as supporting their education, through linking with their social worker, carers, and parents where appropriate.
- We also recognise those children who were previously Looked-After potentially remain vulnerable and all staff will be informed of the importance of maintaining support for them through our school pastoral system. As a school we will continue to recognise the importance of working with agencies and take prompt actions where necessary to safeguard these children, who may remain vulnerable.

3.7 Staff responsibilities

All staff have a key role to play in identifying concerns and provide early help for children. To achieve this, they will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.

- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Lead and ensure robust arrangements and procedures are in place to effectively manage and regularly monitor the *school* online safety, and specifically appropriate filtering and monitoring on school devices and school networks which are reflected in this Safeguarding and Child Protection Policy, including awareness of ease of access to mobile phone networks. In agreement with the *Governing body*.
- Attend training to be aware of and alert to the signs of abuse.
- Maintain an attitude of "it could happen here" with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately a Deputy DSL should be informed.
- Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the LRSCP and take account of guidance issued by the DfE KCSiE 2024.
- Support pupils in line with their child protection plan, child in need plan, LAC Care Plan.
- Treat information with confidentiality but never promising to "keep a secret."
- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- Understand early help and be prepared to identify and support children who may benefit from early help, to include children who are frequently missing/goes missing from education, home or care, has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit, has a parent or carer in custody or is affected by parental offending.
- Liaise with other agencies that support pupils and provide early help.
- Ensure they know who the DSL and Deputy DSLs are and know how to contact them.
- Have an awareness of the Safeguarding and Child Protection Policy, the Working Positively with Pupils Policy, the Staff Code of Conduct, procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.

3.8 Senior Leadership/Management Team responsibilities:

- Ensure all staff, supply staff and volunteers are alert to the definitions of abuse and indicators, and through access to regular training opportunities and updates.
- Contribute to inter-agency working in line with HM Working Together to Safeguard Children 2018 (updated December 2020) guidance.
- Provide a co-ordinated offer of early help when additional needs of children are identified.
- Ensure staff are alert to the various factors that can increase the need for early help.
- Working with Children's Social Care, support their assessment and planning processes including the school's attendance at conference and core group meetings as appropriate.
- Carry out tasks delegated by the *governing body* such as training of staff and volunteers, safer recruitment and maintaining of a single central register.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.

- Ensure that allegations or concerns against staff including low-level concerns are dealt with in accordance with guidance from Department for Education (DfE) KCSiE 2024 Part Four 'Allegations made against/Concerns raised in relation teachers including supply teachers, other staff, volunteers, and contractors in Sections One and Two.
- As a school we understand the importance how of collaborative with social care and agencies to address safeguarding and child protection concerns. KCSiE 2024 paragraphs 187 to 202, 'Children potentially at greater risk of harm and Children who need a social worker due to safeguarding or welfare needs.

3.9 Teachers (including ECTs) and Headteachers – Professional Duty

- The Teachers Standards 2012 (updated 13 December 2021) remind us that teachers, newly qualified teachers and headteachers should safeguard children and maintain public trust in the teaching profession as part of our professional duties.
- The Children and Social Work Act of 2017, places responsibilities for Designated Teacher to have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England and Wales.
- Our Designated Safeguarding Leads poster which clearly shows photos of the DSL and Deputies is shared with our pupils at the start of each academic year. We also share our student friendly safeguarding guidance document too. Both of which are on our school website.

4 Safeguarding issues and support to pupils and school staff

4. 1 Safeguarding is not just about protecting children from deliberate harm. It also relates to the broader aspects of care and education including:

- Pupils' health and safety and emotional well-being, and their mental and physical health or development.
- Meeting the needs of children with special educational needs and/or disabilities.
- Meeting the legal duties of *the school* under the Equality act: will not unlawfully, discriminate against pupils or pupils based protected characteristics; we will carefully consider how we support pupils regarding particular protected characteristics; we will take positive action to deal with particular disadvantages affecting pupils.
- Where a child receives elective home education and has an EHCP, the LA should review the plan working with parents and carers.
- The use of reasonable force.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits and off- site education.
- Intimate care and emotional wellbeing.
- On-line safety and associated issues including filtering and monitoring in accordance with DfE monitoring standards.
- Appropriate arrangements to ensure school security, considering the local context.
- Keeping children safe from risks, harm, exploitation and sexual violence and sexual harassment between children: KCSiE 2024 Annex A.

4.2 Safeguarding can involve a range of potential issues such as:

- Neglect, physical abuse, sexual abuse, emotional abuse and **exploitation**.
- Contextualised also known as extra-familial abuse.

- Bullying, including online bullying (by text message, on social networking sites, and prejudice-based bullying and being aware of the ease of access to mobile phone networks.
- The approach to online safety, including appropriate filtering and monitoring on *school* devices and *school* networks for home use.
- Going frequently missing and who are 'absent from education' going 'missing from care or home' and the risks this poses on repeat occasions and for prolonged periods.
- Domestic Abuse including teenage relationship abuse.
- **Domestic Abuse including where they see, hear or experience its effects.**
- Racist, disability- based, homophobic, bi-phobic, or transphobic abuse.
- Gender based violence/violence against women and girls.
- Risk of extremist behaviour and/or radicalisation and susceptible to being at risk of being drawn into terrorism.
- Child sexual exploitation, human trafficking, modern slavery, sexual or criminal exploitation.
- A young carer.
- Has a mental health need and has an effect on school attendance and progress.
- Has special educational needs (whether or not they have a statutory Education Health and Care Plan (EHCP)).
- Privately fostered.
- Has returned home to their family from care.
- Has a family member in prison or is affected by parental offending.
- Child-on-Child Abuse (broadened by KCSiE 2024) to include children abusing other children, other varying forms of bullying including online and sexually harmful behaviour, sexual violence, and sexual harassment (further defined in KCSiE 2024 Part Five).
- Harm outside the home extra familial harm.
- The impact of new technologies, including 'sexting' and accessing pornography.
- Issues which may be specific to a local area or population, is showing signs of being drawn into anti-social or criminal behaviour, including gang activity or involvement and associations with organised crime groups or county lines.
- In possession of a knife and or involved in knife crime, youth violence, criminal child exploitation (CCE).
- Is in family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse/harm.
- Is at risk of or from serious violence and violent crime.
- Persistent absence from education, including persistent absence for part of the school day.
- At risk of suspension or permanent exclusion
- Particular issues affecting children including domestic abuse and violence, female genital mutilation, and honour-based abuse.
- Being subject to any conduct where the purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats, or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages (Law change on Forced Marriage, February 2023).
- 'Upskirting'- The Voyeurism (Offences) Act, which is commonly known as Upskirting Act, came into force on 12 April 2019. Upskirting is a criminal offence and reportable by all teachers (KCSiE Annex A).

4.3 Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.

- 4.4 Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- 4.5 Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child 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 expectation being imposed on children. These may include interactions that are beyond a child's developmental capability as well as over protection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- 4.6 Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, because 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 (the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- 4.7 Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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 masturbations, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children to look at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and **all** staff should be aware of it and of their school or colleges policy and procedures for dealing with it.
- 4.8 Child-on-child abuse**
- Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online, and can occur simultaneously between the two. Our school has a zero-tolerance approach to

sexual violence and sexual harassment. We recognise that even if there are no reports, that doesn't mean that this kind of abuse isn't happening.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying).
- Abuse in intimate personal relationships between children (this is sometimes known as 'teenage relationship abuse').
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence).
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery).
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in this policy, as appropriate. In particular, Appendix 9 sets out more detail about our school's approach to this type of abuse.

When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma, and will offer them appropriate support.

4.9 Child on child Sexual Violence and Harassment - We recognise that children sometimes display harmful behaviour themselves and that even if there are no reports, it may still be happening. Incidents or allegations will be referred on for appropriate support and intervention. Such abuse is unacceptable and will not be tolerated at all or passed off as "banter", "just having a laugh" or "part of growing up". This abuse could for example include sexual violence and sexual harassment, "upskirting", initiation/hazing type violence, all forms of bullying, abuse in intimate relationships between peers, consensual and non-consensual sharing of indecent images, causing someone to engage in sexual activity without consent and physical violence (e.g. hitting, kicking, shaking, biting, hair pulling etc). This may be experienced by both boys and girls; however, girls are more likely to be the victims and boys, perpetrators. Some pupils may be more at risk of harm from specific issues such as sexual violence and harassment, homophobic, biphobic, misogynistic or transphobic bullying or racial discrimination. We will therefore take positive action to create a culture of support for more pupils for more vulnerable groups and to ensure that girls and

vulnerable groups such as LGBTQ+ and pupils from ethnic minority backgrounds feel confident to bring forward any concerns and have a safe space to talk to trusted staff about their experiences. There are different school and local authority or Safeguarding Children Partnership guidance's and policies which detail the school's procedures to address and minimise these concerns including:

- Working Positively with Pupils Policy.
- Anti-bullying Framework (see Working Positively with Pupils Policy).
- E-safety Policy (see UK GDPR Policy Online Safety Policy).
- Guidance for schools working with children who display harmful sexual behaviour (Leicestershire LA Guidance).
- DfE guidance and Part 5 of 'Keeping children safe in education'.

Children will be encouraged to report to a trusted adult in school all incidents of child-on-child abuse wherever it may have happened and will be taught about alternative ways of doing this both in school and elsewhere e.g. via a "worry box". They will always be taken seriously and never given the impression that they are creating a problem by reporting their concern or made to feel ashamed. It is recognised that even where no reports are received, this does not mean that such abuse is not taking place. It could just be that it has not been reported. Where an incident has occurred or specific risks are identified, the details will be added to a safeguarding or behaviour record for the children concerned and a thorough investigation conducted by the DSL where appropriate. A written risk assessment will be undertaken by the DSL in order to minimise the risk of further harm and to ensure the safety of all staff and pupils. Parents or carers of the children involved will be informed as soon as it is appropriate to do so. Support plans will be written, and help offered, by different adults in school (to avoid a possible conflict of interest), to the alleged victim, the child or young person accused, and any other children involved. A referral to any relevant outside agency will be made e.g., Police or Social Care. Detailed guidance and procedures are included in the linked guidance and school policies mentioned above.

The following steps will be taken to minimise the risk of child-on-child abuse:

- Staff training to ensure an understanding of what it is and how to recognise the signs.
- Promotion of a supportive environment by teaching about acceptable and unacceptable behaviours (including online) in both assemblies and the wider curriculum e.g., PSHE/RSE.
- Clear procedures put in place to govern the use of mobile phones in school.
- Appropriate staff supervision of pupils and identifying locations around the school site that are less visible and may present more risk to pupils.

4.10 Online safety – We recognise that technology is a significant component in many safeguarding and wellbeing issues and that children are at risk of abuse online as well as face to face. Some children may use mobile and smart technology, whilst at school and outside of school, to sexually harass their peers, share indecent images (consensually and non-consensually) and view and share pornography and other harmful content. Many children have unrestricted access to the internet via their mobile phones and our online safety policy describes the rules governing their use in school. It also sets out the school's response to incidents which may involve one or more of the four areas of risk – content, contact, conduct and commerce. Online safety is a consideration running through the planning and implementation of all relevant policies and procedures. Staff will always respond if informed that children have been involved in sharing indecent images. The DfE guidance "Sharing nudes and semi-nudes: advice for education settings working with children and young people (Dec 2020) will be used to guide the school's response on a case-by-case basis.

The key points for staff and volunteers (not including the DSL) being:-

- Report immediately to the DSL
- Do not view, copy, print, share, store or save the imagery, or ask a child to share or download.
- If you have already viewed the imagery by accident (e.g., if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
- Do not delete the imagery or ask the young person to delete it. Leave this for the DSL if needed.
- Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).
- Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers
- Do not say or do anything to blame or shame any young person involved
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

Our school approach to online safety, including appropriate filtering and monitoring on school devices and school networks is reflected in this Safeguarding and Child Protection Policy including awareness of the ease of access to mobile phone networks. (See KCSiE 2023 Paragraph 138).

Our DSL and the DSL team has the lead responsibility in this area, which is overseen and regularly reviewed by the Governing body, along with considering the number of and age range of their children, those who are potentially at greater risk of harm, and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

Our *Governing body* will ensure they maintain oversight of *the Online Safety Policy contained within our UK General Data Protection GDPR Online Safety Policy* and the arrangements put in place to ensure appropriate filtering and monitoring on school devices and school network. The appropriateness of any filtering and monitoring systems will in part be informed by the risk assessment required by the Prevent Duty as required by KCSiE paragraph 140-150.

This will include:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet the school safeguarding need.
- review and discuss the standards with the leadership team, IT staff and service providers to ensure the school/college meets the standard published by the Department for Education filtering and monitoring standards.

Our Governing body will ensure a review is maintained to ensure standards. They will discuss with IT staff and service providers these standards and whether more needs to be done to support our school/college in meeting and maintaining these standards and communicating these to staff, our pupils, parents, carers and visitors to the school who provide teaching to children as part of the learning and educational opportunities we provide.

Our DSL and the DSL team will always act in the 'best interest of the child' and remain mindful of the importance with parents and carers about safeguarding concerns held for children and in particular children's access to online sites when away from school.

We will support understanding of harmful online challenges and hoaxes and share information with parents and carers and where they can get help and support.

All forms of abuse or harassment will be reported in accordance with national safeguarding guidance, and we will take a 'zero tolerance' approach to harassment and abuse as informed in KCSiE.

As a school should an incident or disclosure be made by a child, our staff will always reassure the child (victim) that they are being taken seriously and that they will be supported and kept safe, but we recognise that not every victim will view themselves as such. We will also be mindful of the use of other terminology such as '**alleged perpetrator(s)**' or '**perpetrator(s)**' as in some cases the abusive behaviour will have been harmful to the perpetrator as well.

We will do our best to ensure children understand the law on child-on-child abuse is there to protect them rather than criminalise them. In doing this we will discuss with relevant statutory safeguarding agencies to ensure all concerns or incidents are addressed fully, and where required different types of assessment and services are put in place where required and in accordance with the Pathway to Provision v 9.1.

4.11 Sexual violence and sexual harassment

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex.
- Through a group of children sexually assaulting or sexually harassing a single child or group of children.
- Online and face to face (both physically and verbally).

Sexual violence and sexual harassment exist on a continuum and may overlap.

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 and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they 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 any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.

When supporting victims, staff will:

- Reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them.
- Regularly review decisions and actions, and update policies with lessons learnt.
- Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns.
- Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again.
- Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence, and show sensitivity to their needs.

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours.
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in this policy, as appropriate.

Curriculum

- Planned PSHE and Relationships, Sex and Health Education will include personal privacy, respect and consent so that children will have a better understanding of how to behave towards their peers including online. This will be taught alongside other safeguarding issues as set out in the DfE statutory guidance "Relationships Education, Relationships and Sex Education (RSE) and Health Education". This will be appropriate to pupils' age and stage of development. It will also be underpinned by the school's behaviour policy and pastoral support system.

Responding to an incident

- School will follow the DfE guidance on Child-on-child sexual violence and sexual harassment in Part 5 of Keeping children safe in education - 2024.
- Relevant staff will liaise with the police, social care and parents as appropriate.
- Support will be offered to both the alleged victim(s) and child(ren) accused. Parents will be included in discussions about the format that this support will take.

4.12 Children Missing (including absence from school)– our school recognises the entitlement that all children have to education and will work closely with the local authority Inclusion Service to share information about pupils who may have unexplainable and/or persistent absences from education and are missing out on full time education. The local authority will also be informed where children are to be removed from the school register a) to be educated outside the school system; b) for medical reasons; c) because they have ceased to attend; d) because they are in custody; d) because they have been permanently excluded. We also recognise that when children have unexplainable and/or persistent absences from education this is a sign that they may have been targeted by perpetrators of Child Sexual Exploitation and/or drug related criminals (County Lines). Children may also be groomed into participating in other forms of criminal exploitation including cybercrime, serious violence and violent crime. Children who attend an alternative education provision or have an agreed reduced timetable are more likely to be vulnerable to these forms of exploitation.

4.13 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

CSE and CCE are forms of sexual abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. Child Criminal exploitation is broader than just county lines and includes for instance children forced to work on cannabis farms, to commit theft, shoplift or pickpocket, or to threaten other young people. Criminal

exploitation often happens alongside sexual or other forms of exploitation. Child sexual exploitation (CSE) is a type of sexual abuse. It happens when a child or young person is coerced, manipulated or deceived into sexual activity in exchange for things that they may need or want like gifts, drugs, money, status and affection.

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.

CSE and CCE can affect both males and females and can include children who have been moved (trafficked) for the purpose of exploitation. 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. CSE can include 16 and 17 year olds who can legally consent to sex, but they may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point or are targeted by criminals involved in the illegal supply of drugs (County Lines) and serious violent crime. 'County Lines' involves drug networks or individuals exploiting children and young people into carrying drugs and money between cities, towns and villages. Serious violent crime can be associated with this form of criminal activity together with child sexual exploitation. Children may also be exploited into committing cybercrime or money laundering offences and organised criminal groups or individuals may exploit children and young people with enhanced computer skills to access digital networks and/or data for criminal and financial gain. Children with bank accounts may be persuaded to allow criminals to use their banking facilities to launder money. CCE can also involve working in cannabis factories, shoplifting, pickpocketing, or to threaten other young people. It may involve coercing children to commit vehicle crime or serious violence towards others. It is important to note that the experience of girls can be very different to that of boys, but girls are also at risk.

Staff training includes raising awareness of these issues and any concerns are passed to the Designated Safeguarding Lead who will make a risk assessment and refer to Local Authority First Response Children's Duty if appropriate.

4.14 Serious violence.

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school.
- Change in friendships or relationships with older individuals or groups.
- Significant decline in performance.
- Signs of self-harm or a significant change in wellbeing.
- Signs of assault or unexplained injuries.

- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation).

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male.
- Having been frequently absent or permanently excluded from school.
- Having experienced child maltreatment.
- Having been involved in offending, such as theft or robbery.

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

4.15 So-called 'honour-based' abuse - encompasses crimes which have been committed to protect or defend the so-called "honour" of the family and/or the community, including Female Genital Mutilation (FGM) (see appendix 7), forced marriage, and practices such as breast ironing. All forms of so-called Honour Based Abuse are abuse (regardless of the motivation) and concerns will be passed to the Designated Safeguarding Lead for onward referral as required.

4.16 Modern slavery and human trafficking – can take on many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Children may be trafficked into the UK from abroad or moved around the country. Staff need to be aware of indicators which include, but not limited to, exploitation, neglect, isolation, poor living conditions, having few personal belongings and a lack of trust and reluctance to seek help. Staff will refer any concerns to the DSL without delay who will take action and also refer victims to the National Referral Mechanism (www.gov.uk).

4.17 Private fostering arrangements - Where a child under 16 (or 18 with a disability) is living with someone who is not their family or a close relative for 28 days or more, staff inform the Designated Safeguarding Lead so that a referral to Children's Social Care for a safety check, can be made. (A close relative includes stepparent, grandparents, uncle, aunt or sibling).

4.18 Domestic abuse – can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own.

4.19 Looked After Children – The Deputy Headteacher is the Designated Teacher and a Designated Safeguarding Lead and has responsibility for promoting the educational achievement of children who are looked after. They have the appropriate training and will work with the Virtual School to ensure that the progress of the child is supported. As a Designated Safeguarding Lead they will also have details of the child's social worker and the name of the Assistant Head of the Virtual School. The Deputy Headteacher recognises that children may have been abused, exploited or neglected before becoming looked after. We will ensure their ongoing safety and wellbeing as well as supporting their education, through linking with their social worker, carers, and parents where appropriate. We also recognise those children who were previously Looked-After potentially remain vulnerable and all staff will be informed of the importance of maintaining support for them through our *school*. As a school, we will continue to

recognise the importance of working with agencies and take prompt actions where necessary to safeguard these children, who may remain vulnerable.

4.20 Complaints or concerns raised by parents/carers or pupils will be taken seriously and followed up in accordance with the school's complaints process.

4.21 Support to pupils (including those with a disability or about whom there are mental health concerns)

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view their lives in a positive way and that this is likely to adversely impact their mental health and emotional well-being. Children may be vulnerable because for instance, they have needed an allocated social worker, have a disability, are in care, a care-leaver or previously looked after, or are experiencing some form of neglect, or exploitation. It is therefore important that staff recognise that mental health concerns can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, exploitation or other potentially traumatic adverse childhood experiences, this can have a lasting impact through childhood, adolescence and into adulthood. For such children school may be one of the few stable, secure and predictable components of their lives. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken, following this policy and speaking to the designated safeguarding lead or deputy. Our school seeks to remove any barriers that may exist in being able to recognise abuse, exploitation or neglect in pupils with Special Educational Needs, disabilities or physical health issues. These barriers include:-

- assumptions that indicators of possible abuse such as behaviour, mood and injury related to the child's condition without further exploration.
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges.
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

We will seek to provide such children with the necessary support to build their self-esteem and confidence, helping them to secure the very best educational outcomes they are able to achieve. The context in which safeguarding incidents and/or behaviours occur, whether in school or within or outside the home (including online), will be considered by staff, particularly the DSL and Deputy DSLs. Any associated threats or risks will be included in assessments and relevant information included in referrals to Children's Social Care. General indicators of abuse, exploitation and neglect (from Part 1 of the statutory guidance) within Appendix A B of the statutory guidance, "Keeping Children Safe in Education".

4.22 Support for Staff

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult, that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the

Designated Safeguarding Lead about the support they require. The Designated Safeguarding Lead will seek to arrange the necessary support.

All our staff and volunteers are aware of the indicators of **abuse, neglect and exploitation** and know what to look for is vital for the early identification so that support can be put in place. Our staff and volunteers are also aware of the specific safeguarding issues that indicate or inform of concerns or incidents linked to child criminal exploitation and child sexual exploitation and know to report concerns directly to the designated safeguarding or a member of the senior leadership team should the designated safeguarding lead not be available for children who may be in need of help or protection.

Our staff recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. Children may also feel embarrassed, humiliated, or could be being threatened not to tell, so not feel able to share what is happening to them. Alternatively, we recognise children may not want to make a disclosure or talk about what is happening due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child and agree a way forward to support the child and determine how best to build trusted relationships with children and young people which facilitate good opportunities for communication.

All staff should **always** speak to the designated safeguarding lead, or deputy at the earliest opportunity.

As a *school* we are aware that abuse, neglect, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore all staff should always be vigilant and always raise any concerns with the designated safeguarding lead (or deputy).

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the *school* and/or can occur between children outside of our school environment.

All our staff have received information and training regarding the risks that can take place outside the child's family. This is known as extra-familial harm and these can take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

Our staff are aware that technology offers many opportunities but is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

All our staff have 'an understanding of the expectations, applicable to their roles and responsibilities in relation to filtering and monitoring' of ICT systems and regular monitoring of school's equipment and networks.

4.23 Educating Young People – Opportunities to teach safeguarding

As a school we teach children in an age-appropriate way about youth produced imagery, on-line risks associated with social networking to prevent harm by providing them with the skills, attributes, and knowledge to help them navigate risks, including covering online safety, remote learning, filters and monitoring, information security, cyber-crime, reviewing online safety platforms and use of mobile technology. We ensure appropriate filters and monitoring systems in place and regularly review their effectiveness.

The education we provide for online safety will take into account the need for children to learn using online technologies in a safe environment whether that be in *school*, in the home or in a community environment. This will also be taught as part of a wider RSHE programme, as well as through other subject areas and ICT.

We ensure a whole school approach is in place to promote giving children the space to explore key issues in a sensitive way and the confidence to seek the support of adults should they encounter problems or online harms, hoaxes or harassment including involving incidents of sexual violence and sexual harassment between children.

We carefully consider mobile phone use and the new filtering and monitoring standard required by DfE and how this is managed in school/college and ensure it is reflected in our mobile and smart technology policy. This includes where children have unlimited and unrestricted access to the internet via mobile phone networks (i.e., 3G, 4G and 5G).

Our arrangements are regularly reviewed to address this additional area of safeguarding as technologies change on a regular basis and having access to smart technology could mean some children, whilst at school/college, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (via large chat groups) and view and share pornography and other harmful content.

Correspondence is sent home regularly to ensure that parents/carers are made aware of on-line safety to minimise the safeguarding risks technology can pose and where they can seek advice, help, and support.

4.24 Providing a safe environment

- We recognise that because of the day-to-day contact our *school staff* have with children they and we are well placed to observe the outward signs of abuse.
- *The school* will therefore:
 - Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to and heard.
 - Ensure children know that there are trusted adults in the school who they can approach if they are worried.
 - Ensure that every effort is made to establish effective working relationships with parents, carers, and colleagues from other agencies.
 - Include opportunities in the PSHE/RSE curriculum for children to develop the skills they need to recognise and stay safe from abuse by:
 - Recognise and managing risks including online safety, radicalisation and extremism, sexual exploitation, child on child sexual violence and sexual harassment, the sharing of nude and semi -nude images which has replaced what was termed as sexting.
 - Support the development of healthy relationships and awareness of domestic violence and abuse, recognising that Domestic Abuse can encompass a wide range of behaviours and may involve a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional harm and children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own

intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

- Recognising how pressure from others and safeguarding vulnerabilities can affect their behaviour.
- Recognising the link between mental health, school attendance and children 'absent from education' and the impact on learning, progress, and educational attainment.
- Knowing that as a *school* we will act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.
- Ensuring our Anti-Bullying framework includes measures to prevent bullying, including cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying and use of social media platforms and networks is either included within the main Safeguarding and Child Protection Policy.
- Maintain an on-line safety policy (refer to UK General Data Protection GDPR Online Safety Policy) which address statutory filtering and monitoring standards, which take into account remote learning, and use of mobile and smart technology and is reviewed regularly to take into account any new threats.
- The response required by schools and safeguarding agencies to address any 'harm outside the home' also known as 'extra familial harm.' *Schools* are a place of protection and where children and young people can share concerns and seek support and are place of safety and where children and young people can form safe and trusted relationships. Through creating a whole *school* ethos and sharing excellent communication with safeguarding partners and services, children and young people can feel assured they will be listened to, heard, and offered support to enable them share sensitive information and strengthen their resilience.
- We can stress enough the importance we place on our school ethos of working together with parents, carers, and external services to form strong and trusted partnerships which can advocate trauma informed and trauma aware responses and where trusted relationships can be formed and go on to create safe places and spaces within the community, so children and young people know how to access a place of safety outside of the school/college environment if needed.
- We will take all reasonable measures to ensure any risk of harm to children's welfare is minimised inside and outside of the *school* environment.
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies.
- Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school.
- Promote pupil health and safety.
- Promote safe practice, and challenge unsafe practice.
- Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers, supply staff and contractors. KCSiE Part Four has two sections, the second section addresses low-level concerns.
- Provide first aid and meet the health needs of children with medical conditions.
- Ensure school site security.
- Address drugs and substance misuse issues.
- Support and plan for young people in custody and their resettlement back into the community.
- Work with all agencies regarding missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.
- Make clear that everyone that they have a duty to safeguard children inside/outside the school environment including school trips, extended school activities, vocational placements, and alternative education packages.

5. Supporting children and working in partnership

- We recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. We recognise that children who are abused or who witness violence may find it difficult to develop a positive sense of self-worth. They may feel helplessness, humiliation, and some sense of blame. The school may be the only stable, secure, and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication. We also recognise that there are children who are more vulnerable than others, which include children with special educational needs and or disabilities.
- All staff including volunteers are advised to maintain the attitude of '**it could happen here**' where safeguarding is a concern, and when concerned about the welfare of the child should always act in the **best** interests of the child.
- Our *school* will endeavour to support the pupil through:
 - Developing the content of the curriculum to ensure that pupils feel safe and secure enough to share worries they might have.
 - Maintaining a *school* ethos which promotes a positive, supportive, and secure environment, and which gives pupils a sense of them being valued.
 - The school Working Positively with Pupils Policy which includes the Anti-Bullying framework and the Child-On-Child abuse policy which is kept up to date with national and local guidance and which is aimed at supporting vulnerable pupils in our *school*.
 - Our *school* will proactively ensure that all children know that some behaviours are unacceptable and will need to be addressed but as members of our *school* they are valued and will be supported through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents. The Pastoral Team, ELSAs, DSL/Deputies and class staff are all available for pupils to speak to.
 - Liaison with other agencies that support the pupil such as Children's Social Care (in line with the [Thresholds for access to services](#), updated in September 2021); [Leicestershire Inclusion Service](#) and [Education Psychology Service](#), and the Family Help, etc.
 - Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there have been wider safeguarding concerns, their information is transferred to the new school immediately or within **5 working days** and that the child's social worker is informed.
 - Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully supported *by all staff*.
 - Where a child discloses a concern or informs of an incident that has involved them in an incident involving sexual violence and or sexual harassment the staff member will ensure the child (victim) is taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence, or sexual harassment.
 - *The staff member if not the designated safeguarding lead will inform the DSL immediately, and actions taken in accordance with the school child-on -child Policy or this Safeguarding and Child Protection Policy.*

6 Working with parents/carers

The school will:

- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- We have an open and honest relationship with our parents/carers, always working in collaboration and partnership with them. We work hard as a school body to ensure that all staff understand our clear goals, that everyone is working towards achieving the best outcomes for all pupils.
- Undertake appropriate discussion with parents/carers and seek necessary consent prior to involvement of Children & Family Services (Children's Social Care) or another agency, unless to do so would place the child at risk of harm or compromise an investigation.
- Signpost and direct to agencies and networks where they can find further support. This includes the information within our school website.

7 Alternative providers and other agencies

- Our school works with other agencies including statutory safeguarding partners to support vulnerable children and the contact you have with social care and social workers. For example, this may be by holding regular meetings in school, taking part in partnership forums/events, or accessing multi-agency training. Our school regularly offers to facilitate meetings for individual children and families in school to support easier local access and involvement by children, parents and or carers.
- Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider can meet the needs of the pupil. All of our pupils including those who attend alternative education have complex needs, the Trustees and designated safeguarding lead ensures children are always fully supported, and the alternative setting is aware of any additional risks of harm that pupils may be vulnerable to. We understand that information sharing for pupils who receive education provision outside of a mainstream setting is vital to support the child and ensure the learning environment where they are placed has all necessary information for the child before they access the provision. The working together principles we apply are key to keeping the child safe and understanding the vulnerabilities needing to be supported. As a school we also obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff.
- *The DSL/Deputies* are familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies.

8. CPD, culture and ethos

- Through annual safeguarding training delivered by the DSL and regular updates via email and staff briefings the DSL/Deputies ensure that all staff, supply staff and volunteers receive appropriate safeguarding information during inductions and on a regular basis. Verbal checks are also made throughout the year to ensure that staff know how to report concerns or disclosures.

- All our staff are aware of systems within Forest Way School and these are explained to them as part of staff induction, which include our Safeguarding and child protection policy; the employee code of conduct and the role of the Designated Safeguarding Lead and Keeping Children Safe in Education 2024.
- Our *school* utilises an induction checklist when staff are inducted which includes the above, but also other policy and procedural information.
- Staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act (1989) and understand the role they may have in these assessments. Examples of partnership work especially with social care and the local arrangements put in place by Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) are discussed. Along with the offer of further in depth training and resources on a specific area of Safeguarding if needed.
- All our staff know what to do if a child is raising concerns or makes a disclosure of abuse and/or neglect. Staff will maintain a level of confidentiality whilst liaising with the Designated Safeguarding Lead and children's social care. Our staff will never promise a child that they will not tell anyone about a disclosure or allegation, recognising this may not be in the best interest of the child.
- The Safer Recruitment and Selection Policy is enforced to ensure the safer recruitment of all staff. Its application and implementation is maintained with ongoing vigilance (see KCSiE 2024 page 56) to ensure a culture which considers matter inside and outside the workplace including online.
- KCSiE 2024 has broadened the requirements placed on schools to keep children safe and ensure children are able to thrive and take the maximum benefit from their education or learning experiences.

9. Additional measures

In line with additional requirements placed on schools by KCSiE 2024 the following arrangements are in place to keep children safe in specific circumstances including:

- Arrangements are in place for staff delivering home education to pupils within their home. A detailed risk assessment is in place and signed by all staff. It details a code word if additional support is needed, or the staff member feels unsafe. The risk assessment has been checked and signed by the DSL. A copy of the risk assessment is left at the office every time a home learning visit is conducted.
- The DSL/Deputies and all staff will support children with mental health problems. Training is given so that staff are aware of the signs and indicators to look out for to help them to identify that a child has suffered or is at risk of suffering abuse, neglect, or exploitation.
- It is the school's responsibility to ensure children who may be LGBTQ+ have a trusted adult who they can be open with. This is usually the class teacher, a member of the class support team, an ELSA or member of the Pastoral Team. Staff training is carried out to ensure staff are able to provide support. KCSiE acknowledges that Children who are LGBTQ+ may be targeted and informs Homophobia, biphobia, and transphobia are not phobias, they are not fears; they are forms of discrimination or hate towards LGBTQ+ people or those perceived to be LGBTQ+ and must not be tolerated. Guidance may change as the 'Children who are lesbian, gay, bisexual, or gender questioning' section is currently under review pending the outcome of the gender questioning children guidance consultation (DfE,

2023b). When supporting a gender questioning pupil, we will take a cautious approach as there are still unknowns around the impact of social transition, and a pupil may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases, autism spectrum disorder (ASD) and/or attention deficit hyperactivity disorder (ADHD). We will also consider the broad range of their individual needs, in partnership with their parents/carers (other than in rare circumstances where involving parents/carers would constitute a significant risk of harm to the pupil). We will also include any clinical advice that is available and consider how to address wider vulnerabilities such as the risk of bullying. Risks can be compounded where children lack trusted adults with whom they can be open. We therefore aim to reduce the additional barriers faced and create a culture where pupils can speak out or share their concerns with members of staff.

- KCSiE 2023 Annex B page 142 Child abduction and community safety incidents – Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. If staff have any indications that this may happen or be happening, they are trained to report these concerns to the DSL. The DSL will then investigate and take further action if necessary.
- As children get older and are granted more independence (for example, as they start walking to school on their own), we recognise that it is important that they are given practical advice on how to keep themselves safe.
- Through PSHE/RSE pupils are provided with outdoor safety strategies and tips to help children to build their confidence and can protect themselves or know how and where they can seek help and support. As the pupils progress through the school this is also covered in Life Skills lesson and through the preparing for adulthood schemes of work.

10. Procedures for identifying and reporting cases

We will follow the procedures set out by the Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) and take account of guidance issued by the DfE in Keeping Children Safe in Education 2024 to:

- Ensure we have a Designated Safeguarding Lead (DSL), who is a member of the school/college leadership team, and a Deputy Safeguarding Leads for safeguarding and child protection who receive appropriate ongoing training and support for this role.
- The Designated Safeguarding Lead role is written into their job description and clarifies the role and responsibilities including as defined in KCSiE 2024 Annex C.
- Ensure we have a nominated Trustee responsible for safeguarding and child protection.
- Ensure that we have a Designated Teacher for Looked After Children (LAC), this is currently our Deputy Headteacher Sarah Wallace.
- Ensure every member of staff (including temporary, supply staff and volunteers) and the governing body knows the name of the Designated Safeguarding Lead, their Deputies responsible for child protection, and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead, or to children's social care/police if a child is in immediate danger.

- Staff are trained to report any safeguarding concern within a 15-minute window, clearly detailing the concerns, names, their name, date and time. This is handed to the DSL or Deputies.
- Ensure all staff and volunteers are aware of the early help process and understand their role in making referrals or contributing to early help offers and arrangements.
- Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice, and that these concerns will be taken seriously.
- Ensure that there is a complaints system in place for children and families.
- Ensure that parents understand the responsibility placed on the school and staff for child protection and safeguarding by setting out its obligations in the school prospectus and on the school's website.
- Notify Children's Social Care if there is an unexplained absence for a child who is subject to a child protection plan and where no contact can be established with the child, or a parent or appropriate adult linked to the child.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral, and actions to safeguard.
- Ensure all records are kept securely; In 2022 CPOMS electronic recording system was introduced to log all safeguarding and child protection concerns, however prior to this each pupil had a paper file/safeguarding folder these are still stored in a locked filing cabinet in the Pastoral office.
- Ensure that we follow robust processes to respond when children are missing from education or missing from home or care.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Apply confidentiality appropriately.
- Apply the LLRSCB escalation procedures if there are any concerns about the actions or inaction of social care staff or staff from other agencies.

11 Acting where concerns are identified.

11.1

- Our staff recognise the difference between concerns about a child and a child in immediate danger.
- If staff have concerns about a child, they will need to decide what action to take. A discussion should take place with the Designated Safeguarding Lead, to agree a course of action.

- If a child is in immediate danger or risk of harm a referral will be made immediately to First Response and/or immediately to the police if at imminent risk of harm by the member of staff if required, with the Designated Safeguarding Lead being informed of the referral.
- If a child chooses to tell a member of staff about alleged abuse, there are several actions that staff will undertake to support the child:
 - The key facts will be established in language that the child understands, and the child's words will be used in clarifying/expanding what has been said.
 - No promises will be made to the child, e.g., to keep secrets.
 - Staff will stay calm and be available to listen.
 - Staff will actively listen with the utmost care to what the child is saying.
 - Where questions are asked, this should be done without pressurising, and only using open questions.
 - Leading questions should be avoided as much as possible.
 - Questioning should not be extensive or repetitive.
 - Staff will not/ should not put words in the child's mouth but will subsequently note the main points carefully.
 - A full written record will be kept by the staff duly signed and dated, including the time the conversation with the child took place, outline what was said, comment on the child's body language etc.
 - It is not appropriate for staff to make children write statements about abuse that may have happened to them or get them to sign the staff record.
 - Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on.
 - The Designated Safeguarding Lead will be immediately informed unless the disclosure has been made to them.
 - Information should be shared with children's social care without delay, either to the child's own social worker or to First Response. Children's Social Care will liaise with the police where required, which will ensure an appropriate police officer response rather than a uniformed response.
 - The Police would only therefore be contacted directly in an emergency or if a child is in immediate risk of harm, abuse, or danger.

Staff should never attempt to carry out an investigation of suspected child abuse by interviewing the child or any others involved, especially if a criminal act is thought to have occurred. The only people who should investigate child abuse and harm are Social Care, Police, or the NSPCC.

11.2 Confidentiality

- We recognise that all matters relating to child protection are confidential; however, a member of staff must never guarantee confidentiality to children; children will not be given promises that any information about an allegation will not be shared.
- Where there is a child protection concern it will be passed immediately to the Designated Safeguarding Lead and/or to children's social care. When a child is in immediate danger children's social care/the police will be contacted.

- The Headteacher or Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff, including the level of involvement of other agencies, only on a 'need to know' basis.
- All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children. They are aware that the Data Protection Act 1998 should not be a barrier to sharing of information where failure to do so would result in a child being placed at risk of harm. **Staff should refer to the DfE Data Protection guidance for schools (DfE, 2024b).**
- We acknowledge further guidance can be found by visiting Leicestershire and Rutland Safeguarding Children Partnership website: <https://lrsb.org.uk/>

12 Records, Monitoring and Transfer

12.1 If you have a concern that a child has been mistreated, either physically, emotionally, sexually or by neglect and exploitation you **MUST**:

- Keep the matter confidential to as few people as need to know. Write the details of what has been noticed, said and done, date (including the day) and sign it and give this to the Designated Lead Person within 15 minutes of first realising the concern.
- It is not your job to investigate the matter. It will be the duty of the DSL/Deputies to gather enough information to decide whether or not to contact the Social Care Department.
- At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person; this type of behaviour could lead to the staff member being taken into managing allegations procedures. The body maps should be used in accordance with recording guidance and to support clarity for example of areas of injury, marks and bruising and or touching.
- Any concerns should be reported and recorded without delay to the appropriate safeguarding services e.g., First Response or the child's social worker if already an open case to social care. Support and advice will be sought from social care, or early help whenever necessary. In this way a picture can emerge, and this will assist in promoting an evidence-based assessment and determining any action(s) that needs to be taken. This may include no further action, whether an Early Help Assessment should be undertaken, or whether a referral should be made to First Response/Children's Social Care in-line with the Threshold for access to services published September 2021, or any later edition made available by Leicestershire and Rutland Safeguarding Children Partnership.

12.2 Well-kept records are essential to good child protection practice, the records are monitored to ensure that they reflect the child's journey through the safeguarding system and engagement with statutory agencies, including Social Care, Early Help, Police, CAMHS, Health and other services. All staff are clear about the need to record and report concerns about a child or children within the school within fifteen minutes. Staff record their concerns on paper, the contents of which are entered into CPOMS by the DSL/Deputies. All records will provide a factual and evidence-based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed and passed immediately to the Designated Safeguarding Lead

(or a Deputy). The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be shared with other agencies (in accordance with the Data Protection Act 2018 and GDPR principles).

- 12.3 Records relating to actual or alleged abuse, neglect or exploitation are stored apart from normal pupil or staff records. Normal records sometimes have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.
- 12.4 Child protection records are stored securely, with access confined to specific staff, e.g. the Designated Safeguarding Lead (and relevant deputies) and the Headteacher. CPOMS system was introduced in September 2022 and since then all correspondence and incidents are logged on this system. Individual pupils safeguarding files and paperwork prior to this is still kept locked away in the DSL office.
- 12.5 Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon. A case file chronology, summarizing case activity and significant events in the child's life, helps to enable effective monitoring. Any actions taken are clearly indicated.
- 12.6 Our school adopts the file transfer guidance contained in KCSiE 2024 and ensure when a child moves school/education provision their safeguarding/child protection confidential file is sent securely to their new educational setting when the child starts/ leaves the school.
- 12.7 For those children subject of social care and safeguarding agency involvement will ensure the file is able to evidence the child's journey and include key information as described in KCSiE 2024 Should a child subject to social care involvement transfer schools, college, or education provider we will ensure the child's child protection or confidential file move is transferred within 5 days as required by KCSiE.
- 12.8 Our DSL/Deputies will liaise directly with the receiving school, college or alternative placement and hold a discussion to share important information to support the child's transfer to ensure the child remains safeguarded, has any 'reasonable adjustments' agreed, and put in place and to ensure the changes experienced by the child are as smooth as possible to enable a positive integration experience and engagement with new staff and learning.
- 12.9 In the event of a child moving out of area and a physical handover not being possible, then the most secure method should be found to send the confidential records to a named Designated Safeguarding Lead and a photocopy kept until receipt is confirmed. Files requested by other agencies e.g. Police are copied.
- 12.10 ***This statement reflects the practice in our school:*** In accordance with KCSiE 2024 we will maintain information on cohorts of children who have been open to social care, have had a social worker or who are closed to social care and may have returned to the family home. This information will only be considered for sharing 'if appropriate' with the new school or provider in advance of the child leaving to allow for the new school to continue supporting the children who have had a social worker or been victims of abuse, including those who are currently receiving support through the 'Channel' programme. [KCSiE 2024 paragraph123 and pages 150 to 152 and Annex C]
- 12.11 Our *school* will ensure all our files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.

- 12.12 Our staff will be encouraged to understand why it is important that recording is comprehensive and accurate and what the messages from serious case reviews are in terms of recording and sharing information. It is often when a chronology of information is pieced together that the level of concern escalates or the whole or wider picture becomes known.
- 12.13 We acknowledge without information being recorded it can be lost. This could be crucial information, the importance of which is not always necessarily apparent at the time. On occasions, this information could be crucial evidence to safeguard a child or be evidence in future criminal prosecutions.

13 Recruitment and Selection of Staff (also see the Safer Recruitment and Selection policy)

- 13.1 The school's Safer Recruitment and Selection processes follow the statutory guidance: The leadership team and governing body of the school will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSiE 2024 Part Three.
- 13.2 The school will provide all the relevant information in references for a member of staff about whom there have been safeguarding concerns i.e., about child protection / inappropriate conduct. Cases in which the conclusion of an allegation has been unsubstantiated, unfounded, false or malicious will not be included in employer references. A history of repeated safeguarding concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.
- 13.3 The school has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the code of conduct for adults working with children. The Leicestershire County Council induction leaflet is given to all staff and is the basis for the safeguarding induction.
- 13.4 School leaders, staff and members of the *governing body* will be appropriately trained in safer working practices and access safer recruitment training.
- 13.5 Staff and volunteers who provide early years or later years childcare and any managers of such childcare are covered by the disqualification regulations of the Childcare Act 2006 and are required to declare relevant information - see statutory guidance: Disqualification under the Childcare Act 2006 (lasted updated August 2018).
- 13.6 Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate necessary procedures to carry out the checks required and where any concerns arise, we will seek advice and act in accordance with national guidance.
- 13.7 The school has in place recruitment, selection, and vetting procedures in accordance with KCSiE 2024 Part Three and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2024 Part Three paragraphs 206 to 351.
- 13.8 In the event of any complaint or allegation against a member of staff, the headteacher (or the Head of School) if the headteacher is not present, will be notified immediately. If it relates to the headteacher, the chair of Trustees will be informed without delay. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO), LADO Allegation Officers or HR Service.

- 13.9 Staff may find some of the issues relating to child protection and the broader areas of safeguarding upsetting and may need support which should be provided by the school and their Human Resources Team.
- 13.10 Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the School Code of Conduct, which includes contact between staff and pupils outside the work context. This is saved on the staff Intranet page. Concerns regarding low-level concerns will be included in our Code of Conduct from 1 September 2024 in line with KCSiE Part Four Section two.
- 13.11 Staff may find some of the issues relating to child protection and the broader areas of safeguarding upsetting and may need support which will be provided by the DSL/Deputies.

14 Information Sharing

- 14.1 Effective sharing of information between practitioners and local organisations and agencies is essential for early identification of need, assessment, and service provision to keep children safe. Serious Case Reviews (SCRs) now known as Rapid Reviews (RRs) have highlighted that missed opportunities to record and thereby understand the significance of sharing information in a timely manner can have severe consequences for the safety and welfare and well-being of children (Working Together to Safeguard Children DfE 2023).
- 14.2 We will adopt the information sharing principles detailed in statutory safeguarding guidance contained within.
- 14.3 DfE KCSiE 2024 has several sections which provide clarity on information sharing processes and GDPR including within Annex C which makes clear the powers to hold and use information when promoting children's welfare.
- 14.4 Working Together to Safeguard Children DfE 2023 Paragraph 28 to 33 and on pages 18 and 20.
- 14.5 Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents, and carers (which has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018. It is recommended that education professionals read the [DfE Data Protection guidance for schools](#).
- 14.6 Leicestershire and Rutland Safeguarding Children Partnership (NSCP) Policy and Practice Guidance.
- 14.7 We can confirm that staff, trustees/ trust members have completed GDPR Information Sharing training.

15 Other Relevant Policies

This policy, together with the following, should be read alongside and in conjunction with other policies and statutory guidance regarding the safety and welfare of children, including those adopted from Leicestershire County Council and the Leicestershire and Rutland Safeguarding Children Partnership (LRSCP).

The above together with the following will make up the suite of policies to safeguard and promote the welfare of children in this school

- Working Positively with Pupils Policy

- Anti-Bullying (including Cyberbullying) framework
- Staff Code of Conduct ("Guidance for Safer working practice ~~May 2019~~ February-2022")
- UK General Data Protection Regulations GDPR Online Safety Policy
- Special Educational Needs and Disability
- Offsite Visits
- Suspension & Exclusions Policy
- Administration of medicines
- Health and Safety
- Relationships and Sex Education
- Safer Recruitment and Selection Policy
- Premises Management
- Equality Information & Objectives
- Looked After Children

The above list is not exhaustive but when undertaking development or planning of any kind the school will consider the implications for safeguarding and promoting the welfare of children.

16. Helplines and reporting

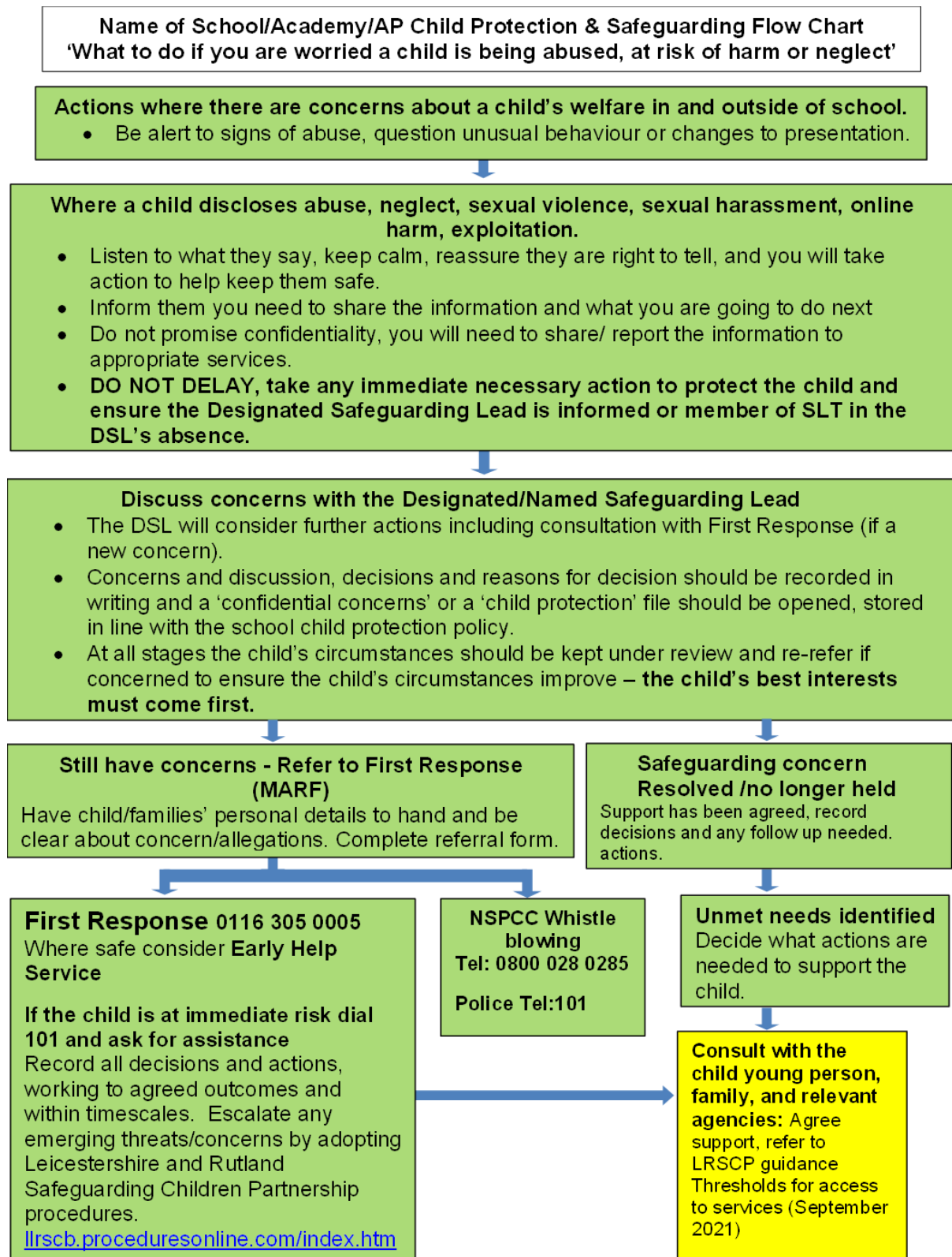
- Children can talk to a Child Line counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at <https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/>
- Where staff members feel unable to raise an issue with their employer, or feel they have a genuine concern that is not being addressed we acknowledge they may wish to consider whistleblowing channels. Likewise, if parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0800 028 028 0295, or by emailing help@nspcc.org.uk
- Our school website has a parent section and within this a link to a dedicated Safeguarding page. This contains safeguarding information specific to Forest Way School along with a directory of services, student friendly safeguarding guide, DSL/Deputies poster and information regarding Operation Encompass and out of hours safeguarding support.
- Our internal intranet site has a Mental health and Well-being link for staff.
- Safeguarding training is saved in a shared drive for all staff to be able to access at any point throughout the year. Previous years are also saved.

17 The following appendices are part of this policy:

Appendix 1	<i>Flow Chart 2024-2025 'What to do if you are worried a child is being abused or at risk of harm, neglect, or online harm.</i>
Appendix 2	<i>Procedure to follow in cases of possible, alleged or suspected abuse, or serious cause for concern about a child.</i>
Appendix 3	<i>Process for dealing with safeguarding concerns or allegations against staff (including Headteachers), supply staff, volunteers and contractors.</i>
Appendix 4	<i>Low Level concerns policy.</i>

Appendix 5	<i>Policy for the use of Cameras and Mobile Phones</i>
Appendix 6	<i>Safeguarding pupils who are vulnerable to extremism and radicalisation</i>
Appendix 7	<i>Your duty to report Female Genital Mutilation.</i>
Appendix 8	<i>Body Map Guidance for Schools</i>
Appendix 9	<i>Child-on-Child Abuse</i>

Appendix 1



Contacts: For any allegations/concerns regarding an adult who works with (in either paid/voluntarily) employment with children contact the LA Designated Officer (LADO) CFS-LADO@leics.gov.uk Outside of office hours, contact the First Response Children's Duty Team: 0116 305 0005
LA Safeguarding and Compliance Lead Charlotte.Davis@leics.gov.uk 0116 305 6314

Appendix 2

Procedure to follow in cases of possible, alleged or suspected abuse, or serious cause for concern about a child.

Contents

A	General	
B	Individual Staff/Volunteers/Other Adults - main procedural steps	
C	Designated Safeguarding Lead – main procedural steps	

A. General

- 1) The Leicestershire and Rutland Safeguarding Children Partnership Procedures contain the inter-agency processes, protocols and expectations for safeguarding children. (Available on the website www.lrsb.org.uk: The Designated Safeguarding Lead is expected to be familiar with these, particularly the indicators of abuse, exploitation and neglect and the referral processes.
- 2) It is important that all parties act swiftly and avoid delays.
- 3) Any person may seek advice and guidance from the First Response Children's Duty Professionals Consultation Line, particularly if there is doubt about how to proceed. Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.
- 4) A record, dated (including the day and time) and signed, must be made as to what has been alleged, noticed and reported, and kept securely and confidentially.
- 5) In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents' knowledge and consent to the referral are expected, unless there is reason for this not being in the child's interest. However, there will be circumstances when informing the parent/carer of a referral might put the child at risk and/or undermine Police enquiries, and in individual cases, advice from Children's Social Care will need to be taken.

B. Individual Staff/Volunteers/Other Adults – main procedural steps

- 1) When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine or photograph children, or promise confidentiality. Children making disclosures should be reassured and if possible, at this stage should be informed what action will be taken next.
- 2) As soon as possible make a dated (including the day), timed and signed record of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead in the school.
- 3) If the concern involves the conduct of a member of staff or volunteer, a visitor, a Trustee, a trainee or another young person or child, the Headteacher must be informed.

- 4) If the safeguarding concern or allegation is about the Headteacher, the information should normally be passed to the Chair of Trustee or failing that to the Local Authority Allegations Manager (LADO).
- 5) If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

C. Designated Safeguarding Lead – main procedural steps

- 1) Begin an individual case record for each child involved which will hold a record of communications and actions to be stored securely (see section on Records, Monitoring and Transfer). Include a chronology of case activity.
- 2) Where initial enquiries do not justify a referral to the investigating agencies, inform the initiating adult and monitor the situation. If in doubt, seek advice from the First Response professional's consultation line.
- 3) Share information confidentially with those who need to know.
- 4) Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care, the First Response Children's Duty should be contacted by phone (contact the local authority Children's Services where the child lives). Written confirmation should be made within 24 hours on the Multi-Agency Referral Form to Children's Social Care. All other referrals should be made using the online form (see link <http://lrsb.org.uk/childreport>).
- 5) If the concern is about children using harmful sexual behaviour, also refer to the separate guidance, "Guidance for schools working with children who display harmful sexual behaviour" (Leicestershire LA Guidance).
- 6) If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
- 7) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from the First Response Professionals Consultation line (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker takes responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (e.g., a restraining order). If there are clear signs of physical risk or threat, First Response Children's Duty should be updated, and the Police should be contacted immediately.

Appendix 3

Process for dealing with safeguarding concerns or allegations against staff (including Headteachers), supply staff, volunteers and contractors.

These procedures should be followed in all cases in which there is an allegation or safeguarding concern that a person working with children has:

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

The "Low Level Concerns policy" is covered within this Safeguarding and Child Protection policy, see Appendix 4. The advice on Low Level concerns should be followed if the concern does not meet the allegations threshold above or is not considered serious enough to make a referral to the LADO.

Relevant documents:

- DfE "Keeping children safe in education: Statutory guidance for schools and colleges" (part 4: Allegations made against/concerns raised in relation to teachers including supply teachers, other staff, volunteers and contractors)

1. Individual Staff/Volunteers/Other Adults who receive the allegation:

- a) Write and sign a dated and timed note of what has been disclosed or noticed, said or done.
 - b) Report immediately to the Headteacher.
 - c) Pass on the written record.
- iv. If the allegation or safeguarding concern is about the conduct of the Headteacher, report immediately to the Chair of Trustee/Directors. Pass on the written record. (If there is difficulty reporting to the Chair of Trustee/Directors, contact the Allegations Manager (LADO), Safeguarding and Performance Unit as soon as possible.)

2. Headteacher (or Chair of Trustees)

- a. If there is no written record, write and sign a dated and timed note of what has been disclosed or noticed, said or done.
- b. Before taking further action notify and seek advice from the Allegations Manager (LADO), Safeguarding and Improvement Unit on the same day.
- c. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation at this stage.
- d. Report to First Response Children's Duty if the Allegations Manager (LADO) so advises or if circumstances require a referral concerning a child.
- e. Ongoing involvement in cases:

- Liaison with the Allegations Manager (LADO)
- Co-operation with the investigating agency's enquiries as appropriate including working closely with the employment agency in the case of supply teachers.
- Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.
- Possible referral to the DBS or The Teaching Regulation Agency, depending on the outcome.

Appendix 4

Low-level Concerns Policy

1.0 Purpose

This policy sets out a framework whereby 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. Its purpose is to help 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" (February 2022) (sometimes called the safeguarding code of conduct) are lived, monitored, and reinforced. The policy should be read in conjunction with the current statutory guidance – "Keeping Children Safe in Education" Part 4, Section 2.

2.0 Who does the policy apply to?

2.1 This policy applies to all staff and other individuals who work or volunteer in school.

3.0 Definition of a low-level concern

3.1 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" (February 2022), 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.

4.0 Reporting low-level concerns

4.1 Where a low-level concern has been identified this will be reported as soon as possible to the headteacher. However, it is never too late to share a low-level concern if this has not already happened.

4.2 Where the headteacher is not available, the information will be reported to the Designated Safeguarding Lead or Deputy (i.e., the most senior member of SLT acting in this role).

4.3 Low-level concerns about the Designated Safeguarding Lead will be reported to the headteacher and those about the headteacher will be reported to the Chair of Trustees. A low-level concern about a supply teacher or contractor will be reported to their employer.

4.4 Where the low-level concern has been reported to the Designated Safeguarding Lead, they will inform the headteacher of the details as soon as possible.

5.0 Recording concerns

5.1 A summary of the low-level concern should be written down, signed, timed, dated and shared by the person bringing the information forward.

5.2 Where concerns are reported verbally to the headteacher a record of the conversation will be made by the headteacher which will be signed, timed, and dated.

6.0 Responding to low-level concerns

6.1 Where a low-level concern has been raised this will be taken seriously and dealt with promptly. The headteacher 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 or Police (HR advice may also need to be taken).
- 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” (February 2022): 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 Performance Management 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. In this case the school’s Managing Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed.
 - 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. In this case the school’s Managing Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed.
- 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

7.0 Can the reporting person remain anonymous?

- 7.1 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.

8.0 Should staff report concerns about themselves (i.e., self-report)?

- 8.1 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.

9.0 Where behaviour is consistent with the “Guidance for safer working practice” (Feb 2022)

- 9.1 Feedback will be given to both parties to explain why the behaviour was consistent with the “Guidance for safer working practice”.

10.0 Should the low-level concerns file be reviewed?

- 10.1 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.

11.0 References

- 11.1 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.

12.0 What is the role of the Governing Body?

- 12.1 The headteacher will regularly inform the Governing Body about the implementation of the low-level concerns policy including any evidence of its effectiveness e.g., with relevant data. The Safeguarding Trustee may also review an anonymised sample to ensure that these concerns have been handled appropriately.

Appendix 5

Policy for the use of Cameras and Mobile Phones

To ensure the safety and welfare of the children in our care this policy outlines the protocol for the use of personal mobile phones and cameras in the school, including the grounds and by all staff, pupils and visitors.

- All staff must ensure that their mobile phones or other digital equipment, personal cameras and recording devices are stored securely during working hours on school premises or when on outings or used strictly under the acceptable use policy. (This includes visitors, volunteers and pupils)
- Personal mobile phones must not be used in any teaching area in school or within toilet or changing areas
- Only school equipment should be used to record classroom activities. Photos should be put on the school system as soon as possible and not sent to or kept on personal devices
- During school outings nominated staff will have access to a school mobile which can be used for emergency or contact purposes
- All telephone contact with parents or carers must be made adhering to the school acceptable use policy or the school phone and a note kept
- Parents or carers are permitted to take photographs of their own children during a school production or event. The school protocol requires that photos of other people's children are not published on social networking sites such as Facebook.
- All visitors to Forest Way have their attention drawn to a notice in reception which requests that all personal mobile phones are switched off within our school.
- Post 16 pupils are allowed to have their mobile phones for listening to music and playing games, in their break times, in supervised designated areas. If they need to respond to texts, phone calls etc. this must be done under staff supervision.
- Any visiting pupils on work experience in the school must leave their mobile phones switched off in their bags.
- Any Forest Way pupil on work experience in the school, must leave their mobile phone in their locker.

APPENDIX 6

6.1 Safeguarding pupils who are vulnerable to extremism and radicalisation

Our school recognises the duties placed on us by the Counter Terrorism Bill (July 2015) to prevent our pupils being drawn into terrorism. This preventing radicalisation section remains under review, following the publication of a new definition of extremism on the 14 March 2024.

These include:

- Assessing the risk of pupils being drawn into terrorism.
- Working in partnership with relevant agencies (including making referrals) under the Safeguarding Children Partnership procedures.
- Appropriate staff training.
- Appropriate online filtering.

Our school is committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism.

Our school seeks to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islamist Ideology, Far Right / Neo Nazi / White Supremacist ideology etc. Concerns should be referred to the Single Point of Contact (SPOC) (usually a Designated Safeguarding Lead or Headteacher) who have local contact details for the Prevent Engagement Team (Police) and Channel referrals. They will also consider whether circumstances require Police to be contacted urgently.

6.2 Radicalisation and Extremism Risk Assessment

	Yes/No	Evidence
Does the school have a policy?	Yes	See Safeguarding and Child Protection Policy updated August 2024
Does the school work with outside Agencies on radicalization and extremism e.g., Channel?	No	We haven't had any need yet.
Have staff received appropriate training?	Yes	Training undertaken for new staff and refresher training for existing staff.
Has the school got a trained Prevent lead?	Yes	DSL
Do staff know who to discuss concerns with?	Yes	See training records and evaluation forms from training sessions.
Is suitable filtering of the internet in place?	Yes	Yes
Do children know who to talk to	Yes	Yes

about their concerns?		
Are there opportunities for children to learn about radicalization and extremism?	Yes	At an appropriate level for those whom it is appropriate.
Have any cases been reported?	No	
Are individual pupils risk assessed?	Yes	If appropriate
What factors make the school community potentially vulnerable to being radicalized? (e.g., EDL local base, extreme religious views promoted locally, tensions between local communities, promotion of radical websites by some pupils/parents)		
<p>Comment on the school's community, locality and relevant history</p> <p>Forest Way School a Leicestershire County Special School with ages ranges from 3-19yrs. We currently have 279 pupils on the role who live either within our local communities, Leicester city and Staffordshire and Derbyshire. We have not had any cases of radicalization or extremism in the past.</p>		
Risk evaluation	Low Medium High	Way Forward

Date completed 28 August 2024

Signed:-

Gail Seaton - Headteacher



Appendix 7

Your duty to report Female Genital Mutilation

- In addition to reporting safeguarding concerns to you (the DSL), teachers have a legal duty to personally report known cases of female genital mutilation (FGM) on girls under 18 to the police.
- If the staff member is not a teacher, they still have a duty to report cases of FGM to you (the DSL), as part of your safeguarding responsibilities.
- FGM is a procedure which involves partial or total removal of external female genitalia, or other injury to the female genital organs. It is illegal in the UK, whether it happens here or abroad. It is child abuse.
- When does it happen? FGM often happens overseas, but it may happen to girls in the UK as well. Children are likely to be taken abroad at the start of the school holidays, especially in the summer, to give the child longer to 'heal' before school starts. The age at which it happens is different for different communities – it could be when the girl is new-born, during childhood, at marriage or during a first pregnancy
- Why does it happen? It's a form of so-called 'honour'-based abuse, where crimes are committed to protect or defend the honour of the family and/or community. Other types of honour-based abuse include forced marriage and breast ironing or flattening, where breasts are 'ironed' or flattened down over a period of time to make them disappear or delay their development. Families might believe FGM is beneficial to the girl or in her best interests, but there are no benefits to it. It can cause serious harm, such as pain, infection, bleeding, urinary problems, mental health problems, and later, problems with sex and pregnancy
- Signs to look out for:
 - Staff should look out for requests for extended holidays, or mention of a 'special trip' or a 'special ceremony' to become a woman – these can be signs that a girl is going to be a victim of FGM.
 - If staff report things like this, you might be able to take action to prevent the girl becoming a victim.
 - A child's friend might share concerns or tell you about it.
- The mandatory reporting duty applies if a girl under 18 informs a teacher that she's been a victim of FGM, or the teacher sees physical signs that appear to show the girl has been a victim of FGM. Teachers are more likely to have a girl tell them it's happened to her, as they won't be physically examining pupils.
- Note, the girl might not use the term 'female genital mutilation' but instead use terms like 'cut' to tell someone what's happened to her.
- Even if a girl is already a victim, staff can get support to help her.
- Staff might notice signs like discomfort walking, sitting or standing, or spending longer in the toilet, or the girl trying to ask for help, due to the painful effects of FGM.

Appendix 8 Body Map Guidance for Schools

Medical assistance should be sought where appropriate.

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

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

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

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

- Exact site of injury on the body, e.g., upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?
- Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.
- Ensure First Aid is provided where required and record.
- A copy of the body map should be kept on the child's child protection file.

BODYMAP

(This must be completed at time of observation)

Names for

Date of

Child: _____

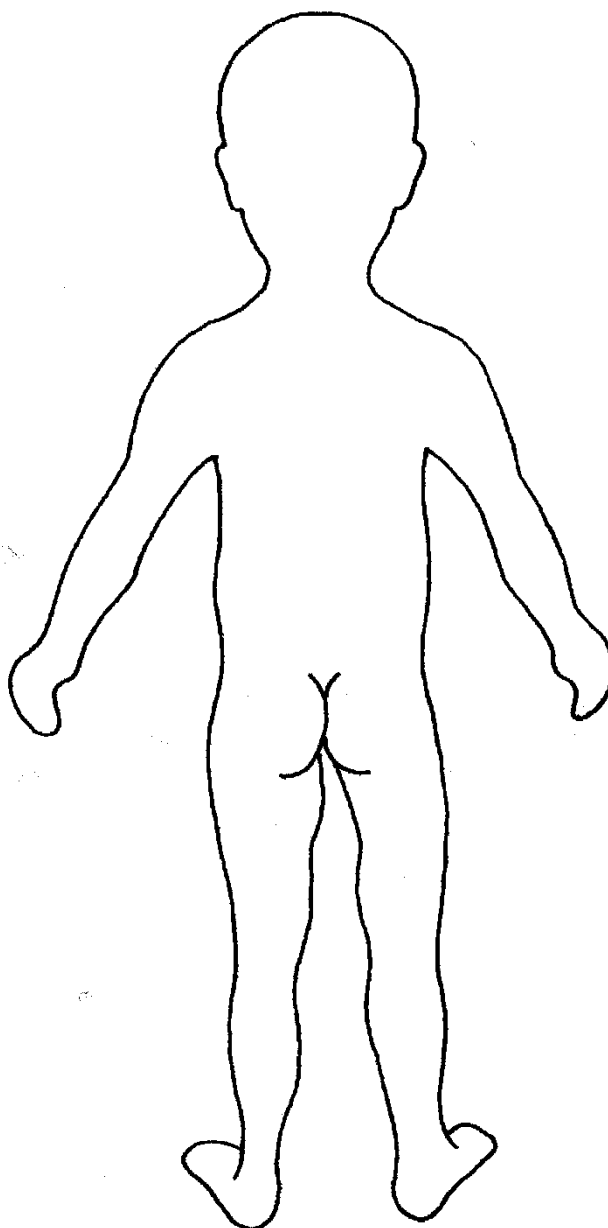
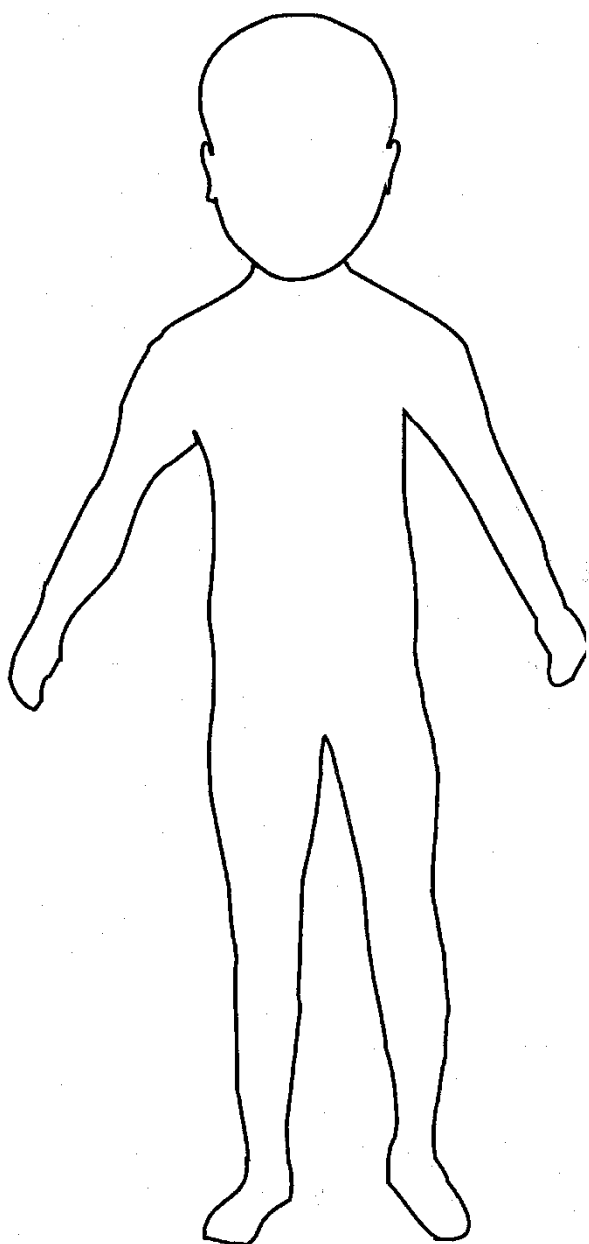
Birth: _____

Name of

Agency: _____

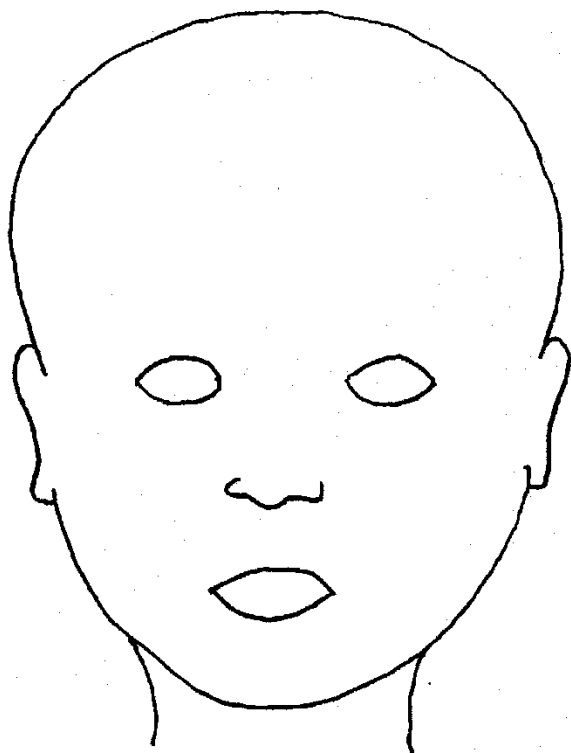
Worker: _____

Date and time of
observation: _____

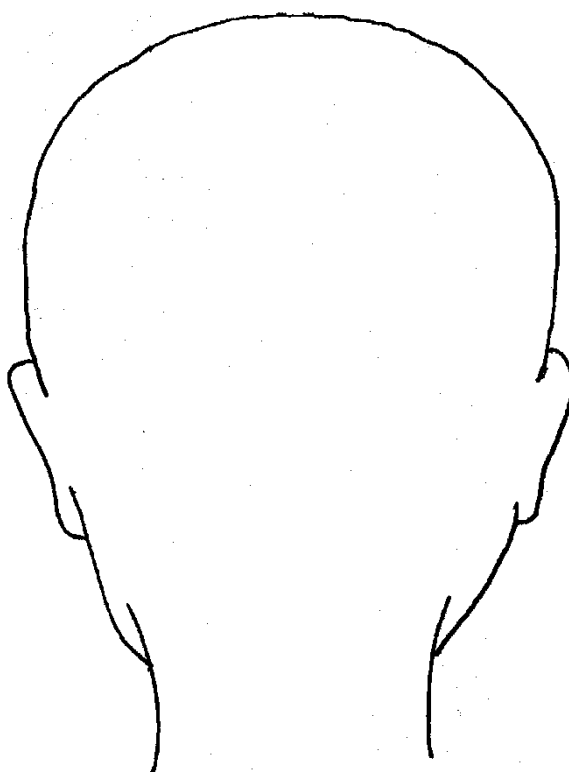


Name of
Child:

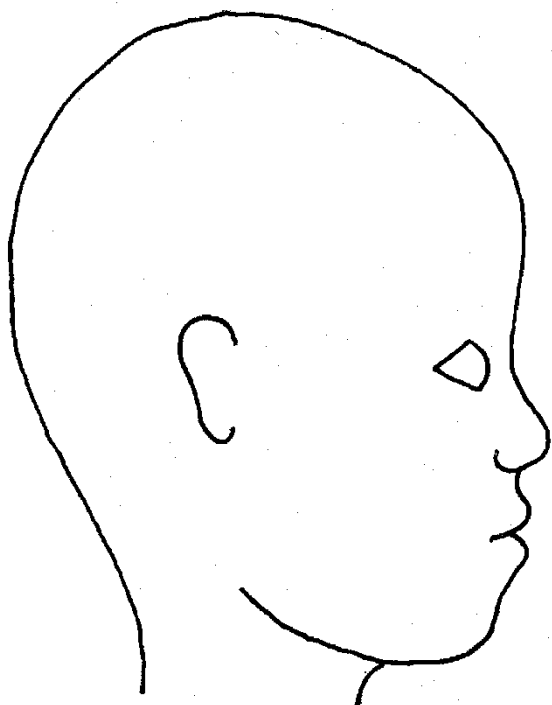
Date of
observation:



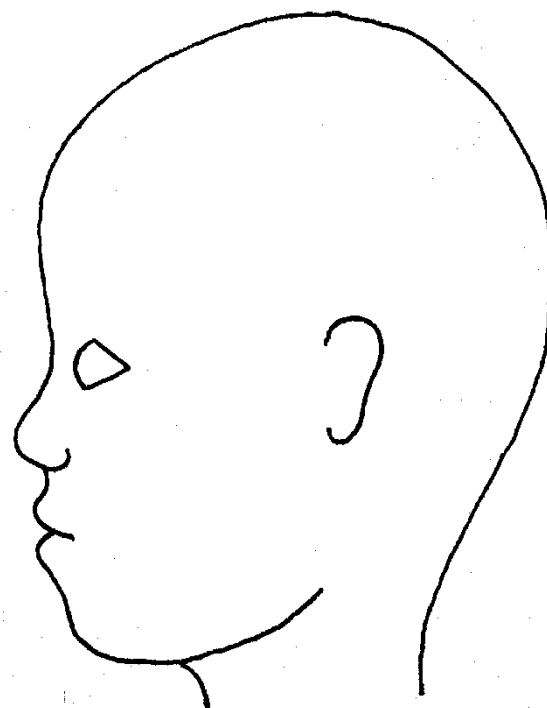
FRONT



BACK



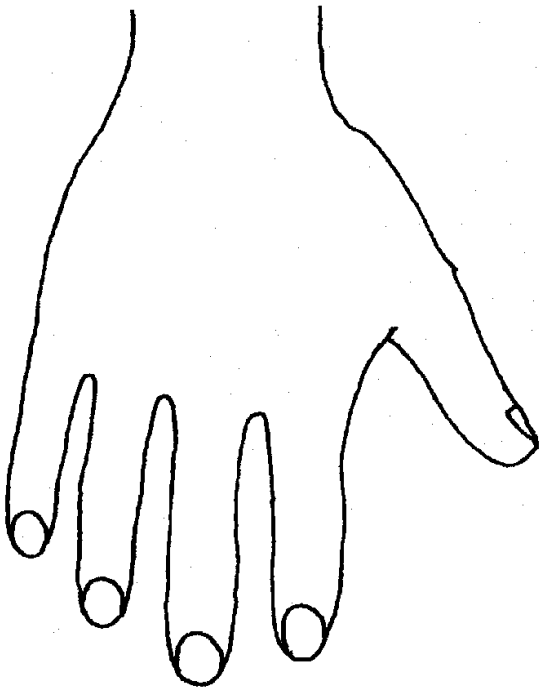
RIGHT



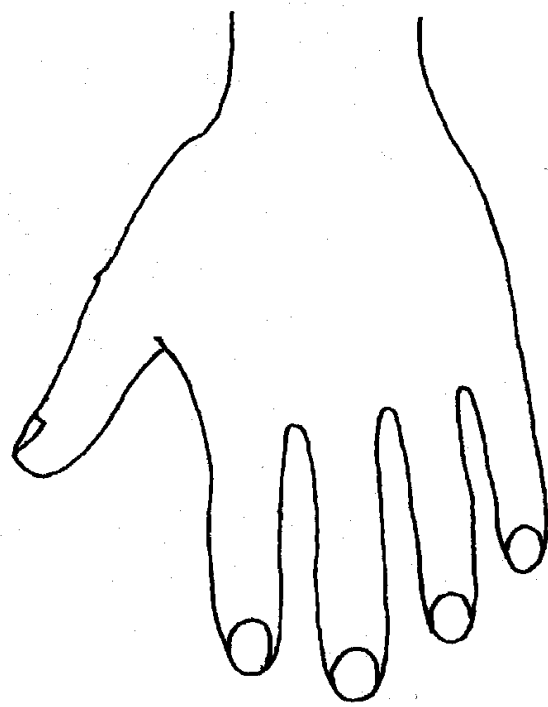
LEFT

Name of Child:

Date of
observation:



R
BACK

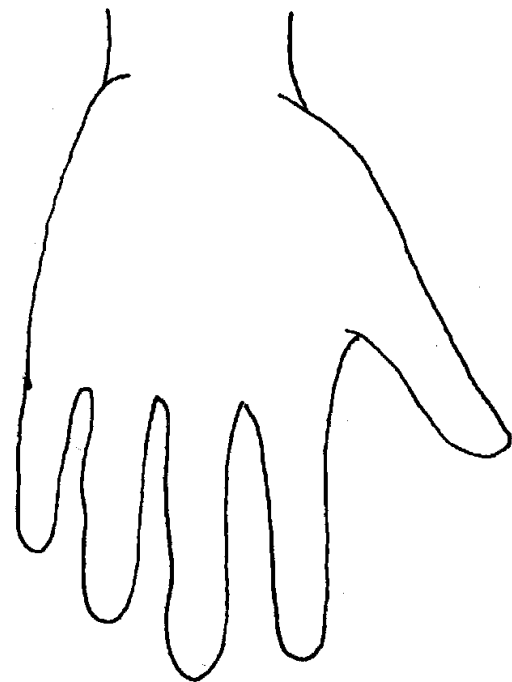


L



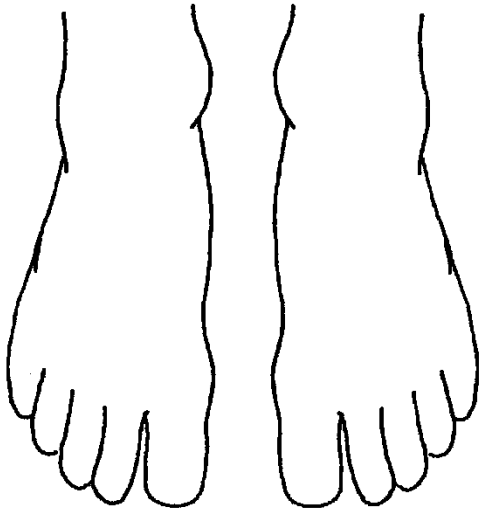
R
PALM

Name of
Child:

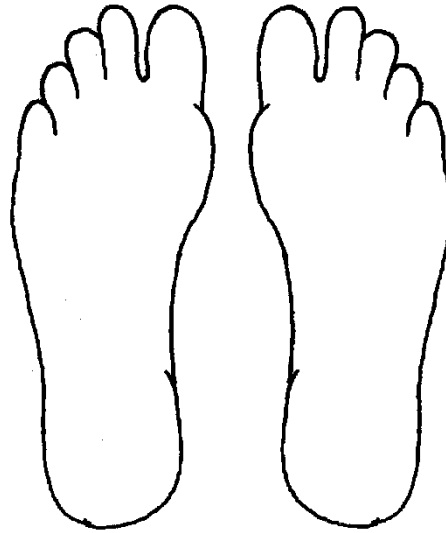


L

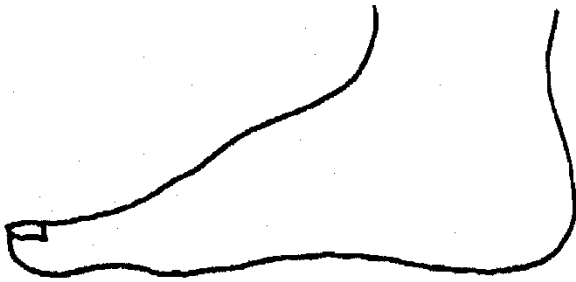
Date of
observation:



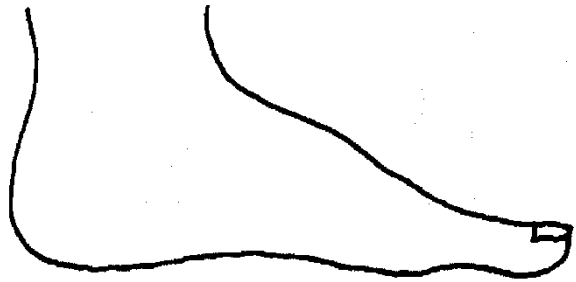
R TOP L



R BOTTOM L



**R
INNER**



L



**R
OUTER**



L

Printed Name and
Signature of
worker:

Date:

Time:

Role of Worker:

Other information:

Appendix 9 Child-on-Child Abuse

9.1 Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils. We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously. Most cases of pupils hurting other pupils will be dealt with under our school’s Working Positively with Pupils Policy, but this Safeguarding and Child protection policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence.
- Could put pupils in the school at risk.
- Is violent.
- Involves pupils being forced to use drugs or alcohol.
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes).

9.2 Procedures for dealing with allegations of child-on-child abuse

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it.
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence.
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s).
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate.

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

Add further details here depending on your school’s procedures for recording, investigating and dealing with allegations, and supporting victims, perpetrators and any other children affected.

9.3 Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images.
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys.

- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent.
- Ensure pupils are able to easily and confidently report abuse using our reporting systems.
- Ensure staff reassure victims that they are being taken seriously.
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners.
- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed.
- Consider intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment.
- Ensure staff are trained to understand:
 - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
 - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
 - That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to.
 - A friend may make a report.
 - A member of staff may overhear a conversation.
 - A child’s behaviour might indicate that something is wrong.
 - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation.
 - That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.
 - The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it.
 - That they should speak to the DSL if they have any concerns.
 - That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side.

The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn’t (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or local authority children’s social care to determine this.
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing.