SCHOOL POLICY & PROCEDURES

ON SAFEGUARDING &

CHILD PROTECTION

Effective 1st September 2026

Viscount Beaumont's C of E Primary School

Approved by Rise Chair of Board: September 2026

Signed: 

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NAMED STAFF AND CONTACTS

- Designated Safeguarding Lead: Mr McLugash
- Deputy Designated Safeguarding Leads Mrs Smith, Mrs Bills and Mrs Bee
- Designated Teacher for Children in Care: Mr McLugash
- Safeguarding and Performance Unit contacts:

The Trust's Central Team Safeguarding Leads
Trust Safeguarding Lead: John Keech, Director of Inclusion and Safeguarding
Additionally trained DSL: Jo Westaby & Keri Harvey, Interim Co-CEOs; Karen Harvey, Attendance & Safeguarding Lead

Central Office address for queries or concerns:
Rise MAT, Braemar Court, 1311A Melton Rd, Syston, Leicester LE7 2EN 01164 783770
Chair of Directors: Stephen Adshead

Service Manager - Safeguarding and Performance Service
Donna Smalley and Wendy Collins

LADO / Allegations:
Kim Taylor & Lavona Brown

Safeguarding Development Officers:
Safeguarding and Compliance Lead – Charlotte Davis – charlotte.davis@leics.gov.uk
Safeguarding and Compliance Officer – Laura Kaminski – laura.kaminski@leics.gov.uk

First Response Children's Duty (Tier 4 Same-day referrals)
Telephone: 0116 3050005
Email: childrensduty@leics.gov.uk
Address: First Response Children's Duty, Room 100B, Pen Lloyd Building, County Hall, Glenfield, LE3 8RA

All other referrals including Family Help (Children & Family Wellbeing) Service

Family Help queries and Consultation Line
TEL: 0116 3058727

1 Introduction

1.1 Rise Multi Academy Trust and St Simon and St Jude 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.

Where those with responsibility for governance are referenced to, in a multi-academy trust such as ours, this is the trust board, and their responsibilities as laid out in the trust scheme of delegation.

1.2 This policy is consistent with:

- *Keeping Children Safe in Education – Statutory guidance for schools and colleges (2026)*, "Working Together to Safeguard Children" (2026), the statutory DfE guidance "Working Together to Improve School Attendance" (2024), *"The Prevent Duty" (2015), "Guidance for Safer Working Practice" (2022), "The Children Act" (1989 and 2004) and "Mental Health and Behavior in Schools": Departmental Advice (DfE 2018)*

- 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, governors and visitors to the school. We recognise that child protection is the responsibility of all adults in school. We will ensure that all parents and other working partners are aware of our child protection policy by mentioning it in our school prospectus, displaying appropriate information in our reception and on the school website and by raising awareness at meetings with parents as appropriate.

1.5 **Extended school activities**

Where those with responsibility for governance provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another body, those with responsibility for governance will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children (inspecting these where needed) and that there are arrangements to liaise with the school on these matters where appropriate. Safeguarding

requirements will be included in any lease or hire agreement as a condition of use; and any failure to comply will lead to termination of the agreement.

2 Safeguarding Commitment

2.1 For the 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 With regards to our Safeguarding Culture, our school promotes a culture of vigilance and recognise that safeguarding is everyone's responsibility. All staff are expected to maintain an attitude of "it could happen here" and to act at all times in the best interests of the child.

Leaders ensure that all staff maintain professional curiosity and will respectfully explore and escalate concerns where a child's presentation, behaviour, attendance, wellbeing, relationships or circumstances appear inconsistent with the information provided or where concerns remain unresolved. Staff will not make assumptions and will seek clarification where necessary in order to safeguard children effectively

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

2.3 Our school will therefore:

- Establish and maintain an ethos where all children (including those having protected characteristics under the Equalities Act 2010) feel secure and are encouraged to report concerns, talk, and are listened to.

- Ensure that children's wishes, feelings and lived experiences are taken into account when determining what action to take and what services to provide. The school recognises that children may not feel ready, willing or able to disclose abuse and staff will proactively create opportunities for children to be heard and supported. Communication needs, SEND, language differences, culture, trauma and previous experiences will be considered when seeking children's views.

- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty and that there are alternative ways to report concerns;

- Include in the curriculum activities and opportunities for PSHE / Citizenship / Relationships Education, Relationships and Sex Education and Health Education which equip children with the skills they need to stay safe from abuse (including online and other contexts children are in), and to know to whom they can turn for help; Children are regularly reminded about who they can talk to if they have a worry or concern through PSHE lessons and everyday school practice. A child-friendly

safeguarding display is prominently displayed around the school, identifying the Designated Safeguarding Leads (DSLs) and other trusted adults available to support them. In addition, children are encouraged to identify and record their own network of five safe adults, both within and outside of school, whom they can approach for help, advice, or support when needed. In addition, children have access to ELSA trained staff and have worry boxes in each classroom.

- 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, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in schools (s.128) etc. Copies of documents used to verify the successful candidate's identity, right to work and required qualifications should be kept on their personnel files. Schools will also inform any shortlisted candidates that online searches may be done as part of due diligence checks (see "Keeping Children Safe in Education" part three).

- Recognise that persistent absence or patterns of unauthorised absence can be indicators of safeguarding concerns, including neglect, exploitation, or other forms of abuse. In line with the *Working Together to Improve School Attendance* (2026) guidance, we will submit daily attendance data to the DfE, maintain accurate registers, and make referrals to the local authority and/or children's social care where absence may be linked to a child being at risk of harm.

2.4 **Safeguarding in the Curriculum**

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

- Bullying (including Cyberbullying)
- Drugs, alcohol and substance misuse (including awareness of County Lines and the Criminal Exploitation of children where appropriate)
- Online safety
- The danger of meeting up with strangers
- Fire and water safety
- Road safety
- Domestic Abuse
- Healthy Relationships / Consent
- (so called) Honour Based Abuse issues e.g. forced marriage, Female Genital Mutilation (FGM) (see Appendix 5),
- 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. 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 school recognises that safeguarding concerns may arise both inside and outside the home, including online. Staff will be alert to extra-familial harm, including child-on-child abuse, serious violence, child criminal exploitation, child sexual exploitation, harmful sexual behaviour, county lines activity, online abuse and abuse occurring within community settings. The school will take a contextual safeguarding approach, considering risks present in peer groups, local neighbourhoods, public spaces, transport routes, online platforms, gaming environments and social media. The DSL will work with relevant agencies to understand local safeguarding risks and ensure preventative and protective measures are implemented where appropriate.

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 **Those with responsibility for governance**

In accordance with the statutory guidance "Keeping Children Safe in Education" 2026, those with responsibility for governance, 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 and local committee members 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 Headteacher, nominated local committee members 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.

- 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.

- Compliance with statutory duties in relation to school attendance, including the submission of daily attendance data to the DfE, accurate maintenance of admission and attendance registers, and appropriate follow-up of absences in line with statutory guidance.

- Online safety arrangements take account of emerging risks including misinformation, disinformation, conspiracy theories, generative AI misuse, and deepfake content.

- The Designated Safeguarding Lead undertakes effective training in relation to this specific role (and in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) using safeguarding briefings etc.

- The Headteacher, and all other staff and volunteers who work with children (including early years practitioners within any settings on the school site), undertake appropriate training which is regularly updated at least annually, (and more comprehensively, every three years in compliance with the Safeguarding Children Partnership protocol); and new staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities (including this policy, Part One of Keeping Children Safe in Education), the pupil behaviour policy, the staff code of conduct, the role of the Designated Safeguarding Lead and how to respond to children who are absent from education for prolonged periods and/or repeated occasions). The Local Authority Induction leaflet, ("Safeguarding in Education Induction – Child Protection Information, Safer Working Practice") will be used as part of this induction and Annex B from "Keeping children safe in education" 2026 is provided to all staff working directly with children.

- Any deficiencies or weaknesses brought to the attention of the Trust Borad or Local School Advisory Committee will be rectified without delay.

- The Director of Inclusion & Safeguarding, alongside the Co-CEOs, deals with any safeguarding concerns or allegations of abuse made against the Headteacher, in liaison with the Local Authority Allegations Manager (LADO).

- Effective policies and procedures are in place and updated annually including a "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". Information is provided to the Local Authority (acting on behalf of the Safeguarding Children Partnership) through the Safeguarding Annual Return.

- Explicit whistleblowing procedures for staff, volunteers, and trainees, are in place with internal and external reporting routes, such as the NSPCC helpline.

- Members of the Local School Advisory Committee will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated Safeguarding Lead, and provide information from school visits to the Local School Advisory Committee and Trust Board.

- The school contributes to inter-agency working in line with statutory guidance "Working Together to Safeguard Children" 2026 including providing a co-ordinated offer of Family Help for children who require this. This 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. With regards to Family Help, staff should be alert to the potential need for this for pupils who have "experienced multiple suspensions, [are] at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit." [Working Together to Safeguard Children, 2026]. Regarding Alternative Provision, where the school places a pupil with an alternative

provision provider, it continues to be responsible for the safeguarding of that pupil and will ensure it is satisfied that the placement meets the pupil's needs.

- Those with responsibility for governance should also receive training on the said expectations around filtering and monitoring. Paragraph 141 of the published guidance on filtering and monitoring states that 'Governing bodies and proprietors should consider the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks'. Furthermore, paragraph 142 relating to the filtering and monitoring standards 'which set out that schools should:

  -identify and assign roles and responsibilities to manage filtering and monitoring systems
  -review filtering and monitoring provision at least annually
  -block harmful and inappropriate content without unreasonably impacting teaching and learning
  -have effective monitoring strategies in place that meet their safeguarding needs.

  The Trust Board and proprietors should review the standards and discuss with IT staff and service providers what more needs to be done to support schools in meeting this standard.

  The Local School Advisory Committee will receive annual assurance regarding the effectiveness of filtering and monitoring arrangements, including incidents identified, actions taken and any emerging online risks.

- The Local School Advisory Committee will receive safeguarding assurance reports at least termly and will have oversight of the trust's annual safeguarding review to evaluate safeguarding effectiveness, policy compliance, training, single central record compliance, attendance risks, online safety, filtering and monitoring, child-on-child abuse trends, allegations management, low-level concerns and safer recruitment compliance.

3.3 **Headteacher**

The Headteacher of the school will ensure that:

- The policies and procedures adopted by those with responsibility for governance are effectively implemented and followed by all staff;

- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;

- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to children or young people are notified to the Local Authority Designated Officer, where the threshold is met.

- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner. The NSPCC whistle blowing helpline number is also available (0800 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 (Children and Family Specialist Services) or the Police.

3.4 **Designated Safeguarding Lead**

The Designated Safeguarding Lead (or a Deputy) will always be available for staff to discuss any safeguarding concerns [Note that in EYFS settings, the "Lead Practitioner" is now referred to as the Designated Safeguarding Lead]. 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** – to the local authority children's social care, to the Channel programme, to the Disclosure and Barring Service for staff dismissed for safeguarding concerns (as required), to the Police where a crime may have been committed
- **Working with others** – to act as a source of support and advice, to act as a point of contact for the safeguarding partners, to liaise with the headteacher or principal about issues especially to do with ongoing enquiries under section 47 of the Children Act 1989 and police investigations, to liaise with staff when deciding to make a referral to relevant agencies so that children's needs are considered holistically, to liaise with the senior mental health lead, to promote supportive engagement with parents and carers, to take the lead in promoting educational outcomes for children in need and those with a social worker, to liaise with those with responsibility for governance and the Local Authority on any deficiencies brought to the attention of the those with responsibility for governance 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 the new school within 5 days or in advance if necessary
- **Raising Awareness** – ensuring each member of staff and volunteer understands the child protection policy which is reviewed at least annually, making it available publicly, ensuring staff 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. For DSLs in the EYFS, safeguarding training must meet the criteria set out in Annex B (KCSiE 2026) and be refreshed at least every two years.
- **Uphold the expectations and responsibilities regarding the school's filtering and monitoring systems for IT.** This is in response to the published standards for filtering and monitoring. These can be found https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges All staff should receive training that includes the understanding of expectations, applicable roles, and responsibilities in relation to filtering and monitoring. It should be reiterated that all should follow the published guidance on filtering and monitoring. Schools should consider meeting cyber security standards.
- **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 egg

LGBT pupils, 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

- **Holding and sharing information** – sharing with safeguarding partners, other agencies and professionals and transferring records between schools and colleges in accordance with data protection legislation, keeping detailed, accurate and secure written records and understanding the purpose of this
- **Where pupils attend alternative provision**, written confirmation is obtained that appropriate safeguarding checks have been completed by the provider, and safeguarding arrangements are equivalent to those expected in school.
- **Liaise with the Prevent Engagement Team** and ensure that referrals and interventions are recorded, quality-assured, and in line with lessons from recent national reviews. This includes reviewing the effectiveness of Prevent processes annually.
- **Maintaining robust DSL cover arrangements** including secure systems to ensure safeguarding concerns can be received, monitored and acted upon without delay during periods of DSL absence. This may include secure shared mailboxes and clearly communicated deputy arrangements.

4 Records, Monitoring and Transfer

The school recognises that data protection legislation does not prevent appropriate information sharing where necessary to safeguard and promote the welfare of children. Fears about sharing information must never stand in the way of keeping children safe.

4.1 Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the school. Records of concerns are written and dated, placed on CPOMs 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, UK GDPR and the Data (Use and Access) Act 2025).

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 stored securely, with access confined to specific staff, e.g. the Designated Safeguarding Lead (and relevant deputies) and the Headteacher.

4.4 Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon. A case file chronology, summarizing case activity and significant events in the child's life, helps to enable effective monitoring. Any actions taken are clearly indicated.

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

4.6 Record at least two emergency contacts for each child; monitor and review absence patterns, and trigger follow-up for any unexplained or prolonged absence.

5 Support to pupils and school staff

Particular consideration will be given to children currently supported by a social worker; children previously supported by a social worker; young carers; children with medical conditions; children subject to part-time timetables; children at risk of exclusion; children attending alternative provision; and children experiencing disrupted education.

5.1 **Support to pupils (including those with a disability, mental or medical 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. Mental health concerns may, but not always, include self harming behaviours or suicidal ideation. Children may be vulnerable because, for instance, they have a disability, are in care, a care-leaver or previously looked after, or are experiencing some form of neglect. 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 a mental health problem or be at risk of developing one. Where children have suffered abuse, neglect, exploitation 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.

We will seek to provide such children with the necessary early 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, neglect and exploitation (from Part One of the statutory guidance) are also included in Appendix 6 of this policy and further information about specific forms of abuse are contained within Annex A (Further Information) 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. The school recognises that child-on-child abuse is a safeguarding concern for both the victim and the alleged perpetrator. Both parties may require safeguarding intervention, support and assessment. Such abuse is unacceptable and will not be tolerated at all or passed off as "banter", "just having a laugh" or "part of growing up". This abuse could for example include sexual violence and sexual harassment, "upskirting", initiation/hazing type violence, all forms of bullying, abuse in intimate relationships between peers, consensual and non-consensual making, possessing or sharing nudes and semi-nudes, including AI-generated, manipulated or deepfake imagery, 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 racial discrimination. We will therefore take positive action to create a culture of support and to ensure that girls and vulnerable groups such as LGBT, pupils gender-questioning, 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 guidances and policies which detail the school's procedures to address and minimise these concerns including;

1. Pupil Behaviour Policy
2. Anti-bullying Policy
3. E-safety/Online safety Policy
4. "Guidance for schools working with children who display harmful sexual behaviour" (Leicestershire LA Guidance)
5. DfE guidance 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. 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. Risk and needs assessments will be undertaken by the DSL and will consider the needs and wishes of the victim, the risks presented by the alleged perpetrator, the safety of other pupils and staff, contextual factors and wider school community risks. Assessments will be reviewed regularly and updated whenever circumstances change. 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. A referral to Family Help may also be appropriate in such circumstances, as indicated in Working Together to Safeguard Children (2026) which states, "Family Help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse." 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
- Promotion of a supportive environment by teaching about acceptable and unacceptable behaviours (including online) in both assemblies and the wider curriculum e.g. RSE
- Clear procedures put in place to govern the use of mobile phones and other relevant devices 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, making, possessing or sharing nudes and semi-nudes, including AI-generated, manipulated or deepfake imagery (consensually and non-consensually) and view and share pornography and other harmful content.

We recognise that online risks now also include the spread of misinformation, disinformation, conspiracy theories, and harmful or misleading AI-generated content. Staff will be trained to identify and respond to these risks, and pupils will be educated on critically evaluating online information. Online safeguarding education will include AI-generated content, deepfakes, online scams, misinformation, disinformation, conspiracy theories, misogynistic online influencers, online financial exploitation and online gambling risks.

Many children and staff have unrestricted access to the internet via their mobile phones and other relevant devices and varying policies dictate the rules governing their use in school. The school aims to operate as a mobile-phone free environment during the school day except where safeguarding, medical or educational needs require an agreed exception. The use of mobile devices by pupils and staff will be governed through the Behaviour Policy, Online Safety Policy and the Mobile Phone Policy. 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 – content, contact, conduct and commerce. Staff will always respond if informed that children have been involved in making, possessing or sharing nudes and semi-nudes, including AI-generated, manipulated or deepfake imagery. The DfE guidance "Sharing nudes and semi-nudes: advice for education settings working with children and young people" (Dec 2020) will be used to guide the school's response on a case by case basis.

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

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

5.4 **Sexual violence and sexual harassment** – The school adopts a zero-tolerance approach to misogyny, misandry, sexual harassment, sexual violence, discriminatory behaviour and harmful sexual behaviour. Such behaviours will never be dismissed as banter, part of growing up or accepted social behaviour. 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). Evidence shows that girls, children with SEND and LGBT children are more likely to be the victims of sexual violence and harassment and boys are more likely to be the perpetrators. 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 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 violence and sexual harassment', 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. Parents will be included in discussions about the format that this support will take.

5.5 **Children who are absent from education for prolonged periods and/or repeated occasions** - Safeguarding consideration will be given to repeated absence, persistent absence, part-time timetables, reduced timetables, attendance within alternative provision and elective home education transitions. The DSL and the School Attendance Champion will monitor patterns and trends and respond proportionately where safeguarding risks are identified.
In line with statutory guidance, **'Working Together to Improve School Attendance'** August 2024, the school will submit daily attendance data to the DfE, notify the local authority of any pupil removed from roll for reasons set out in the Education (Pupil Registration) (England) Regulations 2006 [where children are to be removed from the school register a) to be educated outside the school system; b) for medical reasons; c) because they have ceased to attend; d) because they are in custody; e) because they have been permanently excluded.], and work closely with the Inclusion Service on children with irregular attendance. Persistent or unexplained absence will always be considered a safeguarding concern and may trigger a Family Help assessment or referral to children's social care. We also recognise that when children go missing this is a sign that they may have been targeted by perpetrators of Child Sexual Exploitation and/or drug related criminals (County Lines). Children may also be groomed into participating in other forms of criminal exploitation including cybercrime, serious violence and violent crime. Children who attend an alternative education provision or have an agreed reduced timetable are more likely to be susceptible to these forms of exploitation.

5.6 **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)** are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. CSE and CCE can affect both males and females and can include children who have been moved (trafficked) for the purpose of exploitation. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears

consensual and it should be noted - exploitation, as well as being physical, can be facilitated and/or take place online. CSE can include 16 and 17 year olds who can legally consent to sex but they may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point or are targeted by criminals involved in the illegal supply of drugs (County Lines) and serious violent crime. 'County Lines' involves drug networks or individuals exploiting children and young people into carrying drugs and money between cities, towns and villages. Serious violent crime can be associated with this form of criminal activity together with child sexual exploitation. Children may also be exploited into committing cybercrime or money laundering offences and organised criminal groups or individuals may exploit children and young people with enhanced computer skills to access digital networks and/or data for criminal and financial gain. Children with bank accounts may be persuaded to allow criminals to use their banking facilities to launder money. CCE can also involve working in cannabis factories, shoplifting or pickpocketing and may involve coercing children to commit vehicle crime or serious violence towards others. It is important to note that the experience of girls can be very different to that of boys but girls are also at risk. Criminal exploitation of children is a form of harm that can affect children in both a physical environment and online. Staff training includes raising awareness of these issues and any concerns are passed to the Designated Safeguarding Lead who will make a risk assessment and refer to Local Authority First Response Children's Duty if appropriate.

5.7 **Serious violence** – Serious violence remains a significant safeguarding concern. Concerns regarding weapon carrying, threats involving weapons, gang association, violent behaviour or serious violence indicators will be referred immediately to the DSL who will undertake a risk assessment and implement appropriate safety and support planning. Serious Violence is also associated with a number of risk indicators in children including increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, signs of assault or unexplained injuries. Staff will be made aware of these and of the other risk factors which increase the likelihood of involvement in serious violence, including, being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending such as theft or robbery. Staff training will raise awareness to these risks and any concerns will be passed to the Designated Safeguarding Lead to co-ordinate a safeguarding response. Documented safety plans may be implemented for children identified as vulnerable to serious violence, exploitation, harmful sexual behaviour, sexual violence, county lines involvement or radicalisation and will be regularly reviewed.

5.8 **So-called 'honour-based' abuse** - encompasses crimes which have been committed to protect or defend the so-called "honour" of the family and/or the community, including Female Genital Mutilation (FGM) (see appendix 5), forced marriage, and practices such as breast ironing. All forms of so called Honour Based Abuse are abuse (regardless of the motivation) and concerns will be passed to the Designated Safeguarding Lead for onward referral as required.

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

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

5.11 **Domestic abuse** - can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. Child to Parent abuse is also classified as Domestic abuse. Staff will refer concerns to the DSL and where the police have attended an incident of domestic abuse and school receive an "Operation Encompass" **(Appendix 7)** alert, any pupil who may have been impacted will be supported. DSLs will complete the mandatory Operation Encompass training.

Operation Encompass does not replace statutory safeguarding procedures or referrals and applies solely to domestic abuse incidents. Where appropriate, the police and/or schools should make a referral to local authority children's social care if they are concerned about a child's welfare.

5.12 **Children and the court system:** Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed, and this will be stressful for them. Making child arrangements following separation can also be stressful and entrench conflict in families. Staff should be alert to the needs of such students and report any concerns to the DSL or DDSL in accordance with this policy. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service which can be found in Annex A of KCSiE 2026.

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

5.14 **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 & Family Services (Children's Social Care) or another agency, unless to do so would place the child at risk of harm or compromise an investigation.

7 Other Relevant Policies

7.1 The 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, for instance

- Pupil Behaviour Policy
- Staff Code of Conduct ("Guidance for Safer working practice")
- Racist incidents
- Anti-Bullying (including Cyberbullying)
- Physical Interventions/Restraint (DfE Guidances "Use of Reasonable Force" 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 [Students, apprentices, or trainees counted in staff-to-child ratios must hold a valid Paediatric First Aid qualification].
- Health and Safety
- Relationships Education, Relationships and Sex Education and Health Education Site Security
- Equal Opportunities
- Toileting/Intimate care [During toileting or nappy-changing, privacy must be balanced with safeguarding supervision to ensure children's dignity and safety].
- Mealtimes [must be supervised with clear procedures for managing allergies, choking risks, and safe food handling].
- 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)

The trust and its schools recognise changes introduced by the Crime and Policing Act 2026 in relation to regulated activity. Recruitment, volunteer management and safeguarding checks will be undertaken in accordance with current statutory guidance and any subsequent updates to DBS and safer recruitment requirements.

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 i.e. about child protection / inappropriate conduct. Cases in which the conclusion of an allegation has been unsubstantiated, unfounded, false or malicious will not be included in employer references. A history of repeated safeguarding concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.

8.3 The school has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the code of conduct for adults working with children. The Leicestershire County Council induction leaflet is given to all staff and is the basis for the safeguarding induction.

8.4 In line with statutory requirements, every recruitment process for school staff will have at least one member (teacher/manager or governor) who has undertaken safer recruitment training.

8.5 Staff and volunteers who provide early years or later years childcare and any managers of such childcare are covered by the disqualification regulations of the Childcare Act 2006 and are required to declare relevant information - see statutory guidance: Disqualification under the Childcare Act 2006 (last updated August 2018).

8.6 Obtain references directly — not open/reference-provided — and follow up on any inconsistencies between references and application forms.

APPENDIX 1
PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD

Contents

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

A. General

1) The Leicestershire and Rutland Safeguarding Children Partnership Procedures contain the inter-agency processes, protocols and expectations for safeguarding children. (Available on the website www.lrsb.org.uk: The Designated Safeguarding Lead is expected to be familiar with these, particularly the indicators of abuse, neglect and 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 investigated and can report to the investigating agencies.

4) A record, dated (including the day and time) and signed, must be made as to what has been alleged, noticed and reported, and kept securely and confidentially.

5) In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents' knowledge and consent to the referral are expected, unless there is reason for this not being in the child's interest. However, there will be circumstances when informing the parent/carer of a referral might put the child at risk and/or undermine Police enquiries, and in individual cases, advice from Children's Social Care will need to be taken.

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

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

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

3) If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the Headteacher must be informed.

4) If the safeguarding concern or allegation is about the Headteacher, the information should normally be passed to the Chair of Local School Advisory Committee (or other senior manager in a MAT) or failing that to the Local Authority Allegations Manager (LADO).

5) With regards to adults involved where the school site is used for 'non-school activities' and allegations against said adults arise, the LADO should be informed. Examples of 'non-school activities' are things such as community groups, sports associations or service providers that run extra-curricular activities.

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

C. Designated Safeguarding Lead – main procedural steps

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

2) Where initial enquiries do not justify a referral to the investigating agencies, inform the initiating adult and monitor the situation. If in doubt, seek advice from the First Response professionals consultation line.

3) Share information confidentially with those who need to know.

4) Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care, the First Response Children's Duty should be contacted by phone (contact the local authority Children's Services where the child lives). Written confirmation should be made within 24 hours on the Multi-Agency Referral Form to Children's Social Care. All other referrals should be made using the online form (see link http://lrsb.org.uk/childreport).

5) If the concern is about children using harmful sexual behaviour, also refer to the separate guidance, "Guidance for schools working with children who display harmful sexual behaviour" (Leicestershire LA Guidance).

6) If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.

7) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from the First Response Professionals Consultation line (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker takes responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (e.g. a restraining order). If there are clear signs of physical risk or threat, First Response Children's Duty should be updated and the Police should be contacted immediately.

APPENDIX 2
PROCEDURE FOR THE USE OF CAMERAS, MOBILE PHONES AND OTHER RELEVANT DEVICES

Please also see Trust Acceptable Use Policy and the Mobile Phone in Schools Policy

To ensure the safety and welfare of the children in our care this guidance outlines the protocol for staff on the use of personal mobile phones, cameras and other relevant devices in the school.

- All staff must ensure that their mobile phones, personal cameras and other relevant devices are stored securely during working hours on school premises or when on outings. (This includes visitors, volunteers and students)
- Mobile phones and other relevant 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 networking sites such as Facebook.

APPENDIX 3
SAFEGUARDING PUPILS WHO ARE SUSEPTIBLE TO EXTREMISM AND RADICALISATION

Our school recognises the duties placed on us by the Counter Terrorism and Security Act (July 2015) to prevent our pupils being drawn into terrorism. This duty is known as the Prevent Duty.
These include:

- Assessing the risk of pupils being drawn into terrorism
- Identifying children who may be at risk and act proportionately
- Working in partnership with relevant agencies (including making referrals) under the Safeguarding Children Partnership procedures
- Appropriate staff training
- Appropriate online filtering and monitoring
-

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.

As with other safeguarding risks, our school staff will remain vigilant to changes in children's behaviour, which could indicate that they may be in need of help or protection.

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.

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

1. negate or destroy the fundamental rights and freedoms of others; or

2. undermine, overturn or replace the UK's system of liberal parliamentary

   democracy and democratic rights; or

3. intentionally create a permissive environment for others to achieve the results in (1) or (2).

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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 / Misogynist ideology etc.

The school will ensure Prevent arrangements are reviewed annually, considering guidance from the Standards and Compliance Unit and any lessons from recent Prevent case reviews. Referrals will be tracked to ensure timely and effective outcomes, with escalation where necessary.

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, whilst acknowledging that individuals will be required to provide consent before any support delivered through the Channel programme is provided.

Risk assessment (Appendix 4)

To understand risk, our school is expected to produce a risk assessment which is specific to our circumstances. The assessment should consider the risks of radicalisation our pupils, as well as the risks from radicalising influences, in the school's area. To ensure that Prevent delivery and activity is guided by the threat, the Security Threat Check should be conducted. This should be informed by the counter-terrorism local profiles (CTLPs), produced for every region by the police. CTLPs enable local authorities to effectively target activity to prevent terrorism and build resilience. Guidance on counter-terrorism local profiles is available on GOV.UK

APPENDIX 4

RADICALISATION AND EXTREMISM RISK ASSESSMENT

School: ……..

	Yes/No	Evidence
Does the school have a policy?		
Does the school work with outside agencies on radicalisation and extremism e.g. Channel?		
Have staff received appropriate training?		
Has the school got a trained Prevent lead?		
Do staff know who to discuss concerns with? (DSL)		
Are suitable filtering and monitoring systems of the internet in place?		
Do children know who to talk to about their concerns?		
Are there opportunities for children to learn about radicalisation and extremism?		
Have any cases been reported?		
Are individual pupils risk assessed?		
What factors make the school community potentially susceptible to being radicalised? (e.g. EDL local base, extreme religious views promoted locally, tensions between local communities, promotion of radical websites by some pupils/parents)		
Comment on the school's community, locality and relevant history		

Risk evaluation	**Low** **Medium** **High**	Way Forward

Date completed…….. Signed……

APPENDIX 5
FEMALE GENITAL MUTILATION

Section 5B of the Female Genital Mutilation Act 2003 and section 74 of the Serious Crime Act 2015 places a mandatory duty on teachers along with social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18 or where a girl discloses that she has undergone FGM. The school's response to FGM will take into account the government guidance, "Multi-agency statutory guidance on female genital mutilation" updated October 2018. 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 6
INDICATORS OF ABUSE AND NEGLECT

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

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

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

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

Neglect:
the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

APPENDIX 7
Operation Encompass

Operation Encompass involves the sharing of personal and sensitive information about children and families. It is vital that all participants comply with the data protection laws.

Police forces and educational settings are responsible for deciding how and where information about incidents and notifications are made. They must ensure it remains confidential, is held securely, and adheres to the requirements of the data protection laws.

The designated safeguarding lead is responsible for leading on all safeguarding and child protection matters within an educational setting. They are likely to be the Key Adult for Operation Encompass notifications and are responsible for making safeguarding referrals to appropriate agencies, maintaining up-to-date safeguarding policies and training, overseeing record-keeping, and liaising with families where appropriate. DSLs may wish to use a central safeguarding inbox to ensure they have oversight over all Operation Encompass notifications.