

## ASHBY SCHOOL

### SAFEGUARDING & CHILD PROTECTION POLICY

Documentation Information			
<b>Reviewed By</b>	Headteacher/CEO	<b>Responsibility</b>	Directors
<b>Last Reviewed</b>	September 2021	<b>Next Review</b>	2022
<b>Review Cycle</b>	Every year	<b>Ratified by Directors</b>	September 2021

<b>CONTENTS</b>	<b>Page</b>
Named staff & contacts	2-3
Introduction	4-5
Safeguarding Commitment	5-6
Roles and Responsibilities	
General	7
Governing Board	7-8
Headteacher	8
Designated Safeguarding Lead	9
Records, Monitoring and Transfer	10
Support to children and School Staff	11-14
Working with parents and carers	14
Other Relevant Policies	14-15
Recruitment and Selection of Staff	16
Appendix 1 - Procedure to follow in cases of possible, alleged or suspected abuse	17-19
Appendix 2 - Procedure for allegations against staff, supply, volunteers and contractors	20
Appendix 3 – Low-level policy	21-22
Appendix 4 - Policy for the use of Cameras and Mobile Phones	23
Appendix 5 - Safeguarding children who are vulnerable to extremism and radicalisation	24
Appendix 6 – Radicalisation and Extremism Risk Assessment	25
Appendix 7 – Female Genital Mutilation	26
Appendix 8 – Racist Incidents	26
Appendix 9 – Indicators of abuse and neglect	27-28
Appendix 10 – Professional Development	29

## Named staff and contacts (internal and external)

- Designated Safeguarding Lead: Mr Andrew Binns, Assistant Headteacher  
[a-binns@ashbyschool.org.uk](mailto:a-binns@ashbyschool.org.uk) 01530 413748
- Deputy Designated Safeguarding Lead/s:
  - Dr Jude Mellor – Headteacher  
[j-mellor@ashbyschool.org.uk](mailto:j-mellor@ashbyschool.org.uk) 01530 413748
  - Mrs Vikki Rundle-Brown, Assistant Headteacher  
[v-rundleBrown@ashbyschool.org.uk](mailto:v-rundleBrown@ashbyschool.org.uk) 01530 413748
  - Mrs Angela Allen, 6<sup>th</sup> Form Year Tutor  
[a-allen@ashbyschool.org.uk](mailto:a-allen@ashbyschool.org.uk) 01530 413748
  - Miss Fiona McCafferty, Assistant Head of 6<sup>th</sup> Form  
[f-mccafferty@ashbyschool.org.uk](mailto:f-mccafferty@ashbyschool.org.uk) 01530 413748
  - Mr Martin Willoughby, Year 11 Year Tutor  
[m-willoughby@ashbyschool.org.uk](mailto:m-willoughby@ashbyschool.org.uk) 01530 413748
  - Mr Tom Rees, Head of Year 11  
[t-rees@ashbyschool.org.uk](mailto:t-rees@ashbyschool.org.uk) 01530 413748
  - Mrs Lyndsey Lane, Year 10 Year Tutor  
[l-lane@ashbyschool.org.uk](mailto:l-lane@ashbyschool.org.uk) 01530 413748
  - Mrs Sharon Sever, Year 11 Year Tutor  
[s-sever@ashbyschool.org.uk](mailto:s-sever@ashbyschool.org.uk) 01530 413748
  - Mr Alan Demitriou, Alternative Provision  
[a-demitriou@ashbyschool.org.uk](mailto:a-demitriou@ashbyschool.org.uk) 01530 413748
  - Mrs Mel Somerville, Staff and student well-being  
[m-somerville@ashbyschool.org.uk](mailto:m-somerville@ashbyschool.org.uk) 01530 413748
- Designated Teacher for Children in Care: Andrew Binns, Assistant Headteacher
- All Encompass calls go to Andrew Binns, Lead DSL
- Nominated Safeguarding Governor: Elaine Blunt  
[elaine.blunt@ashbyschool.org.uk](mailto:elaine.blunt@ashbyschool.org.uk) 01530 413748

### Head of Service - Safeguarding and Performance Service

Kelda Claire 0116 3059084 / 07507 686100

### LADO / Allegations:

Kim Taylor/ Lovona Brown 0116 305 7597

### Safeguarding Development Officers:

Simon Genders 0116 305 7750

Ann Prideaux 0116 305 7317

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

Telephone 0116 3050005  
Email [childrensduty@leics.gov.uk](mailto:childrensduty@leics.gov.uk)  
Address First Response Children's Duty  
Room 100b  
County Hall  
Championship Way  
Glenfield  
LE3 8RF

### **All other referrals including Early Help (Children & Family Well-being) Services**

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

**Early Help queries and Consultation Line** 0116 3058727

### **Prevent Engagement Team (Extremism/Radicalisation):** [prevent.team@leicestershire.pnn.police.uk](mailto:prevent.team@leicestershire.pnn.police.uk)

The Prevent Co-ordinator: [prevent@stphilipscentre.co.uk](mailto:prevent@stphilipscentre.co.uk)

Channel Referral: 101 or 0116 273 3459

### **NSPCC helpline**

0800 800 5000

## 1 Introduction

1.1 Ashby School is committed to safeguarding and promoting the welfare of all of its children. We recognise that some children may be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our children. The aim of the policy is to safeguard and promote our students' 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. The students' welfare is of paramount importance.

1.2 In addition to the Guidance, this policy is based on the following legislation:

- The legal duty to safeguard and promote the welfare of children, as described in section 157 of the Education Act 2002 for independent schools and academies and the statutory guidance "Keeping children safe in education – Statutory guidance for schools and colleges", 2021 and "Working Together to Safeguard Children", 2018.
- The Leicestershire and Rutland Safeguarding Children Partnership (LRSCP), which contain procedures and guidance for safeguarding children.
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation (FGM) Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

This policy also complies with our funding agreement and articles of association.

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

- **Prevention** (e.g. positive school atmosphere, teaching and pastoral support to children, 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 children 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, governors 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 child protection policy by mentioning it in our school prospectus, displaying

appropriate information in our reception and other areas of the school and on the school website and by raising awareness at meetings with parents as appropriate.

#### 1.5 Extended school activities

Where the Governing Board provides 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 Governing Board will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children 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 purposes 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 children feel secure and are encouraged to talk, and are listened to;
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty;
- Include in the curriculum activities and opportunities for Personal Social Development/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. Children who may find it difficult to approach an adult in school can use the 'I need to talk' button on the student homepage to contact staff.
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out and recorded on the single central record for new staff, governors 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). The governing board has decided all governors of the school should hold a clear DBS. (see Keeping children safe in education part 3).

## 2.4 Safeguarding in the Curriculum

The school recognises the importance of developing students' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe. Children are taught about safeguarding in school. The following areas are among those addressed in tutor periods, Personal Social Development/Citizenship/ Relationships Education, Relationships and Sex Education and Health Education, the wider curriculum and year assemblies:

- 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
- Personal safety and well-being and develop effective ways of resisting pressure
- Domestic Abuse and Violence
- The risks associated with sharing indecent images of, or information about, themselves.
- 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 on-line/off-line
- Criminal exploitation of children (CCE), including cybercrime
- Preventing Extremism and Radicalisation (see Appendices 4 and 5)

### **3 Roles and Responsibilities**

#### **3.1 General**

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.

The names of the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads for the current year are listed at the start of this document.

#### **3.2 Governing Board**

In accordance with the statutory guidance “Keeping Children Safe in Education” September 2021, the Governing Board will ensure that:-

- The school has its own child protection/safeguarding policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly.
- The school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Headteacher, nominated Governors and other staff involved in the recruitment process have undertaken safer recruitment training.
- There are procedures for dealing with safeguarding concerns, including lower level concerns and allegations of abuse against members of staff and volunteers (see Appendix 2).
- 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.
- The Designated Safeguarding Lead and Deputies undertake 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 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 student behaviour policy, the staff behaviour policy (code of conduct), the role of the Designated Safeguarding Lead and how to respond to children who go missing from education). The Local Authority Induction leaflet, (“Safeguarding in Education Induction – Child Protection Information, Safer Working Practice”) will be used as part of this induction and Annex B from “Keeping children safe in education” 2021 is provided to all staff working directly with children.
- Any deficiencies or weaknesses brought to the attention of the Governing Board will be rectified without delay.

- The Chair of Governors (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).
- Effective policies and procedures are in place and updated annually including a behaviour “code of conduct” for staff and volunteers - “Guidance for Safer Working Practice for those who work with children in education settings May 2019” (supplemented where necessary by the COVID-19 Addendum April 2021). Information is provided to the Local Authority (acting on behalf of the Safeguarding Children Partnership) through the Safeguarding Annual Return.
- There is an individual member of the Governing Board 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 Governing Board.
- The school contributes to inter-agency working in line with statutory guidance “Working Together to Safeguard Children” 2018 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 (LRSCP).

### 3.3 **Headteacher**

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the Governing Board are effectively implemented 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;
- 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 (LADO) 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 (0800 800 5000).
- 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.

### 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** – to act as a source of support and advice, to act as a point of contact for the safeguarding partners, to liaise with the headteacher or principal about issues especially to do with ongoing enquiries under section 47 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 Governing Body and the Local Authority on any deficiencies brought to the attention of the Governing Body and how these should be rectified without delay
- **Information sharing and managing safeguarding files** – keeping files confidential, secure and up to date, in a separate file 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 child protection policy which is reviewed at least annually, making it available publicly, ensuring staff have access to relevant training and induction, promoting educational outcomes by sharing relevant information about vulnerable children
- **Training, knowledge and skills** – to 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
- **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 to understand that safeguarding and educational outcomes are linked
- **Understanding the views of children** – encouraging a culture of listening to children 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

## 4 Records, Monitoring and Transfer

The school uses CPOMS to record and action any safeguarding, child protection and pastoral concerns. A bodymap can be used if a member of staff sees any physical injuries.

- 4.1 Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the school. Records of concerns are written down or typed, signed (possibly electronically) and dated 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).
- 4.2 Records relating to actual or alleged abuse or neglect are stored apart from normal student 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.
- 4.3 Child protection records are stored securely, with access confined to specific staff, e.g. the Designated Safeguarding Lead (and relevant deputies) and the Headteacher.
- 4.4 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.

Students who are categorized as being of high concern are checked and monitored every week. This is also evidenced in CPOMS.

Students who are categorized as being of medium concern are checked and monitored every three weeks. This is also evidenced in CPOMS.

Students who are categorized as being of low concern are checked and monitored every six weeks. This is also evidenced in CPOMS.

- 4.5 When children transfer school their safeguarding records are also transferred within 5 days of them starting. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving school [or 6<sup>th</sup> form / FE college], with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. Where a child needs specific ongoing support, relevant information will be transferred prior to the child arriving at their new school. 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 in writing. Files requested by other agencies e.g. Police, are copied.

## 5 Support to students and school staff

5.1 Support to students - 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. It is therefore important that staff recognize that mental health concerns for such children school may be one of the few stable, secure and predictable components of their lives. Other children may be vulnerable because, for instance, they have an allocated social worker, have a disability, are in care, a care-leaver or previously looked after, or are experiencing some form of neglect. Our school seeks to remove any barriers that may exist in being able to recognise abuse or neglect in students with Special Educational Needs, disabilities or physical health issues. 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 (this is known as contextual safeguarding). General indicators of abuse and neglect (from Part 1 of the statutory guidance) are also included in Appendix 7 of this policy and further information about specific forms of abuse are contained within Appendix B of the statutory guidance, "Keeping Children Safe in Education 2021".

5.2 **Peer on peer/child on child abuse** - 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, "up-skirting", 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. There are different school and local authority or Safeguarding Children Partnership guidance and policies which detail the school's procedures to address and minimise these concerns including;

1. Student Behaviour Policy
2. Anti-bullying Policy
3. E-safety/Online safety Policy
4. "Guidance for schools working with children who display harmful sexual behaviour" (Leicestershire LA Guidance)
5. DfE guidance "Sexual violence and sexual harassment between children in schools and colleges" and Part 5 of "Keeping children safe in education".

Children will be encouraged to report to a trusted adult in school all incidents of peer on peer 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. 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. 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 students. 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 procedures are included in the linked school policies listed above.

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

- Staff training to ensure an understanding of what it is and how to recognise signs

- Promotion of a supportive environment by teaching about acceptable and unacceptable behaviours (including online) in both assemblies and the wider curriculum e.g. RSHE
- Clear procedures put in place to govern the use of mobile phones in school
- Appropriate staff supervision of students and identifying locations around the school site that are less visible and may present more risk to students

5.3 **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 being:-

- Report immediately to the DSL
- Never view, copy, print, share, store or save the imagery, or ask a child to share or download – this is illegal.
- 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.
- 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 people 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).

5.4 **Sexual violence and sexual harassment** – Sexual violence refers to sexual offences as described under the Sexual Offences Act 2003 including rape and sexual assault. Sexual harassment is ‘unwanted conduct of a sexual nature’ that can occur online and offline and may include sexual name-calling, taunting or “jokes” and physical behaviour, for example, deliberately brushing against someone or interfering with clothes. ‘Up-skirting’ is also a criminal offence (under the Voyeurism (Offences) Act 2019) and typically involves taking a picture under a person’s clothing (not necessarily a skirt) without them knowing, in order to obtain sexual gratification or to cause humiliation, distress or alarm (anyone of any gender can be a victim). Evidence shows that girls, children with SEND and LGBT children are more likely to be the victims of sexual violence and harassment and boys are more likely to be the perpetrators. However, sexual violence and sexual harassment can occur between children of any gender.

Curriculum

- Planned PSD and Relationships Education, Relationships and Sex Education and Health Education will include a number of safeguarding issues as set out in the DfE statutory guidance. This will be appropriate to students’ 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, ‘Sexual violence and sexual harassment between children in schools and colleges’, September 2021.

- 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.

- 5.5 **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 to share information about students who may be missing out on full time education or who go missing from 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 go missing 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.
- 5.6 **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)** are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. 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 or pickpocketing and 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. Criminal exploitation of children is a form of harm that can affect children in both a physical environment and online. 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.
- 5.7 **Serious violence** – is associated with a number of risk indicators in children including increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, signs of assault or unexplained injuries. Staff will be made aware of these and of the other risk factors which increase the likelihood of involvement in serious violence, including, being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending such as theft or robbery. Staff training will raise awareness to these risks and any concerns will be passed to the Designated Safeguarding Lead to co-ordinate a safeguarding response.

- 5.8 **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 6), 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.
- 5.9 **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, 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](http://www.gov.uk)).
- 5.10 **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 step-parent, grandparents, uncle, aunt or sibling).
- 5.11 **Complaints or concerns raised by parents or students** will be taken seriously and followed up in accordance with the school’s complaints process.
- 5.12 **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 should seek to arrange the necessary support.

## 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.
- 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.

## 7 **Other Relevant Policies**

7.1 The Governing Board’s statutory responsibility for safeguarding the welfare of children goes beyond simply child protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- Behaviour Policy
- Staff Code of Conduct (“Guidance for Safer working practice”)
- Racist incidents
- Anti-Bullying (including Cyberbullying)
- Physical Interventions/Restraint (DfE Guidance “Use of Reasonable Force” and “Screening, searching and confiscation”)
- Special Educational Needs and Disability

- Trips and visits
- First aid and the administration of medicines
- Health and Safety
- Relationships Education, Relationships and Sex Education and Health Education
- Site Security
- Equal Opportunities
- E-safety
- Extended school activities
- Home visit policy
- Remote learning policy
- LAC and PLAC policy
- Intimate Care Policy

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.

## 8 **Recruitment and Selection of Staff (also see the Safer Recruitment policy)**

- 8.1 The school's safer recruitment processes follow the statutory guidance: *"Keeping children safe in education September 2021, Part Three: Safer recruitment."*
- 8.2 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.
- 8.3 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.
- 8.4 In line with statutory requirements, every recruitment process for school staff will have at least one member (teacher/manager or governor) who has undertaken safer recruitment training.
- 8.5 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 (last updated August 2018).

## **APPENDIX 1**

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

#### **Contents**

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

#### **A. General**

- 1) The Local Safeguarding Children Board Procedures contain the inter-agency processes, protocols and expectations for safeguarding children. (Available on [www.lrsb.org.uk](http://www.lrsb.org.uk): The Designated Safeguarding Lead is expected to be familiar with these, particularly the indicators of abuse 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**

Disclosures or information may be received from children, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity.

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next. Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make a record.

- 1) When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.

Staff should:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm.

- Try to ensure that the person disclosing does not have to speak to another member of school staff.
  - Clarify the information.
  - Keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
  - Try not to show signs of shock, horror or surprise.
  - Not express feelings or judgements regarding any person alleged to have harmed the child.
  - Explain sensitively to the person that they have a responsibility to refer the information to the senior designated person.
  - Reassure and support the person as far as possible.
  - Explain that only those who 'need to know' will be told.
  - Explain what will happen next and that the person will be involved as appropriate.
- 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 governor, 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 Governors 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.

Information will be shared in line with GDPR.

Staff should only discuss concerns with the Designated Safeguarding Lead, Headteacher or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Wherever possible consent will be sought to share information however where there are safeguarding concerns about a child, information will be shared with the appropriate organisations such as Social Care. In most cases concerns will be discussed with parents and carers prior to the referral taking place unless doing so would increase risk.

### **C. Designated Safeguarding Lead – main procedural steps**

- 1) Begin an individual case file 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 professionals 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 2**

### **PROCESS FOR DEALING WITH SAFEGUARDING CONCERNS OR ALLEGATIONS AGAINST STAFF (INCLUDING HEADTEACHERS), SUPPLY TEACHERS, 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.

There is also a school “Low-level concerns policy” which 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:**

- i. Write and sign a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Report immediately to the Headteacher.
- iii. 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 Governors. Pass on the written record. (If there is difficulty reporting to the Chair of Governors, contact the Allegations Manager (LADO), Safeguarding and Performance Unit as soon as possible.)

#### **2) Headteacher (or Chair of Governors)**

- i. If there is no written record, write and sign a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Before taking further action notify and seek advice from the Allegations Manager (LADO), Safeguarding and Improvement Unit on the same day.
- iii. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation at this stage.
- iv. Report to First Response Children’s Duty if the Allegations Manager (LADO) so advises or if circumstances require a referral concerning a child.
- v. 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 3

### Low-level Concerns Policy

#### 1.0 Purpose

- 1.1 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” (May 2019) (sometimes called the safeguarding code of conduct) are lived, monitored, and reinforced.
- 1.2 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” (May 2019), 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 Governors.
- 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” (May 2019): 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" (May 2019)**

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 eg with relevant data. The Safeguarding Governor may also review an anonymised sample to ensure that these concerns have been handled appropriately.

## **APPENDIX 4**

### **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.

- All staff must ensure that their mobile phones, personal cameras and recording devices are stored securely during working hours on school premises or when on outings. (This includes visitors, volunteers and children)
- Mobile phones must not be used within toilets 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 on 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.

## **APPENDIX 5**

### **Safeguarding children who are vulnerable to extremism and radicalisation**

Our school recognises the duties placed on us by the Counter Terrorism Bill 2015 to prevent our children being drawn into terrorism.

These include:

- Assessing the risk of children being drawn into terrorism (see Appendix 5)
- 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 children 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 Designated Safeguarding Lead who has local contact details for the Prevent Engagement Team (Police) and Channel referrals. They will also consider whether circumstances require Police to be contacted urgently.

Through training, staff, volunteers and governors have an understanding of what radicalisation and extremism is, why we need to be vigilant in school and how to respond when concerns arise. There are systems in place for keeping children safe from extremist material when accessing the internet in our school by using effective filtering and usage policies. The DSL has received Prevent training and will act as the point of contact within our school for any concerns relating to radicalisation and extremism. Through our curriculum, we will promote the spiritual, moral, social and cultural development of children. We will use relevant information, tools and resources to help our staff and parents to recognise and address extremism and radicalisation in young people, for example the Educate Against Hate website.

**APPENDIX 6**

Radicalisation and Extremism Risk Assessment

School: Ashby School

	<b>Yes/No</b>	<b>Evidence</b>
Does the school have a policy?	Yes	File and website
Does the school work with outside agencies on radicalisation and extremism e.g. Channel?	Yes	The school has worked with relevant agencies in the past. A deputy DSL attends the JAG and YPAR meetings.
Have staff received appropriate training?	Yes	Full staff training has taken place and staff have completed on-line prevent training.
Has the school got a trained Prevent lead?	Yes	Andrew Binns
Do staff know who to discuss concerns with? (DSL)	Yes	Full staff training has taken place -Andrew Binns
Is suitable filtering of the internet in place?	Yes	The school uses Smoothwall which is viewed externally and immediately forwarded to the relevant year staff
Do children know who to talk to about their concerns?	Yes	Students are informed to report concerns to pastoral staff or any member of staff. Visible posters around school. Students can also use the 'I need to talk' button.
Are there opportunities for children to learn about radicalisation and extremism?	Yes	These topics are addressed in PSD lessons and assemblies
Have any cases been reported?	No	Not in 2018/2019, 2019/2020, 2020/2021
Are individual children risk assessed?	Yes	As appropriate
What factors make the school community potentially vulnerable to being radicalised? (e.g. EDL local base, extreme religious views promoted locally, tensions between local communities, promotion of radical websites by some children/parents)		The school adopts the 'it can happen here' philosophy. We work closely with the local police, council and youth offending services and share relevant intelligence.
<p>Comment on the school's community, locality and relevant history</p> <p>There are no significant current concerns with regard to extremist activity in the area.</p>		
Risk evaluation	<b>Low</b> Medium High	<b>Way Forward</b> To continue to work closely with all relevant local agencies and share relevant information and concerns.

Date completed: September 2021

Signed



## **APPENDIX 7**

### **Female Genital Mutilation**

Section 5B of the Female Genital Mutilation Act 2003 and section 74 of the Serious Crime Act 2015 places a mandatory duty on teachers along with social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18 or where a girl discloses that she has undergone FGM. The school's response to FGM will take into account the government guidance, "Multi-agency statutory guidance on female genital mutilation" updated October 2018. Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

There will be a considered safeguarding response towards any girl who is identified as being at risk of FGM (eg there is a known history of practising FGM in her family, community or country of origin) which may include sensitive conversations with the girl and her family, sharing information with professionals from other agencies and/or making a referral to Children's Social Care. If the risk of harm is imminent there are a number of emergency measures that can be taken including police protection, an FGM protection order and an Emergency Protection Order.

## **APPENDIX 8**

### **Racist Incidents**

Repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We maintain a log of racist incidents in school.

## APPENDIX 9

### Indicators of abuse and neglect

Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

**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. Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child.

Below are some of the warning signs:

- symptoms only appear when the parent or carer is present
- the only person claiming to notice symptoms is the parent or carer
- the affected child has an inexplicably poor response to medicine or other treatment
- if one particular health problem is resolved, the parent or carer may then begin reporting a new set of symptoms
- the child's alleged symptoms do not seem plausible – for example, a child who has supposedly lost a lot of blood but does not become unwell
- the parent or carer has a history of frequently changing GPs or visiting different hospitals for treatment, particularly if their views about the child's treatment are challenged by medical staff
- the child's daily activities are being limited far beyond what you would usually expect as a result of having a certain condition – for example, they never go to school or have to wear leg braces even though they can walk properly
- the parent or carer has good medical knowledge or a medical background
- the parent or carer does not seem too worried about the child's health, despite being very attentive
- the parent or carer develops close and friendly relationships with healthcare staff, but may become abusive or argumentative if their own views about what's wrong with the child are challenged
- one parent (commonly the father) has little or no involvement in the care of the child
- the parent or carer encourages medical staff to perform often painful tests and procedures on the child (tests that most parents would only agree to if they were persuaded that it was absolutely necessary)

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child 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 frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

**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, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **APPENDIX 10**

### **Professional development**

Regular training and discussion within the school environment is important and should be led by the Designated Leads for safeguarding. All staff, schools and Governing bodies should be open to new learning and keep up to date with changes made to national and local safeguarding policy, procedure and guidance including that provided by our safeguarding partners. The governors recognise that all staff and volunteers who work with students aged up to 18 years need to have appropriate child safeguarding training that equips them to recognise and respond to student welfare concerns.

We will ensure staff are given mandatory induction, which includes familiarisation with child safeguarding policy, part 1 and 5 of Keeping Children Safe in Education, staff behaviour policy, the designated leads in the school, their responsibilities and procedures to be followed.

The training, including multi-agency training, undertaken by staff and governors to ensure their knowledge and skills are up to date include:

- Safeguarding training – all staff
- DSL update training – every 2 years
- Prevent safeguarding training – all staff every three years
- HAYS safeguarding training – all staff every 3 years
- Suicide awareness training
- Safer recruitment training – every 5 years

A report of the school's training needs assessment is presented to the governors annually so that they can ensure that training is appropriately provided for all staff. This report is also shared with staff to enable them to contribute to the development of safeguarding practice in the school.

A training register is kept to indicate when staff and governors have been trained and this in turn informs the annual report to governors.