Safeguarding and Child Protection Policy

Wreake Valley Academy & Bradgate Sixth Form

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Responsible Officer: Director of Schools & Trust Board

School Adopted
School Name: Wreake Valley Academy & Bradgate Sixth Form
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Contents

Section	Title	Page Number
1.0	Introduction	3
2.0	Scope & Principles	3
3.0	Safeguarding Commitment	4
4.0	Safeguarding in the Curriculum	4
5.0	Local Safeguarding Priorities	5
6.0	Roles & Responsibilities	5
7.0	Disclosures from Children	8
8.0	Workers Raising Concerns	8
9.0	Allegations Against Staff	8
10.0	Records & Monitoring	9
11.0	Support to Children & School Staff	10
12.0	Support to Children	10
13.0	Child on Child Abuse	10
14.0	Online Safety	11
15.0	Sexual Violence and Sexual Harassment	11
16.0	Children Missing from Education	12
17.0	Child Sexual Exploitation and Child Criminal Exploitation	12
18.0	Sexual Violence, Gang Violence and Youth Crime	13
19.0	Racist/Hate Incidents	13
20.0	Female Genital Mutilation	13
21.0	So called 'honour based' violence	13
22.0	Modern Slavery	13
23.0	Children and the Court System	14
24.0	Children with Family Members in Prison	14
25.0	Homelessness	14
26.0	Domestic Abuse	14
27.0	Extremism & Radicalisation (PREVENT)	14
28.0	Children in Care & Private Fostering	15
29.0	Early Help & Supporting Children & Families	15
30.0	Extended School Activities	15
31.0	Alternative Provision	15
32.0	Complaints	15
33.0	Support for Staff	15
34.0	Working with Parents/Carers	15
35.0	Other Related Policies	16
36.0	Recruitment & Selection of Staff	16
37.0	Whistleblowing	17
	Appendices	
Appendix 1	Definition and Indicators of Abuse	18
Appendix 2	Workers Raising Concerns	21
Appendix 3	Management of Allegations	22
Appendix 4	Low Level Concerns – Further Guidance	23
Appendix 5	Sexual Harassment & Violence Definitions	25
Appendix 6	Employee Support Service	26
Appendix 7	Extreme & Radicalisation Risk Assessment	27

Named Staff and Contacts

Training Received:

	Name	Date
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School and Trust Contact Details:

	Name	**Position**	**Contact Details**
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	Katie Johnson	Assistant Head	kjohnson@wreake.bepschools.org
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Designated Teacher for Children in Care	Sonia Pope	Deputy Head of School	spope@wreake.bepschools.org
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Trust HR Contact	Lauren Gray	Director of Human Resources	Telephone: 07799056805 Email: lauren@bepschools.org
Trust Safeguarding Lead (DSL Trained/Trainer)	Diane Cresswell	Attendance & Welfare Lead	Telephone: 07423628850 Email: diane@bepschools.org

Safeguarding and Performance Unit contacts:

	Name	Position	Contact Details
Safeguarding and Performance Service	Kelda Claire	Head of Service	Telephone: 01163059084 07507686100
LADO/Allegations	Kim Taylor / Lovona Brown / Shellie Miskella 0116 305 4141	Designated Officer	0116 305 7597
LA Safeguarding	Simon Genders Ann Prideaux	Safeguarding Development Officers	0116 305 7750 0116 305 7317
First Response Children's Duty (Same-day referrals)	Telephone: 0116 3050005 Email: 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 Services		http://lrsb.org.uk/childreport	
Early Help queries and Consultation Line		0116 3058727	

Other Contacts

Name	Contact
The NSPCC whistle blowing helpline number	Telephone: 0800 028 0285.

1 Introduction

Bradgate Education Partnership and Wreake Valley Academy fully recognises the contribution it can make to protect children and support them in school. The Head Teacher and Designated Safeguarding Lead (DSL) are responsible for overseeing the fostering of good practice and establishing an honest, open, caring and supportive environment. The Head Teacher and DSL take lead responsibility for safeguarding and child protection (including online safety) at our school.

1.1 Children's welfare is of paramount importance, therefore safeguarding our children is the priority of Bradgate Education Partnership and The R. This is reflected throughout Trust and school policies and is embedded into school life. Wreake Valley Academy is committed to ensuring a child centred and coordinated approach to safeguarding and understands that safeguarding is everyone's responsibility.

1.2 This policy aims to support all workers involved with the Trust and Wreake Valley Academy. It sets out the responsibilities and expectations of all when it comes to the safeguarding and welfare of our pupils.

1.3 Throughout this policy the terms child/children is used. This refers to all pupils and students in our school up to the age of 18.

2 Scope & Principles

2.1 This policy applies to all those who work at Wreake Valley Academy which is part of the Bradgate Educational Partnership. This includes volunteers, 3rd party and self-employed workers as well as those employed in the central team of the Trust. The policy will be built into the culture of our school and Trust life.

2.2 Safeguarding and promoting the welfare of children refers to the process of 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.

Child protection refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.

2.3 This policy complies with:

- 2.3.1 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.
- 2.3.2 the statutory guidance "Keeping Children Safe in Education – Statutory guidance for schools and colleges, September 2022" (KCSIE) and "Working Together to Safeguard Children, 2018".
- 2.3.3 the Leicestershire and Rutland Safeguarding Children Partnership - Multi-Agency Safeguarding Arrangements.

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

- 2.4.1 **Prevention** – creating a positive school atmosphere, providing high-quality teaching and pastoral support to children- and putting in place robust safer recruitment procedures.
- 2.4.2 **Protection** – by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns.
- 2.4.3 **Support** – for children and school staff and especially those children who may have been harmed or abused.
- 2.4.4 **Working with parents** – to ensure appropriate communications and actions are undertaken.

2.5 We will ensure that all parents / carers and other working partners are aware of our Safeguarding and Child Protection Policy via our school website and through regular updates.

2.6 All staff will act within the parameters of confidentiality and be mindful of GDPR requirements at all times but will also be aware that matters in relation to safeguarding are disclosed at all times. KCSIE 2022 states "staff should be mindful that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care".

3 Safeguarding Commitment

3.1 The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff encourage children, parents and carers 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.

Children are encouraged to seek help from members of staff. Systems are in place and well promoted, easily understood and accessible, for children to report abuse.

3.2 Our schools will therefore:

3.2.1 Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.

3.2.2 Ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide (KCSIE 2022 para 95 refers).

3.2.3 Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty.

3.2.4 Include safeguarding in the PSHE/Citizenship curriculum activities and opportunities in order to equip children with the skills they need to stay safe from abuse (including online, child on child and other personal contexts they find themselves in), and to know to whom they can turn for help;

3.2.5 Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies.

3.2.6 Ensure that staff receive safeguarding training on an **annual basis** and throughout the year in order to keep safeguarding knowledge sharp and responsive to local priorities.

3.2.7 Establish a robust system for reporting safeguarding concerns and ensure that all workers are fully aware of how and who to report concerns to.

3.2.8 Operate safer recruitment procedures in line with the Trust's Safer Recruitment Procedure document and appendices and make sure that all appropriate checks are carried out and recorded on the single central record for all workers who will work with children, in line with the checks required under Keeping Children Safe in Education (2022).

4 Safeguarding in the Curriculum

4.1 Our school has a whole-school approach to teaching safeguarding, including online safety, mental health, drugs, alcohol, sexual health and sex education. Our school acknowledges that it plays a crucial role in preventative education and prepares children for life in modern Britain.

4.2 Planned PHSE and Relationship and Sex Education (RSE) 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.

4.3 The following areas are among those addressed in PSHE and in the wider curriculum:

- Drugs, alcohol and substance abuse (including awareness of County Lines and the Criminal Exploitation of children where appropriate)
- Bullying (including Cyberbullying)
- Online safety
- The danger of meeting up with strangers
- Child on child abuse
- Sexual violence and Sexual harassment between children in schools
- Fire and water safety
- Road safety
- Domestic Abuse
- Healthy Relationships / Consent
- LGBT+ issues
- Honour Based Violence issues (HBV) e.g. forced marriage, Female Genital Mutilation (FGM), chest/breast ironing
- Sexual exploitation of children (CSE), including online and upskirting
- Child criminal exploitation (including cybercrime)
- Preventing Extremism and Radicalisation
- Equality including the protected characteristics
- British Values

5 Local Safeguarding Priorities

Our school understands our local safeguarding priorities, which are:

- Proactively tackling child on child abuse in a school setting and in the local community. Students need to know the process for reporting child on child abuse, the response that is expected and the support available.
- In relation to the first local safeguarding priority- students need to be educated on how to deal with bullying, specifically cyberbullying. Students need to be aware of the precautions they need to take when using social media platforms, understand how to correctly use of their electronic devices and how to keep private information secure. Students need to know the process for reporting bullying, the response that is expected and the support available.
- Educating students on age-appropriate behaviour. Students need to understand the risks associated specifically with drinking alcohol and how this can lead to behaviours which places them at risk. Students also need to understand the importance of developing healthy relationships and recognise when a relationship may potentially be harmful. Students need to be able to identify the key indicators in an unhealthy/ inappropriate relationship.

These are addressed through our curriculum and staff training.

6 Roles and Responsibilities

6.1 All Workers

6.1.1 All adults working with or on behalf of children have a responsibility to safeguard and promote their welfare. Early information sharing is key to promoting a child's welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns to the Designated Safeguarding Lead. The name of the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads for the current year are listed at '*Named Staff & Contacts*' section at the beginning of this policy. Visual displays around our school ensure that the safeguarding team is easily identified, including that we are an operation encompass school.

6.1.2 All workers must ensure they follow the school reporting procedures for all safeguarding concerns.

6.1.3 All workers must ensure they commit to following the information within this policy.

6.2 Trust Board

The Trust Board will ensure that:

6.2.1 Our school has their own Safeguarding and Child Protection Policy in place to ensure that members of the Trust and school act in a timely manner to safeguard and promote children's welfare.

6.2.2 A Trustee is nominated to oversee the safeguarding work across the Trust including our school.

6.2.3 A Designated Safeguarding Lead is appointed in our school.

6.2.4 A Code of Conduct is in place for our school which includes the appropriate training and induction for staff to ensure that clear expectations are outlined with regards to expected standards of behaviour and conduct.

6.2.5 Our school has an appropriate safeguarding response to children who go missing from education (CME). See also the Trust Attendance Policy and the Children with Health Needs Policy.

6.2.6 Advice and guidance is sought from the central staffing team as and when appropriate to ensure consistency across the Trust.

6.2.7 All serious safeguarding concerns are escalated to Trust Board for review and determination of any potential actions that need to be taken and lessons learned so that this can be shared across the Trust.

6.3 Central Team

The central team have a vital role in supporting our school in creating a proactive and ongoing culture of vigilance through:

6.3.1 Providing the appropriate staffing to support our school with safeguarding issues and to facilitate information sharing where appropriate to ensure our school is aware of lessons learned;

6.3.2 Provide safeguarding training at induction for employees who start after September
6.3.3 Provide the Head Teacher/s and DSLs with termly support and advice during the attendance and safeguarding network sessions
6.3.4 Set out its approach to Safer Recruitment and maintenance of our school's individual Single Central Record;
6.3.5 Ensuring that there are procedures for dealing with allegations of abuse against members of staff and volunteers providing advice, guidance, support as and when required;
6.3.6 Ensure that the appropriate training is in place in relation to Safer Recruitment to include allegations management of staff/volunteers/workers within our school;
6.3.7 Ensure that appropriate Trust wide policies and procedures are in place to support our school in dealing with safeguarding concerns and setting expectations in relation to expected standards of conduct;
6.3.8 Ensure that the appropriate annual safeguarding training is taking place within our school with all staff including Trustees and Local Advisory Board Members.
6.3.9 Ensure that a member of the HR Team is trained in Safer Recruitment and certified to deliver Safer Recruitment Training to Trust leaders.
6.3.10 Ensure that the following statutory information is provided to staff at Trust induction stage, as a minimum:
- Keeping Children Safe in Education (2022)
- Safeguarding and Child Protection Policy
- Code of Conduct
- Whistleblowing Policy
- School Behaviour Policy
- DfE Guidance - Sexual violence and sexual harassment between children in schools and colleges September 2021

6.4 Local Advisory Board (LAB)

In their role as support, advice and challenge to our school the Local Advisory Board will ensure that:

6.4.1 The school adopts and personalises the Trust's Safeguarding and Child Protection Policy and ensures that it has relevant local information available within it;
6.4.2 A Local Advisory Board member is appointed to audit and review the safeguarding systems within the school once per term in line with Trust procedures and produce a report that is submitted to the Trust Board once per term highlighting any exceptions as required in line with Local Advisory Board guidance.
6.4.3 Any deficiencies or weaknesses brought to the attention of the Head Teacher/Designated Safeguarding Lead are rectified without delay.
6.4.4 The LAB member for safeguarding supports the Head Teacher with the completion of the Trust's Safeguarding Annual Return.
6.4.5 Support the Trust and school with the ongoing culture of vigilance
6.4.6 Complete a basic level of safeguarding training annually, plus additional training for the named safeguarding LAB member, as required.

6.5 Head Teacher

The Head Teacher of our school will ensure that:

6.5.1 They set an ongoing culture of vigilance within the school to ensure that safeguarding children remains the number one priority. Ensure that all staff are aware that 'it can happen here' to avoid complacency at all times.
6.5.2 The Trust policies and procedures are effectively implemented and followed by all staff.
6.5.3 Ensure that a Designated Safeguarding Lead is appointed within the school.
6.5.4 All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails within school and Trust support mechanisms, to report these directly to Children's Social Care (Children's Services) or the Police.
6.5.5 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.

6.5.6 Appropriate safeguarding training is in place **annually** for all staff, plus regular updates throughout the year.

6.5.7 The Head Teacher must ensure that the DSL/deputy DSL is always available to cover with appropriate arrangements for before/after school, out of term time and trips and educational visits.

6.5.8 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 in line with the Trust's Whistleblowing Policy.

6.5.9 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 and to the Trust, in accordance with Bradgate Education Partnership's LADO process (Appendix 2).

6.5.10 Ensure that the Trust's Safer Recruitment Procedures are adhered to at all times, ensuring that no one is employed or engaged in any work without the appropriate safeguarding recruitment checks being in place.

6.5.11 The Single Central Record is compliant and that all staff and workers are listed and all checks are completed in line with Keeping Children Safe in Education and the Trust's Safer Recruitment Procedures.

6.5.12 The Designated Safeguarding Lead undertakes effective DSL 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) via safeguarding briefings etc.

6.5.13 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 and their families 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.

6.6 Designated Safeguarding Lead

The responsibilities of the Designated Safeguarding Lead are found in Annex C of "Keeping Children Safe in Education 2022" and include:

6.6.1 Provision of information to the Safeguarding Children Partnership on safeguarding and child protection.

6.6.2 Liaison with the Head Teacher on any deficiencies in safeguarding practices within our school and how these should be rectified without delay. Failing that, escalation to the Director of Schools at the Trust.

6.6.3 Management and referral of cases of suspected abuse to Specialist Services First Response Children's Duty (and/or Police where a crime may have been committed).

6.6.4 Act as a source of support, advice and expertise within the school.

6.6.5 To attend and contribute to child protection conferences, core meetings and other social care meetings when required.

6.6.6 Be alert to the specific needs of children in need - those with special educational needs, disability and young carers.

6.6.7 Ensure each member of staff has access to and understands the school's Safeguarding and Child Protection Policy especially new or part-time staff who may work with different educational establishments.

6.6.8 Ensure that all staff have induction training covering child protection, the school behaviour policy and children who go missing in education(CME). Staff will be trained by the DSL to recognise, record and report any concerns immediately as they arise .

6.6.9 Ensure that the CPOMS system is used at all times to keep detailed, accurate and secure records of concerns and referrals, including monitoring and acting upon individual concerns, patterns of concerns (e.g. children who repeatedly go missing) or complaints, in accordance with the section on "Records, Monitoring and Transfer" below (see Appendix 8).

6.6.10 Obtain access to resources and effective training for all staff and attend DSL refresher training courses **every two years**. Keep up to date with new developments in safeguarding by accessing briefings and journals at least annually.

6.6.11 Ensuring that a DSL must always be available to cover with appropriate arrangements for before/after school, out of term time and trips and educational visits. This can be arranged with the Head Teacher via a rota basis.

7 Disclosures from Children

It is vital that our actions do not harm the child further or prejudice further enquiries. Staff at our school will:

7.1. Listen to the child, if you are shocked by what is being said, try not to show it.
7.2. Accept what the child says.
7.3. Stay calm, the pace should be dictated by the child without them being pressed for detail by asking leading questions such as "*what did s/he do next?*". The workers' role is to listen – not to investigate.
7.4. Use open questions such as "*is there anything else you want to tell me?*" or "*yes?*" or "*and?*".
7.5. Do not criticise the perpetrator, the child might have a relationship with them.
7.6. Do not promise confidentiality, reassure the child that they have done the right thing, explain who you will have to tell (the DSL) and why; and, depending on the child's age, what the next stage will be. It is important that you avoid making promises that you cannot keep.
7.7. Initial response to a report from a child is incredibly important especially when disclosures relate to sexual violence or harassment. Our staff understand how difficult this may be for the child and may not always be verbally or directly.

8 Workers Raising Concerns/Recording Disclosures from or About Children (Appendix 2)

33.17 All safeguarding concerns must be escalated and discussed with the DSL immediately.

33.18 The concern must then be logged into the CPOMS system ensuring that the date, time, place and context of disclosure are recorded (see Appendix 8). Our staff are trained to record facts only eg. If it is observation of bruising or an injury try to record detail of the injury to include size, shape and colour, e.g. "right arm above elbow, red mark the size of a 10p coin". Do not take photographs.

33.19 Note the non-verbal behaviour and the key words in the language used by the child (try not to translate into 'proper terms').

33.20 Staff must ensure that any concerns they have raised are kept confidential and left with the DSL to determine which appropriate staff need to know about the issue raised, inform social services and/or the police and record on CPOMS.

33.21 Where possible the DSL will aim to provide feedback, however this may not always be possible due to the nature of the safeguarding concern.

9 Dealing with Safeguarding Concerns and Allegations Against Staff, including supply teachers, volunteers and contractors

34.17 KCSIE 2022 Part 4 details two levels of allegations/concerns at para 335. Allegations made against staff (including low level concerns) will be dealt with in line with the Trust's 'Allegations Management Process' (Appendix 2). The below table outlines the appropriate person to raise concerns to in relation to staff members:

Staff Group who the concern/allegation is against	Report to	
Staff/Workers	Escalate to Head Teacher (all Heads DSL trained)	**Seek advice and guidance from the Trust's Director of Human Resources**
DSL	Escalate to Head Teacher	
Head Teacher	Escalate to Director of Schools	
Director of Schools	Escalate to Chief Executive Officer	
Chief Executive Officer	Escalate to Chair of Trustees	

***Central Team staff – escalate to Chief Executive Officer*

34.18 There are two levels of concern/allegation that staff must be aware of:

34.18.1 Allegations that may meet the harm threshold.

34.18.2 Allegations/concerns that do not meet the harm threshold – but may then be dealt with as a low-level concern.

34.19 Where a concern/allegation arises, it must be reported immediately.

34.20 A statement must be provided to disclose the nature of the concern/allegation, the statement must provide as accurate information as possible and must be dated.

34.21 Those staff who raise concerns/allegations will be supported in line with the Trust's Whistleblowing Policy.

34.22 All staff must note that allegations against workers should be raised, this includes (but not limited to) volunteers, 3rd party and agency workers.

34.23 Concerns/allegations against staff can include but not limited to:

34.23.1 Staff who have behaved in a way that has harmed a child, or may have harmed a child and/or;

34.23.2 Possibly committed a criminal offence against or related to a child and/or;

34.23.3 behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or

34.23.4 behaved or may have behaved in a way that indicates they may not be suitable to work with children.

34.24 Concerns/allegations against staff include behaviour in and outside of the work setting.

34.25 When a concern/allegation is raised the school will first review the welfare of the child and then follow Appendix 2 in order to then deal with the concern/allegation against the member of staff.

34.26 Depending upon the context and advice from the LADO, concerns/allegations against staff may then be dealt with in line with the Trust's Disciplinary Policy, this includes low level concerns.

34.27 Historical concerns/allegations – where an adult makes a historical allegation, the school working with the Trust will consider report this to the LADO.

34.28 Appendix 3 outlines essential guidance on the management of low-level concerns that should be read by all staff.

10 Records, Monitoring and Transfer

Keeping Children Safe in Education 2022 para 95 states "*Where there is a safeguarding concern, governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place, and they should be well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.*"

35.17 Our school uses the Trust's CPOMS system to record all safeguarding concerns and information. The CPOMS system is a secure and confidential system, and appropriate levels of access are provided to ensure that GDPR requirements are met.

35.18 Well-kept records are essential to good child protection practice. Our staff are clear about the need to record and report concerns about a child/ren within the school. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be passed over to other agencies.

35.19 All information within CPOMS is reviewed regularly by the DSL and appropriate Trust staff 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. Any actions taken are clearly indicated.

35.20 When children transfer schools their safeguarding records are also transferred. We will ensure that the child protection files paper and electronic (CPOMS) are passed confidentially between this school and new school.

35.21 A record of allegations made against staff is kept in a confidential file by the Trust's Director of Human Resources where appropriate.

35.22 All racist and discriminatory incidents are clearly categorised in CPOMS. The Head Teacher ensures that the guidance on recording this in CPOMS is adhered to (Appendix 8).

11 Support to Children and School Staff

Child protection is about protecting children from harm, violence, exploitation, abuse and neglect. The types of abuse are - Physical abuse, Emotional abuse, Sexual abuse and Neglect (Keeping Children Safe in Education 2022 para 27-30). Sections below outline further detail and information on support available.

12 Support to Children (including those 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. 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 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 children with Special Educational Needs, disabilities or physical health issues. We will seek to provide such children with the necessary support and to build their self-esteem and confidence. The context in which safeguarding incidents and/or behaviours occur, whether in school or outside (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), "Keeping Children Safe in Education 2022", can be found in the **Appendix 1**.

13 Child on Child Abuse

13.17 This school recognises that children sometimes display harmful behaviour themselves and that even if there are no reports, it may still be happening. such incidents or allegations must be referred on for appropriate support and intervention. Such abuse is unacceptable and will not be tolerated or passed off as "*banter*", "*just having a laugh*" or "*part of growing up*". Where specific risks are identified, a risk assessment will be undertaken in order to ensure the safety of all staff and children and to offer appropriate support. This abuse could for example include but is not limited to:

- sexual violence and sexual harassment, including upskirting;
- initiation/hazing type violence;
- all forms of bullying;
- aggravated sexting and physical violence experienced by both boys and girls.

13.18 There are additional school policies, Trust policies or Safeguarding Children Partnership guidance that to address these concerns including but not limited to:

- the school's Behaviour Policy;
- Anti-Bullying Policy;
- E-safety Policy;
- "*Guidance for schools working with children who display harmful sexual behaviour*" (Leicestershire LA Guidance)
- DfE guidance "Sexual violence and sexual harassment between children in schools and colleges" and Part 5 of "Keeping Children Safe in Education"

13.19 Children will be encouraged to report to a trusted adult in school all incidents of child-on-child abuse wherever it may have happened. Children will be taught about alternative ways of doing this both in school and elsewhere eg 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.

13.20 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 children. 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 eg Police or Social Care. Detailed procedures are included in the linked school policies listed above.

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

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

13.21.2 Promotion of a supportive environment by teaching about acceptable and unacceptable behaviours (including online) in both assemblies and the wider curriculum eg RSHE.

13.21.3 Clear procedures put in place to govern the use of mobile phones in school.

13.21.4 Appropriate staff supervision of pupils and identifying locations around the school site that are less visible and may present more risk to pupils

14 Online Safety

14.1 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. Our online safety policy describes the rules governing the use of mobile phones and other technology 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.

14.2 The key points for staff in relation to Online Safety being:

14.2.1 Report immediately to the Head Teacher/DSL

14.2.2 Never view, copy, print, share, store or save the imagery, or ask a child to share or download – this is illegal.

14.2.3 If you have already viewed the imagery by accident (e.g. if a child has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.

14.2.4 Do not delete the imagery or ask the child to delete it.

14.2.5 Do not ask the child/children who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).

14.2.6 Do not share information about the incident with other members of staff, the child/ren it involves or their, or other, parents and/or carers.

14.2.7 Do not say or do anything to blame or shame any child involved.

14.2.8 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).

15 Sexual Violence and Sexual Harassment

15.1 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.

15.2 'Upskirting' is now a criminal offence (under the Voyeurism (Offences) Act 2019) and typically involves taking a picture under a person's clothing without them knowing in order to obtain sexual gratification or to cause humiliation, distress or alarm (anyone of any gender can be a victim).

15.3 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.

15.4 Responding to an incident – Our school follows the DfE guidance, '*Sexual violence and sexual harassment between children in schools and colleges*', September 2021.

15.5 Our school will liaise with the police, social care and parents as appropriate.

15.6 Our school will offer support to both the victim(s) and perpetrator(s). Parents will be included in discussions about the format that this support will take. See Appendix 5.

16 Children Missing Education (including absence from school) (CME)

16.1 Our school recognises the entitlement that all children have to education and will work closely with the local authority to share information about children who may be missing out on full time education or who go missing from education. We also recognise that children who go missing is a sign that they may have been targeted by Child Sexual Exploitation perpetrators 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 are more likely to be vulnerable to these forms of exploitation. We(working with the Trust Attendance & Welfare Lead) will complete a Children Missing Education (CME) referral to the relevant Local Authority when a child's attendance cannot be confirmed after 10 days. The local authority will also be informed where children are to be removed from the school register to:

- 16.1.1 to be educated outside the school system;
- 16.1.2 for medical reasons;
- 16.1.3 because they have ceased to attend;
- 16.1.4 because they are in custody;
- 16.1.5 because they have been permanently excluded.

16.2 The relevant policies linked to CME are:

- 16.2.1 Attendance
- 16.2.2 Children with Health Needs Who Cannot Attend School

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

17.1 CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. 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 eg 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.

17.2 'County Lines' involves drug networks or individuals exploiting children and young people into carrying drugs and money between cities, towns and villages.

17.3 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.

17.4 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. Our school ensure 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.

18 Serious Violence, Gang Violence & Youth Crime

18.1 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. Our 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. Young people involved in **gangs** have an increased risk of experiencing violence and other types of abuse including sexual exploitation. Gang crime and serious youth violence is also often synonymous with **knife crime** and other serious violence. Our staff training raises awareness to these risks and any concerns are passed to the Designated Safeguarding Lead to co-ordinate a safeguarding response.

19 Racist / Hate Incidents

19.1 Race /Hate or faith targeted bullying can vary from ill-considered remarks to deliberate physical attacks causing serious injury. It is recommended that schools keep their own records and have a system for reporting such incidents via DSL. A hate incident is where someone has been targeted because they are seen as different, this can be because of prejudice against their age, disability, ethnic origin, gender identity, race, religion/belief or sexual orientation. Restorative mediation between the perpetrator and victim is a useful tool to restore balance and improve understanding of diversity. Serious incidents will be reported to the Welfare Lead at the Trust.

20 Female Genital Mutilation (FGM)

20.1 Section 5B of the Female Genital Mutilation Act 2003 and section 74 of the Serious Crime Act 2015 places a mandatory duty on school staff 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" April 2016. Staff will also follow the established safeguarding procedure by reporting any such concerns to the Designated Safeguarding Lead and a report must also be made to the Police.

20.2 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.

21 So-called 'honour-based' Violence (HBV)

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), forced marriage, and practices such as breast ironing. This can also include '*witchcraft practices*'.All forms of so called HBV are abuse (regardless of the motivation) and concerns will be passed to the Designated Safeguarding Lead for onward referral as required.

22 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. Our staff are 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. Our staff refer any concerns to the DSL without delay who will take action and also refer victims to the National Referral Mechanism (www.gov.uk).

23 Children and the Court System

Our staff understand if a child or young person from our school is in a situation where they are required to give evidence, staff members will support the child and family members where appropriate. Our staff will refer to these guides to support children: https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds and https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds

24 Children with Family Members in Prison

Our staff understand that imprisonment of a household member is one of ten adverse childhood experiences known to have a significant negative impact on children's long-term health and wellbeing, their attainment, and later life experience. Our staff will support children and their family members if children from our school have family members in prison. In such cases, staff will remain non-judgemental and supportive towards the child and family so that they can achieve the best whilst in our environment.

25 Homelessness

Our staff are aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity if our children and family are experiencing homelessness. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

26 Domestic Abuse – our staff understand that 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 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. Our staff refer concerns to the DSL and where the police have attended an incident of domestic abuse and the school receive an "Operation Encompass" call, any child who may have been impacted will be supported. Our DSL and D/DSL are Operation Encompass trained.

27 Extremism & Radicalisation (PREVENT Duty)

27.1 Our school recognises the duties placed on us by the Counter Terrorism Bill (July 2015) to prevent our children being drawn into terrorism. These include:

- 27.1.1 Assessing the risk of children being drawn into terrorism, **Appendix 7** forms the basis for our annual risk assessment
- 27.1.2 Working in partnership with relevant agencies under the Safeguarding Children Partnership procedures
- 27.1.3 Appropriate staff training
- 27.1.4 Appropriate online filtering

27.2 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.

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

27.4 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 Prevent and Channel referrals. They will also consider whether circumstances require Police to be contacted.

28 Children in Care (formerly Looked After Children) and Private Fostering Arrangements

28.1 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).

29 Early Help and Supporting Children and their Families

29.1 Early Help and prevention is about how different agencies work together to help children, young people and their families at any point in their lives to prevent or reduce difficulties. This means providing support as soon as a problem emerges at any point in a child's life. Our school is alert and proactive in supporting and signposting families for early help.

30 Extended School Activities

30.1 Where our school has services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Failure to comply with the school's Safeguarding Policy would result in termination of agreement.

30.2 Where services or activities are provided separately by another body, the school will seek assurance that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the school on these matters where appropriate

31 Alternative Provision

31.1 Occasionally , Wreake Valley Academy may consider using alternative provision for some children to support or improve their behaviour. The school recognises that these children often have complex needs and placements are carefully considered and involve consultation with parent(s)/carer(s) and the child. School leaders undertake safeguarding checks prior to any placement to ensure that the alternative provision is a safe place for any of our children to attend. Regular reviews and visits are scheduled for the duration of the alternative provision and the school continues to be ultimately responsible for the safeguarding of the child.

32 Complaints

Where complaints or concerns are raised by parents or children, they will be taken seriously and followed up in accordance with the school's Complaints Policy.

33 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 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 and may seek advice from the Head Teacher and/or Human Resources Department. The Trust will also provide access to the Employee Wellbeing Service **(Appendix 6)**

34 Working with Parents/Carers

34.1 Our 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 transparently from the outset in regular school communications and by making information available on the school website. We will use the support of Early Help and work with other agencies including Social Services to provide a multi agency approach.

34.2 We will also undertake appropriate and supportive discussions 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.

35 Other Relevant Policies

The Trust and LAB'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 school policy therefore complements and supports a range of other policies, for instance :

35.1 Pupil Behaviour Policy
35.2 Staff Code of Conduct
35.3 "Guidance for Safer working practice"
35.4 Racist incidents
35.5 Anti-Bullying (including Cyberbullying)
35.6 Physical Interventions/Restraint (DfE Guidances "Use of Reasonable Force" and "Screening, searching and confiscation")
35.7 Special Educational Needs and Disability
35.8 Trips and visits
35.9 Work experience and extended work placements
35.10 First aid and the administration of medicines
35.11 Health and Safety
35.12 Relationships and Sex Education
35.13 Site Security
35.14 Equal Opportunities
35.15 Toileting/Intimate care
35.16 E-safety
35.17 Extended school activities
35.18 Use of Cameras and Mobile Phones (school based policy – written in line with Code of Conduct and IT Acceptable Use)

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

36 Recruitment and Selection of Staff

36.1 The Trust's safer recruitment processes follow the statutory guidance: "*Keeping Children Safe in Education September 2022, Part Three: Safer Recruitment*." The Trust has set out its approach to safer recruitment in its Safer Recruitment Procedure. Our school adheres to this procedure when undertaking pre-employment checks on prospective new employees. This also applies and outlines our approach to any worker that is engaged in activity with the school.

36.2 The Safer Recruitment Procedure and associated appendices outlines the expectations in relation to pre-employment checks that must be completed for each type of worker. New starters will not be permitted to start work without pre-employment checks being in place. Exceptional circumstances will only be permitted under a risk assessment signed off by the Head Teacher and Director of Human Resources.

36.3 In line with statutory requirements, every recruitment process for school staff will have at least one member who has undertaken Safer Recruitment Training. The Trust expect that those who have completed Safer Recruitment Training, refresh this training every three years.

36.4 The Trust and the school has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance.

36.5 All new staff receive a safeguarding induction and are expected to undertake training and read policies as required in line with Keeping Children Safe in Education.

36.6 The school will provide all the relevant information in references for a member of staff about whom there have been formal processes in place for concerns about child protection/inappropriate conduct.

37 Whistleblowing

Where staff feel that it is appropriate to raise a whistleblowing concern, they must refer to the Trust's Whistleblowing Policy.

Appendix 1 – Definition and Indicators of Abuse

Abuse, as outlined in KCSIE 2022, is 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. 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. 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.

1. NEGLECT

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

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

2. PHYSICAL ABUSE

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

- Multiple bruises in clusters, or of uniform shape
- Bruises that carry an imprint, such as a hand or a belt
- Bite marks
- Round burn marks
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks
- An injury that is not consistent with the account given
- Changing or different accounts of how an injury occurred
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fabricated or Induced Illnesses (Munchausen Syndrome by Proxy)
- Fear of going home or parents being contacted

- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying; or
- Isolation from peers

3. SEXUAL ABUSE

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

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

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate
- Thrush, persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa and bulimia
- Attention seeking behaviour, self-mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusual compliance
- Regressive behaviour, enuresis, soiling
- Frequent or open masturbation, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

3a. SEXUAL EXPLOITATION

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person. Sexual Exploitation can also include Grooming and Sexting. The presence of any significant indicator for sexual exploitation should trigger a referral to children’s social care.

The significant indicators are: (not an exhaustive list)

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

4. EMOTIONAL ABUSE

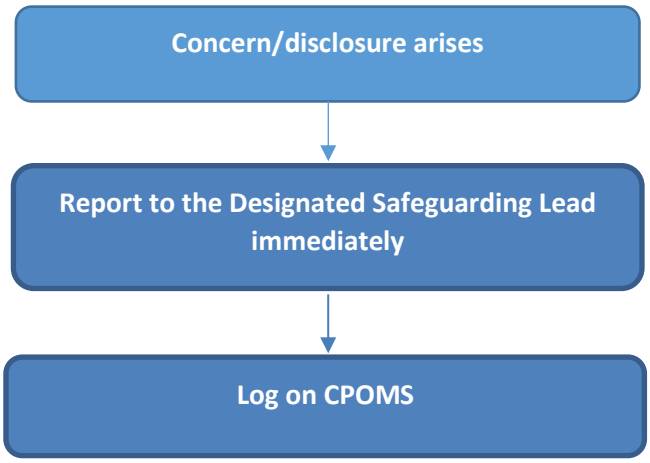
Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These

may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment.

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

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly
- Over-reaction to mistakes
- Delayed physical, mental or emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self-harming, drug or solvent abuse
- Fear of parents being contacted
- Running away
- Compulsive stealing
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

Appendix 2 – Workers Raising Concerns/Recording Disclosures



General Procedural Steps Taken By the DSL:

- 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 and neglect and the referral processes;
- 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;
- 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.
- 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 Attendance & Welfare Lead and/or First Response Professionals consultation line.
- 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. 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).
- If the concern is about children using harmful sexual behaviour, refer to the separate guidance, "Guidance for schools working with children who display harmful sexual behaviour" (Leicestershire LA Guidance).
- 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.
- 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 (eg 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 - Management of Low Level Concerns & Allegations That May Meet Harm Threshold Management Process

Allegation arises OR low level concern within school setting re individual – reported to the Head Teacher as soon as possible

Section 8.0 of the Child Protection Policy outlines escalation process for allegations against Head Teacher upwards.

Head Teacher to discuss with Director of HR (DoHR) whether this a low-level concern or whether meets the harm threshold

Low Level Concern

Where the matter is determined as a low level concern then the Head Teacher and DoHR will agree on an appropriate course of action in line with the appropriate Trust Policy

Appropriate Course

Appropriate course of action will include meeting with the staff member to discuss the low level concern and gain their perspective – management advice may be provided within the meeting, additional training may be agreed – no further action may be taken depending on the circumstance.

Allegation Meets Harm Threshold

If it is agreed that the matter meets harm threshold, then the LADO must be contacted without delay. **Agree at this stage whether the Head Teacher or Director of Human Resources will contact LADO**

Advice sought from LADO and implement actions/agreed course of action as per LADO advice.

If a strategy meeting is required by LADO, HT and DoHR to attend

Head Teacher and DoHR to work together in ensuring the matter is dealt with/closed off appropriately in line with appropriate policies

FIRST 24 HOURS ARE CRITICAL

- DoHR to work with Head Teacher within the school to implement LADO advice and determine any appropriate/necessary HR processes.
- Need to ensure as a Trust that consistent approaches are put in place from a safeguarding point of view in the best interests of the pupils.
- Need to ensure that as a Trust and as one employer consistent approaches are put in place from an employment perspective also, expectation setting with individuals/lessons learned/casework follow up.
- Need to determine whether there is any impact for our wider schools.

Appendix 4- Further Guidance on Managing Low Level Concerns

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

Definition of a Low-Level Concern

A low-level concern is any concern, no matter how small, even if no more than causing a sense of unease or a 'nagging doubt', that a person working in or on behalf of the school may have acted in a way that:

- is inconsistent with the Trust's Code of Conduct and Guidance for safer working practice (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

Reporting Low-Level concerns

Where a low-level concern has been identified this will be reported as soon as possible to the Head Teacher, further guidance and flow chart is available in **Appendix 3**. However, it is never too late to share a low-level concern if this has not already happened.

Where the Head Teacher is not available, the information will be reported to the most senior member of staff, there should always be a DLS on site. Low-level concerns about the Designated Safeguarding Lead and/or Head Teacher, will be reported to chair of the Director of Schools.

Recording Concerns

A summary of the low-level concern should be written down, signed, timed, dated and shared by the person bringing the information forward. Where concerns are reported verbally to the Head Teacher a record of the conversation will be made by the Head Teacher which will be signed, timed, and dated. Concerns must be stored in a secure location with restricted access.

Responding to Low-Level Concerns

Where a low-level concern has been raised this will be taken seriously and dealt with promptly. The Head Teacher will:

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

The information reported and gathered will then be reviewed to determine whether the behaviour is inconsistent with the Trust's Code of Conduct and Guidance for safer working practice for those working with children and young people in education settings (2022); no further action will be required.

Thresholds

- **Issue 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 Capability Policy or Disciplinary Policy. Where discussions have taken place these must be followed up in writing with the member of staff and placed onto the personal file. Please seek advice from HR.
- **Is serious enough to consult with or refer to the LADO:** Please use the Trust's LADO process available **Appendix 3**.
- **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. Again, please ensure that the Trust's LADO process is followed.

Records will be made of:

- all internal conversations including any relevant witnesses
- all external conversations e.g. with the LADO
- the decision and the rationale for any action that may be taken
- any action taken

Can the reporting person remain anonymous?

The person bringing forward the concern will be named in the written record. Where they request to remain anonymous this will be respected as far as possible. However, there may be circumstances where this is not possible e.g. where a fair disciplinary investigation is needed or where a later criminal investigation is required. Anyone who is required to participate in such process will be provided with the appropriate support.

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

It may be the case that a person finds themselves in a situation which could be misinterpreted, or might appear compromising to others; or they may have behaved in a manner which on reflection they consider falls below the standard set out in the Trust's Code of Conduct and Guidance for safer working practice. In these circumstances they should self-report. This will enable a potentially difficult situation to be addressed at an early opportunity if necessary.

Should the low-level concerns file be reviewed?

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

References

Low-level concerns will not be included in references unless a low-level concern, or group of concerns, has met the threshold for referral to the LADO and found to be substantiated. In such circumstances it is likely that a formal employment process will have taken place internally therefore staff members would always be aware of the information that would be due to be disclosed in a reference should it be required.

Appendix 5 – Sexual Harassment and Violence Definitions and School Response (if not in another policy)

Sexual Harassment and Sexual Violence[1]

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003105 as described below:

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

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

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

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

Sexual harassment

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

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- Sexual "jokes" or taunting
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.108 It may include:
- Non-consensual sharing of sexual images and videos
- Sexualised online bullying
- Unwanted sexual comments and messages, including, on social media; and
- Sexual exploitation; coercion and threats
- Children can report sexual harassment in person or through electronic means. This will be acted on quickly, with appropriate support provided for the victim and alleged perpetrator. All incidences will be accurately recorded and followed up. Staff will be trained on recognising , reporting and supporting young people affected.
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Appendix 6 - Employee Support Service Information

Employee Assistance HELPLINE

This helpline offers you and your family counselling and advice on a variety of personal, family or workplace issues.

The service is paid for by your employer and is provided by a professional organisation, *Wellbeing Solutions Management*. There is no cost to you and all calls are confidential.

Whatever our age, background or role in life, from time to time we all have problems – whether personal, family, or work-related. Talking to a counsellor or an advisor can help us understand a problem, try a different approach or just learn how to cope with a situation that we can't change. Our aim is to help you find your own solution to whatever is worrying you.

Confidentiality

This is a confidential and anonymous service provided by an independent organisation. No personal or identifying information is communicated to your employer.

Only in the most extreme and unusual circumstances would your confidentiality and anonymity ever be broken, for example, if our clinical professionals considered that you may be a significant danger to yourself or others around you. In these circumstances, you would be informed when this happens.

Legal

Older People

Emotions

Money

Work

Relationships

Health

Addictions

Family

How to get Support

Making Contact:

You and any family member (living at your address and aged over 16) can contact the Employee Assistance Helpline 24-hours a day, 365 days a year. We'll ask for the name of your employer and a convenient time for one of our counsellors or advisors to call you back.

Alternatively you can book an appointment online: **employeeassistance.org.uk**

Emotional Support:

If you would like the support of a counsellor, we will arrange a telephone counselling session at a time to suit you. Our counsellor may recommend further counselling sessions to help you overcome a more troubling issue.

Practical Advice:

If you need professional advice or factual information on any legal, money, health, work or personal issue, we can arrange for a free telephone consultation with one of our many specialist advisors.

24/7 freephone:

0800 328 1437

From outside the UK: +44 (0) 1482 661 814
Minicom: 01482 661 911 (8.30 am – 6.00pm)

Online:

employee**assistance**.org.uk

Appendix 7 – Extremism & Radicalisation Risk Assessment – School Level

School Name	
Head Teacher Name	
Date of Risk Assessment	
Distribution	All Staff

Risk Area	Hazard	Individuals at risk	Control Measures	Comments	Risk Rating
Welfare & Safeguarding	Workers are not aware of the school procedure for handling concerns and or do not feel comfortable sharing issues internally	Staff and pupils	- Designated Safeguarding Lead (DSL) has received 'Prevent' awareness - DSL is named as the contact re Prevent Duty and this is published to staff and clearly visible to visitors - Staff training completed annually - All visitors are not left unsupervised - 3rd party contractors/volunteers are all provided with school safeguarding information this includes exam invigilators - Preventing young people from being exposed to radicalisation or extremism is part of safeguarding policies and procedures i.e. Child Protection & E-safety - Records are held of any referrals with an audit trail being maintained by the DSL - Regular monitoring by the DSL that policies and procedures are in place - Trust Whistleblowing Policy in place - Clear reporting procedures in place in each school	Child Protection Policy available on the shared areas	Low
	Young people are radicalised by factors internal or external to the school	Pupils	- We have a range of activities to promote the moral, social and emotional needs of young people aimed at protecting them from radical and extremist influences - Staff deliver training to help young people develop critical thinking around influence, social media and other on-line safety - Staff and other adults working with young people are challenged if opinions or language expressed are contrary to community cohesion or 'British values' - Staff are able to challenge pupils, parents or governors if opinions expressed are contrary to community cohesion or 'British values' - Staff are aware of factors which might have an influence on young people - Staff undertaking home visits are briefed on the signs to look out for around the home environment		

Risk Area	Hazard	Individuals at risk	Control Measures	Comments	Risk Rating
Curriculum	School not having curriculum or substantial PHSE curriculum in place to address extremism views	Pupils	- The PHSE curriculum is quality assured to that it is substantial in terms of addressing extremist views - Student Voice is part of that review - Support is given by leaders to review and develop the curriculum in line with local priorities and updated legislation. -		
Organisational Culture	Workers (includes volunteers, 3rd party and self-employed workers) do not buy into the values and ethos of the Trust/School	Pupils and staff	- Trust and Local inductions in place - Staff Code of Conduct must be read and signed for - Keeping Children Safe in Education disseminated annually to staff - Recruitment and selection processes in place to ensure appropriate safeguarding procedures are followed - Reporting procedures and Whistleblowing policies in place		
ICT/Online Access	Young people accessing inappropriate materials via online and social media platforms	Pupils and staff	- ICT network adds filters - ICT network monitors what staff are accessing - Administration rights to IT accounts/social media accounts across the Trust are held centrally		
Community/Working with Parents/Carers					
Additional Notes:					