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Safeguarding including

Child Protection Policy

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Policy Updates

Date	Update
April 2026	Page 15: Point 5.6 NEW Restrictive Interventions (including Reasonable Force) guidance.
September 2026	Updates taken from County and staffing updates.

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1. Introduction

1.1 Battling Brook Primary School fully recognises the contribution it can make to protect children and support pupils in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive environment. We encourage children to talk about their worries and to report their concerns to us in a number of alternative ways. The pupils' welfare is of paramount importance.

1.2 This policy is consistent with:

- the legal duty to safeguard and promote the welfare of children, as described in section 157 of the Education Act 2002 and the statutory guidance "*Keeping children safe in education – Statutory guidance for schools and colleges", 2026 and "Working Together to Safeguard Children", 2026.*
- the requirements of the "Early years foundation stage statutory framework (For group and school-based providers)", September 2026, Section 3:https://assets.publishing.service.gov.uk/media/6a5f8e4fb00f3323bf1a23a1/EYFS_group_and_school_based_from_September_2026.pdf

- the Leicestershire and Rutland Safeguarding Children Partnership - Multi-Agency Safeguarding Arrangements

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

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

1.4 This policy applies to all staff, volunteers, Trustees 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 displaying appropriate information in our school reception area and on the school website and by raising awareness at meetings with parents as appropriate.

1.5 **Extended school activities**

Where the Trust 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 provider, the Trust Board will seek assurance in writing that the provider concerned has appropriate policies and procedures in place to safeguard and protect children based on the DfE guidance "Out-of-school settings safeguarding guidance for providers" (inspecting these where needed) and that there are arrangements to liaise with the school on these matters where appropriate. Safeguarding requirements will be included in any lease or hire agreement as a condition of use; and any failure to comply will lead to termination of the agreement. The Head Teacher will also take responsibility to inform the LADO about any allegations that arise against individuals or organisations who use the school premises.

2. Safeguarding Commitment

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

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the impairment of children's mental and physical health or development

- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

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

2.3 Our school will therefore:

- Establish and maintain an ethos where all children (including pupils having protected characteristics under the Equalities Act 2010 and those who may be questioning their gender) feel secure and are encouraged to report concerns, talk, and are listened to;
- Make reasonable adjustments for disabled children and young people.
- Ensure that children's wishes and feelings are taken into account when determining what actions to take and services to provide and that they are able to express their views and give feedback. We will always seek to act in the best interests of children.
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty and that there are alternative ways to report concerns;
- Include in the curriculum activities and opportunities for PSHE / Citizenship / Relationships, Sex and Health Education which equip children with the skills they need to stay safe from abuse (including online and other contexts children are in i.e. both inside and outside the home), and to know to whom they can turn for help;
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out and recorded on the single central record for new staff

and volunteers who will work with children, including identity (plus birth certificate for any previous name), 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), online checks etc (see "Keeping children safe in education" part 3 and the school's separate Safer Recruitment policy).

- Any volunteers will not begin work in the EYFS provision until the school has received the enhanced DBS certificate including barred-list information.

2.4 Safeguarding in the Curriculum

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

- Bullying (including Cyberbullying)
- Drugs, alcohol and substance misuse (including awareness of County Lines and the Criminal Exploitation of children where appropriate for Primary School age children)
- Online safety including risks associated with Generative AI, deep-fake images etc
- The danger of meeting up with strangers
- Fire and water safety
- Road safety
- Domestic Abuse
- Healthy Relationships / Consent
- (so called) Honour Based Abuse issues e.g. forced marriage, Female Genital Mutilation (FGM) (see Appendix 6), as appropriate for Primary School age children
- Sexual exploitation of children (CSE), including online
- Child criminal exploitation (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, recognising that safeguarding concerns often overlap. 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 Trust Board

In accordance with the statutory guidance "Keeping children safe in education" 2026, the Trust 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.
- All Trustees receive safeguarding training on induction which is regularly updated. This training will be appropriate to their role offering strategic challenge to the school.
- The school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Head Teacher, nominated Trustees 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 undertakes effective training to provide them with the knowledge and skills required to carry out the role (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 Designated Safeguarding Lead (and any deputies) also undertake Prevent awareness training.
- The Head Teacher, and all other staff and volunteers who work with children (including early years practitioners within any settings on the school site– see Annex C, "Early years foundation stage statutory framework (For group and school-based providers)", September 2026), 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 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, the pupil behaviour policy, the staff behaviour policy (code of conduct), the role of the Designated Safeguarding Lead, how to respond to children who are absent or go missing from education and their role in monitoring online devices being used in school). Annex A from "Keeping children safe in education" 2026 is provided to all staff working directly with children.
- Any deficiencies or weaknesses brought to the attention of the Trust Board will be rectified without delay.
- The Chair of Trustees (or, in the absence of a Chair, the Vice Chair) deals with any safeguarding concerns or allegations of abuse made against the Head Teacher, in liaison with the Local Authority Designated Officer (LADO).
- Effective policies and procedures are in place and updated annually including a behaviour "code of conduct" for staff and volunteers. This code of conduct incorporates all the areas addressed in the "Guidance for Safer Working Practice for those who work with children in education settings Feb 2022".

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 Trust 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 Trust Board.
- The school contributes to inter-agency working in line with the statutory guidance "Working Together to Safeguard Children" 2026 including providing a co-ordinated offer of Early Help for children and families who require this. For example, children who are frequently absent or go missing from education, home or care, has experienced multiple suspensions, is at risk of being permanently excluded from school or an alternative provision or pupil referral unit, has a parent or carer in custody or is affected by parental offending. Early Help should be considered at the earliest opportunity where concerns emerge, recognising that providing support as soon as problems arise is more effective than reacting once needs escalate. This early help level of family 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.
- There are regular reviews and interrogation of the data on restrictive interventions as set out in the DfE guidance "Restrictive interventions, including use of reasonable force, in schools".

3.3 Head Teacher

The Head Teacher of the school will ensure that:

- The policies and procedures adopted by the Trust 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 (or in an organisation using the school premises) may pose a risk of harm to children or young people are notified to the Local Authority Designated Officer, where the threshold is met.
- Low-level concerns reported by adults in school are recorded and responded to appropriately based on an assessment of any identified patterns etc.
- 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 028 0285).
- 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 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 and in the event of absence, illness or leave, cover will be arranged, including the use of a shared mailbox where required. The responsibilities of the DSL are found in Annex B 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** – e.g. 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 who have ever had a social worker, to liaise with the Trust Board and the Local Authority on any deficiencies brought to the attention of the Trust Board and how these should be rectified without delay

- **Information sharing and managing safeguarding records** – keeping records confidential, secure and up to date, in a separate record for each child, including a clear and comprehensive summary, detailing how the concern was followed up and resolved, with a note of actions, decisions and the outcome, sharing information as required to safeguard children and transferring records and other relevant information to any 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 and governors 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 including risks associated with Generative AI
- **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 all children** – encouraging a culture of listening to all children (including those who are known to be disproportionately impacted by different forms of harm and abuse e.g. LGBT pupils (including those questioning their gender), disabled children or girls) and taking account of their wishes and feelings in measures taken to protect them and understanding the difficulties children may have in approaching staff about their circumstances. Safeguarding and the child's welfare will remain the paramount consideration. Decisions will be made on an individual basis, taking account of statutory guidance, the child's wishes where appropriate, the rights of parents, and any identified safeguarding or well-being concerns.
- **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 (including a rationale for decision-making) and understanding the purpose of this

4. Records, Monitoring and Transfer

4.1 Well-kept records are essential to good child protection practice and should clearly evidence professional curiosity, decision-making and the rationale for actions taken.. All staff are clear about the need to record and report concerns about a child or children within the school. Records of concerns are typed, electronically signed 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 UK GDPR principles).

4.2 Records relating to actual or alleged abuse, neglect or exploitation are stored apart from normal pupil or staff records. Normal records sometimes have markers to show that there is sensitive material stored elsewhere. This is to protect

individuals from accidental access to sensitive material by those who do not need to know.

4.3 Child protection records are kept securely, with access confined to specific staff, e.g. the Designated Safeguarding Lead (and relevant deputies) and the Head Teacher.

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.

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, 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 will be found to send the confidential records to a named Designated Safeguarding Lead and a photocopy kept until receipt is confirmed. Files requested by other agencies e.g. Police, are copied.

5. Support to pupils and school staff

5.1 **Support to pupils (including those with a disability or about whom there are mental health concerns)** Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view their lives in a positive way and that this is likely to adversely impact their mental health and emotional well-being. Children may be vulnerable because, for instance, they have needed an allocated social worker, have a disability, are

in care, a care-leaver or previously looked after, or are experiencing some form of neglect. Children may have experienced prejudice-based harm, including racism, faith-based prejudice and abuse and other forms of discrimination. Such experiences may also affect a child's welfare, well-being, mental health and willingness to seek help. It is therefore important that staff recognize that mental health concerns can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing poor mental health or be at risk of developing this. Signs include changes in behaviour, ongoing difficulty sleeping, withdrawing from social situations, not wanting to do things they like or neglecting themselves. Concerns may include self-harm, suicidal ideation or risk of suicide and staff are well-placed to recognise signs and offer support and early intervention. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. For such children school may be one of the few stable, secure and predictable components of their lives. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken, following this policy and speaking to the Designated Safeguarding Lead or a Deputy. Our school seeks to remove any barriers that may exist in being able to recognise abuse, neglect or exploitation in pupils with Special Educational Needs, disabilities or physical health issues. These barriers include:-

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs, and
- communication barriers and difficulties in managing or reporting these challenges.

- cognitive understanding – being unable to understand the difference between fact and fiction, misinformation, disinformation, fake news and conspiracy theories in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

We will seek to provide such children with the necessary support to build their self-esteem and confidence, helping them to secure the very best educational outcomes they are able to achieve. The context in which safeguarding incidents and/or behaviours occur, whether in school or within or outside the home (including online), will be considered by staff, particularly the DSL and Deputy DSLs. Any associated threats or risks will be included in assessments and relevant information included in referrals to Children's Social Care. General indicators of abuse and neglect (from Part 1 of the statutory guidance) are also included in Appendix 8 of this policy and further information about specific forms of abuse are contained within Appendix A of the statutory guidance, "Keeping Children Safe in Education".

5.2 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 harassment and sexual violence, "upskirting", serious physical assault and harm, or the threat of harm with a weapon, initiation/hazing type violence, all forms of bullying, abuse in intimate relationships between peers, consensual and non-consensual sharing of nude or semi-nude images, causing someone to engage in sexual activity without consent and physical violence (e.g. hitting, kicking, shaking, biting, hair pulling, etc). This may be experienced by both boys and girls, however, girls are more likely to be the victims and boys perpetrators. Some pupils may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying or discriminatory behaviour, including racism, faith-targeted abuse and other prejudice-based

incidents.. We will therefore take positive action to create a culture of support and to ensure that girls and vulnerable groups such as LGBT and pupils from ethnic minority backgrounds feel confident to bring forward any concerns and have a safe space to talk to trusted staff about their experiences. There are different school and local authority or Safeguarding Children Partnership guidance and policies which detail the school's procedures to address and minimise these concerns including for example;

1. Pupil Behaviour and Relationships Policy
2. Anti-bullying Policy
3. Online Safety Policy
5. DfE guidance Part 5 of "Keeping children safe in education".

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

Social Care. Detailed guidance and procedures are included in the linked guidance and school policies listed above.

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

- Staff training to ensure an understanding of what it is and how to recognise signs and take appropriate action
- 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 and other electronic devices e.g. smart watches, in school
- Appropriate staff supervision of pupils and identifying locations around the school site that are less visible and may present more risk to pupils

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 nude and semi-nude images including deep-fakes (consensually and non-consensually) and view and share pornography and other harmful content. Away from school, many children have unrestricted access to the internet via their mobile phones. Our online safety and behaviour policies prohibit their use by pupils in school. The online safety policy also sets out the school's response to incidents which may involve one or more of the four areas of risk set out below:

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

contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as

children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images including those generated using AI and online bullying. Images may be taken by the child themselves (sometimes referred to as 'self-generated imagery') or taken or created by another person. They may also be digitally altered or wholly generated using artificial intelligence, including what are sometimes described as 'deepfakes' or 'deep nudes'.

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

Online safety including the risks associated with children using aspects of Generative AI, is a consideration running through the planning and implementation of all relevant policies and procedures. Different staff (e.g. the Designated Safeguarding Lead, SLT, Pastoral and Behaviour Teams, and all other staff) understand and receive relevant training about their assigned roles and responsibilities in filtering and monitoring the internet in school; e.g. understanding the systems and processes in place, reviewing internet logs, checking and reviewing its effectiveness, knowing how to record and report concerns etc. The Trust Board seeks assurance that filtering and monitoring systems remain effective, proportionate to risk and are reviewed annually. Staff will always respond if informed that children have been involved in sharing nude or semi-nude images. The DfE guidance "Sharing nudes and semi-nudes: advice for education settings working with children and young people" (March 2024) will be used to guide the school's response on a case-by-case basis.

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

- Report immediately to the DSL
- Do not view, copy, print, share, store or save the imagery, or ask a child to share or download.

- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
- Do not delete the imagery or ask the young person to delete it. Leave this for the DSL if needed.
- Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).
- Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young 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 harassment and sexual violence** – 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. 'Upskirting' 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). It is important for staff to understand that Harmful Sexual Behaviour exists on a continuum and may escalate from e.g. misogynistic attitudes into sexual harassment and sexual violence. Evidence shows that girls, children with SEND and LGBT children are more likely to be the victims of sexual harassment and violence and boys are more likely to be the perpetrators. We will take positive action to create a safe and supportive culture in school, recognising the disproportionate vulnerability of these groups so that all pupils feel supported and have a safe space in order to speak openly with trusted adults if they wish to do so. Sexual violence and sexual harassment can occur between children of any gender.

Curriculum

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

Responding to an incident

- School will follow the DfE guidance on 'Child-on child sexual harassment and sexual violence ', in Part 5 of "Keeping children safe in education".
- 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, recognising that there are likely to be safeguarding concerns for all involved. Parents will be included in discussions about the format that this support will take.

5.5 **Children Missing (including absence from school, particularly where unexplainable or persistent)**– our school recognises the entitlement that all children have to education and will work closely with the local authority Inclusion Service to share information about pupils who may be missing out on full-time education or who go missing from home or school. We also recognize that children who are absent from school, particularly on repeat occasions or for prolonged periods are likely to be more at risk of abuse, neglect or exploitation. Persistent absence and children who are missing education will always be considered through a safeguarding lens and not solely as an attendance matter. The school attendance policy sets out the actions that will be taken to check the wellbeing of any pupil that is absent. 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 (especially when an

Education Health Care Plan is in place); 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 or absent from school repeatedly or for prolonged periods, 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 **Restrictive Interventions (including Reasonable Force)**

The school recognises that the use of restrictive interventions, including reasonable force, may in some circumstances constitute a safeguarding concern, particularly where it is frequent, involves pupils with SEND or who are vulnerable, or gives rise to injury, distress or unmet need. Restrictive interventions should only be used as a last resort, for the purpose of maintaining safety, and in accordance with statutory guidance. In line with DfE guidance 'Restrictive interventions, including use of reasonable force in schools' (DfE, April 2026), the school has arrangements in place to record all significant incidents, to inform parents/carers promptly on the same day, and to ensure appropriate safeguarding oversight. The Designated Safeguarding Lead (DSL) reviews relevant incidents and patterns of use, and trustees receive oversight information as part of their safeguarding responsibilities. Full details of procedures, recording, reporting and governance arrangements are set out in the school's Restrictive Interventions policy/procedure.

5.7 Alternative Provision

Where a pupil is placed with an alternative provision, the school continues to be responsible for the safeguarding of that pupil. We will obtain written information from the alternative provider ensuring that appropriate safeguarding checks have been carried out on individuals working at their establishment (i.e. those

checks that we would otherwise perform on our own staff). This includes written confirmation that the alternative provider will inform us of any arrangements that may put the child at risk (i.e. staff changes), so we can ensure that appropriate safeguarding checks have been carried out on new staff. Our own members of staff who manage the use of alternative provision will ensure that they always know where a child is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. We will regularly review the alternative provision placements. Reviews will be frequent enough (at least half termly) to provide assurance that the child is regularly attending and the placement continues to be safe and meets the child's needs. Where safeguarding concerns arise, the placement will be immediately reviewed, and terminated, if necessary, unless or until those concerns have been satisfactorily addressed.

5.8 **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 and can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group. 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.

5.9 **Serious violence** – This may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying, and it can also be associated with criminal exploitation. School will seek to understand if there are local places where the risks of this occurring are higher and work with partners to reduce this. It 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, children who are suspended, or in alternative provision, with a history of offending, or having experienced child maltreatment.. 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.

5.10 **So-called 'honour-based' abuse** - encompasses crimes which have been committed to protect or defend the so-called "honour" of the family and/or the community, including Female Genital Mutilation (FGM) (see appendix 7), forced marriage, and practices such as breast ironing. All forms of so-called Honour Based Abuse are abuse (regardless of the motivation) and concerns will be passed to the Designated Safeguarding Lead for onward referral as required. Since February 2023, it is a crime to cause a child to marry under the age of 18. This applies to non-binding, un-official 'marriages' as well as legal marriages.

5.11 **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).

5.12 **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).

5.13 **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 (e.g. teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. Staff will refer concerns to the DSL and where the police have attended an incident of domestic abuse and school receive an "Operation Encompass" alert, any pupil who may have been impacted will be appropriately supported.

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

5.15 **Support for Staff**

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

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'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 Trust 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/documents/procedures, for instance:

- Pupil Behaviour and Relationships Policy
- Staff Code of Conduct ("Guidance for Safer working practice")
- Racist incidents
- Anti-Bullying (including Cyberbullying)
- Restrictive Interventions (DfE Guidance "Restrictive interventions, including the use of reasonable force, in schools (April 2026)" and "Screening, searching and confiscation")
- Special Educational Needs and Disability
- Trips and visits
- Work experience and extended work placements
- First aid and the administration of medicines
- Health and Safety
- Relationships, Sex and Health Education
- Site Security
- Equal Opportunities
- Toileting/Intimate care
- Online safety
- Extended school activities

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, 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 ie 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.

8.4 In line with statutory requirements, every recruitment process for school staff will have at least one member (teacher/manager or Trustee) 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

Contents

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

A. General

1) The Leicestershire and Rutland Safeguarding Children Partnership Procedures contain the inter-agency processes, protocols and expectations for safeguarding children. (Available on the website www.lrsb.org.uk: The Designated Safeguarding Lead is expected to be familiar with these, particularly the indicators of abuse, neglect or exploitation 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 reported 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 families and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents' knowledge and consent to the referral are expected, unless there is

reason for this not being in the child's interest. However, there will be circumstances when informing the parent/carer of a referral might put the child at risk and/or undermine Police enquiries, and in individual cases, advice from Children's Social Care will need to be taken.

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

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

2) As soon as possible make a dated (including the day), timed and signed record of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead in the school.

3) If the concern involves the conduct of a member of staff or volunteer, a visitor, a trustee, a trainee teacher or other adult in school, the Head Teacher must be informed.

4) If the safeguarding concern or allegation is about the Headteacher, the information should normally be passed to the Chair of Trustees or failing that to the Local Authority Designated Officer (LADO).

5) If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

C. Designated Safeguarding Lead – main procedural steps

1) Begin an individual case record for each child involved which will hold a record of communications and actions to be stored securely (see section on Records, Monitoring and Transfer). Include a chronology of case activity – CPOMS.

2) Where initial enquiries do not justify a referral to the investigating agencies, inform the initiating adult and monitor the situation, offering support as required. 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 or causing child-on-child abuse, also refer to Part 5 of "Keeping children safe in education" and the local Safeguarding Children Partnership procedures.

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 (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 2 – Procedure for allegations against staff and volunteers

PROCESS FOR DEALING WITH SAFEGUARDING CONCERNS OR ALLEGATIONS AGAINST STAFF (INCLUDING HEADTEACHERS), SUPPLY TEACHERS, TRAINEE TEACHERS, VOLUNTEERS, CONTRACTORS AND INDIVIDUALS OR ORGANISATIONS HIRING THE SCHOOL PREMISES

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" (Appendix 3) 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: Safeguarding concerns or allegations made about staff, including supply teachers, trainee teachers, 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 Head Teacher.
iii. Pass on the written record.
iv. If the allegation or safeguarding concern is about the conduct of the Head Teacher, report immediately to the Chair of Trustees. Pass on the written record.

(If there is difficulty reporting to the Chair of Trustees, contact the Local Authority Designated Officer (LADO), as soon as possible.)

2) Head Teacher (or Chair of Trustees)

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 Local Authority Designated Officer (LADO), 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 LADO so advises or if circumstances require a referral concerning a child.

v. Ongoing involvement in cases:

- Liaison with the 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" (Feb 2022) (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" (Feb 2022), including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to make a referral to the LADO

4.0 Reporting low-level concerns

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

4.2 Where the Head Teacher 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/Head Teacher will be reported to the Head Teacher and those about the Head Teacher will be reported to the Chair of Trustees. Concerns about DDSLs must be reported to the Head Teacher or Chair of Trustees. A low-level concern about a supply teacher or contractor will be reported to their employer.

4.4 Where the low-level concern has been reported to the Designated Safeguarding Lead, they will inform the Head Teacher 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 Head Teacher a record of the conversation will be made by the Head Teacher 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 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 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" (Feb 2022): no further action will be required,

ii) constitutes a low-level concern: no further action is required, or additional training/guidance/support may be required to rectify the behaviour via normal day to day management processes. The employee should understand that failure to improve or a repeat of the behaviour may lead to further action being taken, e.g. either via the Performance Management Policy or Disciplinary Policy.

iii) is serious enough to consult with or refer to the LADO: a referral should be made to the LADO and advice taken from HR. In this case the school's Managing Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed.

iv) when considered with any other low-level concerns that have previously been raised about the same individual, should be reclassified as an allegation and referred to the LADO or Police: a referral should be made to the LADO and advice taken from HR. In this case the school's Managing Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed.

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

7.0 Can the reporting person remain anonymous?

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

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

8.1 It may be the case that a person finds themselves in a situation which could be misinterpreted or might appear compromising to others; or they may have

behaved in a manner which on reflection they consider falls below the standard set out in the "Guidance for safer working practice". In these circumstances they should self-report. This will enable a potentially difficult situation to be addressed at an early opportunity if necessary.

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

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

10.0 Should the low-level concerns file be reviewed?

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

11.0 References

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

12.0 What is the role of the Trust Board?

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

APPENDIX 4 – EYFS Policy for the use of Cameras and Mobile Phones

Early Years Foundation Stage (EYFS) Policy for the use of mobile phones, cameras and other electronic devices with imaging and sharing capabilities

To ensure the safety and welfare of the children in our care this policy outlines the protocol for the use in school of personal mobile phones, cameras and other electronic devices with imaging and sharing capabilities.

- 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 students)
- Mobile phones and other personal electronic devices must not be used in any teaching area in school or within toilet or changing areas
- Only school equipment should be used to record classroom activities. Photos should be put on the school system as soon as possible and not sent to or kept on personal devices
- During school outings nominated staff will have access to a school mobile which can be used for emergency or contact purposes
- All telephone contact with parents or carers must be made 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 media sites such as Facebook.

APPENDIX 5 – Safeguarding pupils who are susceptible to extremism and radicalisation (Prevent Duty)

Our school recognises the duties placed on us by the Counter-Terrorism and Security Act (2015) to prevent our pupils being drawn into terrorism.

These include:

- Understanding, managing and assessing the risk of pupils being drawn into terrorism (see Appendix 6) and engaging with partners to build that understanding
- Working in partnership with relevant agencies under the Safeguarding Children Partnership procedures (including by making referrals to the Prevent Team (police) and co-operating with Channel and the local authority/DfE Prevent Lead)
- Ensuring the DSL and all other staff receive effective training, which is regularly updated, in order to understand the risk of radicalisation and their role in countering terrorism
- Reducing any permissive environment in school by eg challenging radicalising ideologies, ensuring the internet is appropriately filtered and monitored, and including relevant topics and opportunities for discussion in the curriculum
- Keeping records of concerns, referrals and training in order to facilitate effective monitoring and assurance
- Ensuring visiting speakers are suitable and appropriately supervised

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

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

the messages of all violent extremism including but not restricted to those linked to Islamist Ideology, Far Right / Neo Nazi / White Supremacist ideology etc.

Concerns should be referred to the 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.

When making a Prevent referral about a pupil, the DSL will report as appropriate:

- how or why we are concerned
- what happened if there was a specific event
- the indicators that something is wrong
- any sympathetic interest in hate crimes, extremism or terrorism - including any extremist ideology, group or cause, support for 'school shooters' or public massacres, or murders of public figures
- any worrying use of mobile phone, internet or social media and how we found this out
- any contact with groups or individuals that cause concern, including who and how often, and why we're concerned
- any expression of wanting to cause physical harm, or threats of violence, including who to, when and what was said or expressed
- any additional need, disability or special educational need, including what they are and if they're known or suspected
- any other safeguarding concerns about the family, peer group or environment
- any discussions with the pupil, parent or carer
- the parental or carer support (if known)
- why the referral is relevant to Prevent, for example, is there a presence or possible presence, of any terrorist or terrorism-linked ideology
- what we're worried about, what may happen if the pupil's needs are not met and how this will affect them

APPENDIX 6 – Radicalisation and Extremism Risk Assessment

Department for Education

Prevent risk assessment for schools		
Person completing: Lisa Mathie	Date Implemented: September 2026	Date for review: 31st August 2027 or unless national changes
A risk assessment is a core part of implementing the Prevent duty. All providers should read guidance from the department on how to complete a risk assessment and on safeguarding students vulnerable to radicalisation. Schools should assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.		
Providers may choose to have a specific separate risk assessment to better communicate to staff and document actions taken to mitigate any risks.		
The purpose of the risk assessment is to have an awareness and understanding of the risk of radicalisation in your area and your institution. The type and scale of activity that will address the risk will vary but should be proportionate to the level of risk, type of provision, size and phase of education.		
This is an internal document and should be reviewed annually, in line with Keeping Children Safe in Education requirements, or following a serious incident.		
National Risks – risk of radicalisation generally : The UK national terrorism threat level is SEVERE, which means a terrorist attack is highly likely.		
What national risks are you aware of that could impact to your area, setting, students or families? For example, online radicalisation		

Risk 1 aggressive cyber attacks Increased use of social media for radicalisation, and the need to safeguard vulnerable pupils from grooming.	**Risk 2** domestic and/or international extremism **Relevance to Schools:** National Prevent guidance highlights that schools must be vigilant for signs of pupils being influenced by extremist narratives online or in their communities.	**Risk 3** being aware of extreme right wing ideology	**Risk 4** Fascination with Extreme Violence / Mass Casualty Attacks				

Local Risks – risk of radicalisation in your area and institution								
What specific local risks are you aware of that could impact to your area, setting, students or families? E.g. local extremist activity (groups active in the area)								
Risk 1 Extreme Right-Wing Terrorism (ERWT): Represents a significant proportion of local referrals and active ideological concern across regional districts, driven heavily by online recruitment and material sharing	**Risk 2** Online Extremism and Radicalisation: Encompasses the grooming and exposure of young people and vulnerable individuals to fluid, hybrid, or extremist narratives via social media and digital platforms regardless of the underlying core ideology.	**Risk 3** Islamist Extremism (AQ/IS-Inspired) & Self-Initiated Terrorists (S-ITs): Reflects the enduring, resilient national threat level and independent actors susceptible to ideologically motivated violence	**Risk 4** Counter Terrorism casework: volumes have significantly increased and remain high within the East Midlands. There is a concerning number of younger people becoming involved in extremist behaviour. Males aged 11-15 years is the highest group but some are even younger.					
Leadership and Partnership								
Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support available
Leadership	*What is the risk here?*	*What are the hazards?*	*What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?*		*What does your institution need to further action to address the identified risk(s)?*			**Prevent e-learning** **Home Office offer a free e-learning package on Prevent covering:** **- Prevent awareness** **- Prevent referrals** **- understanding Channel** **Users that complete this training will receive a certificate.**

								https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/
	The setting does not place sufficient priority to Prevent and risk assessment/action plans (or does not have one) and therefore actions to mitigate risks and meet the requirements of the Duty are not effective.	Leaders (including Trustees) within the organisation do not understand the requirements of the Prevent Statutory Duty or the risks faced by the organisation. The Duty is not managed or enabled at a sufficiently senior level.	The school values clearly set out our commitment to British values. For example: • Values are displayed on the home page of our website • Values include a commitment to tolerance, diversity and mutual respect • Regular assemblies to promote British Values • Embedded PSHE curriculum and use of No Outsiders stories to deliver Equality Act responsibilities, British Values and understanding of Protected Characteristics. • Annual focus days through the year such as online safety week and regular updates/revision sessions.		Continue to ensure British Values are promoted in all aspects of school life. Raise profile of school values in assemblies/PSHE. Monitor implementation and impact of 'No outsiders- Everyone is Welcome' Programme.			

		Leaders do not have understanding and ultimate ownership of their internal safeguarding processes, nor ensuring that all staff have sufficient understanding and that staff implement the duty effectively.	Lead Trustee for safeguarding/Prevent lead is at appropriate seniority and meets regulary with School Safeguarding team; the meetings use recommended Trustee formats to ensure compliance		*continue to share these reports and meetings with Trustees Board of Trustees-Provided with Prevent* *Guidance from gov.uk.* *Risk Assessment and Prevent statement shared in Trustee's meeting and on website.* *All trustees to be provided with the link to complete online Prevent training: https://www.elearning.prevent.homeoffice.gov.uk* *Staff do not support the school's values and ethos or they promote extremist ideas.* *The staff recruitment process reflects the school's values and promotes safeguarding practice.* *HT/SLT 1 Relevant staff attend regular 'safer recruitment training and updates.*			
		Leaders do not communicate and promote the importance of the duty.	At training, Leaders share key information – risk assessments, safeguarding policies, etc. which are all signed off by SLT and Trustees					
		Leaders do not drive an effective safeguarding culture across the school.	Leadership have clear understanding of reporting and referral mechanisms. Safeguarding is not a bolt on - it is embedded in all that the school do - behaviour records are on the same system as Safeguarding to ensure all behaviours are monitored together					
		Leaders do not provide a safe environment in which children can learn.	Ensuring the sharing of safeguarding policies – staff sign to confirm the reading of the updated KCSiE and other such policies.					

			Promotion of a safeguarding culture through regular training, discussions, etc with senior staff visibly involved. Clear induction for new members of staff and trainee teachers					
Working in Partnership	The setting is not fully appraised of national and local risks, does not work with partners to safeguard children vulnerable to radicalisation, and does not have access to good practice advice, guidance or supportive peer networks.	The organisation does not establish effective partnerships with organisations such as the Local Authority and Police Prevent Team.	The providers has strong partnerships with: • Local Safeguarding Children's Partnership • DSL / headteacher forums • LADO • Community Safety Partnerships • Police Prevent Team • Channel panel • Child and family Effective partnerships might include: • Regular attendance at meetings, boards or forums • In receipt of newsletters e.g. Educate Against Hate • Being able to demonstrate effective partnerships by use of the referral process or involvement in Channel					**Prevent duty guidance** **Outlines the requirements of the duty, including working in partnership with others.** **https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales#c-a-risk-based-approach-to-the-prevent-duty** **Understanding channel** **An overview of channel support and the Prevent Multi-Agency Panels (PMAP).** **https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance** **Sign-up for Educate Against Hate newsletter** **Latest news, blogs and resources to help teachers, school leaders and designated safeguarding leads protect students from radicalisation** **https://signup.es-mail.co.uk/Signup/da659377ec9fa9e8d40363308d4a84ac**
Capabilities								

Staff training	Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff.	Frontline staff including Trustees, do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism	Training is broader than face to face or e-learning. Safeguarding updates and monthly scenarios keep staff 'thinking' and focused on the importance of Safeguarding					**Prevent e-learning** **Home Office offer a free e-learning package on Prevent covering:** **- Prevent awareness** **- Prevent referrals** **- understanding Channel** **Users that complete this training will receive a certificate.** **https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/** **Prevent resources, guidance and support** **The department's Educate Against Hate website provides a range of training and guidance materials.** **www.educateagainsthate.com**
		Frontline staff including Trustees, do not know what measures are available to prevent people from being drawn into terrorism and do not know how to obtain support for people who may be exploited by radicalising influences. Staff do not access Prevent training or refresher training.	All staff attend annual safeguarding update training and are familiar with key school safeguarding and statutory policies. The whole school receive external Safeguarding update training every 3 years.					

		Staff do not access Prevent training or refresher training.	All staff attend Prevent training with a focus on Notice, Check, Share SLT receive additional Prevent Training. Records are kept of all Safeguarding and Prevent training. Training is quality assured.					
Information Sharing	Staff do not share information with relevant partners in a timely manner.	Staff do not feel confident sharing information with partners regarding radicalisation concerns.	School has a culture of safeguarding that supports effective arrangements to: • identify children who may need early help or who are at risk of neglect, abuse, grooming or exploitation • help children reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help					**Resources to support information sharing** **The deparment has published guidance on making a Prevent referral.** **https://www.gov.uk/guidance/making-a-referral-to-prevent**
		Staff are not aware of the Prevent referral process.	School has clear processes for raising radicalisation concerns and making a Prevent referral.					
Reducing Permissive Environments								

Building children's resilience to radicalisation	Children and young people are exposed to intolerant or hateful narratives and lack understanding of the risks posed by terrorist organisations and extremist ideologies that underpin them.	School does not provide a safe space in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.	School has codes of conduct for all staff (teaching and non-teaching staff). School provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills in a safe place , modelled and monitored by adults.					**Resources for having difficult classroom conversations** **Educate Against Hate has a range of resources to help teachers conduct difficult conversations with students. The 'Let's Discuss' teaching packs have been developed to help facilitate conversations about topics such as fundamental British values, extreme right-wing terrorism and Isalmist extremism.** **www.educateagainsthate.com** **www.educateagainsthate.com/category/teachers/classroom-resources** **www.educateagainsthate.com/category/teachers/classroom-resources/?filter=lets-discuss**
		The setting does not teach a broad and balanced curriculum which promotes spiritual, moral, cultural mental and physical development of students and fundamental British values and community cohesion.	School carries out safer recruitment checks on all staff. School embeds fundamental British Values into the curriuclum through in class sessions and/or assemblies. Planning and teaching are monitored by Senior Leaders through observations, book looks					

IT policies	Ineffective IT policies increases the likelihood of students and staff being drawn into extremist material and narratives online. Inappropriate internet use by students is not identified or followed up.	Students can access terrorist and extremist material when accessing the internet at the institution.	Appropriate internet filtering is in place, and monitored.					**Web filtering and online safety** **The Department for Education have issued comprehensive guidance on how schools and colleges should be using filtering and monitoring standards, including specific measures to comply with the Prevent duty.** **https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges** **Further guidance is available at https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring** **You can test whether your internet service provider removes terrorist content at http://testfiltering.com/** **The Joint Information Systems Committee (JISC) can provide specialist advice and support to the further and higher education sectors to help providers ensure students are safe online and appropriate safeguards are in place.** **Teach about online extremism** **The 'Going Too Far?' resource from Educate Against Hate and the London Grid for Learning to help teach students about staying safe online** **https://www.educateagainsthate.com/resources/going-too-far/**
		Students may distribute extremist material using the institution IT system.	School ensures that there is a clear reporting process in place should filtering systems flag any safeguarding or Prevent- related concerns. Students are taught to report concerns to staff. The aim is also to equip children with the skills to stay safe online, both in and outside of school.					
		Unclear linkages between IT policy and the Prevent duty. No consideratio n of filtering as a means of restricting access to harmful content.	Safeguarding team take lead responsibility for safeguarding and child protection (including online safety).					
Visitors	External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives.	Leaders do not provide a safe space for children to learn.	A process is in place to manage site visitors, including sub-contractors.					**Political Impartiality Guidance** **When using external agencies, schools in England must be mindful of their existing duties regarding political impartiality and to ensure the balanced presentation of political issues. Guidance on this is available on GOV.UK.** **https://www.gov.uk/government/publications/political-**

		Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	School has a robust risk assessment and carries out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share. School seeks advice and support from partners where necessary to make an assessment of suitability.		Robust policies and checks in place to ensure visitors do not hold extremist views. Ensure staff aware of expectations for all visitors in school, including check of content and evaluations from other schools where content has been delivered. No hiring/letting agreements in place			**impartiality-in-schools/political-impartiality-in-schools#the-law**
		The setting does not conduct any due diligence checks on visitors or the materials they may use.	Private/commercial use of the school's spaces is effectively managed & due diligence checks are carried out on those using/booking and organisations that they represent.					

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 July 2020. 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.

There will be a considered safeguarding response towards any girl who is identified as being at risk of FGM (e.g. 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 – Indicators of abuse and neglect

Abuse, neglect, exploitation and other 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.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. 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. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

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.

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 verbal abuse, such as persistent criticism, belittling, or name-calling, as well as 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 and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

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.