



LGS  
STONEYGATE

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**LEICESTER GRAMMAR SCHOOL TRUST**

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## **SAFEGUARDING POLICY**

*This is one of the policies concerned with pastoral care. It should be read with regard to the policies on substance misuse, attendance, equal opportunities, anti-bullying, pupil behaviour, Keeping Children Safe In Education 2022, Working Together to Safeguard Children 2018 and pastoral care. It should be read with regard to the Prevent Duty 2015.*

*This policy is a whole school policy and as such applies to the EYFS.*

This policy is reviewed annually by the Board of Trustees and was last reviewed at 1 September 2022.

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## Named staff and contacts

- Designated Safeguarding Lead: Karl Robinson  
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0116 259 2282  
[RobinsonK@lgs-stoneygate.org.uk](mailto:RobinsonK@lgs-stoneygate.org.uk)
  
- Deputy Designated Safeguarding Lead/s: Victoria Balchin\*:  
0116 259 2282  
[BalchinV@lgs-stoneygate.org.uk](mailto:BalchinV@lgs-stoneygate.org.uk)

(\*in charge of EYFS safeguarding)

- Designated Teacher for Children in Care: Karl Robinson
- Nominated Safeguarding Trustees: Susan Hadley 0116 259 1099 and  
The Ven. Richard Worsfold
- Chairman of the Board of Trustees: Mr Steven Gasztowicz 0116 2591099
- Safeguarding and Performance Unit contacts:

## Service Manager- Safeguarding and Performance Service

Hayley Binley 01163057566 / 07538562293

### **LADO / Allegations:**

Kim Taylor / Lovona Brown 0116 305 7597

### **Safeguarding Development Officers:**

Simon Genders 0116 305 7750

Ann Prideaux 0116 305 7317

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

First Response Children's Duty (includes out of hours service) Tel: 0116 305 0005 (county), 0116 454 1004 (city)

E-mail: [childrensduty@leics.gov.uk](mailto:childrensduty@leics.gov.uk) (county), [das-team@leicester.gov.uk](mailto:das-team@leicester.gov.uk) (city)

Address: First Response Children's Duty, Room 100b, County Hall, Championship Way, Glenfield LE3 8RF (county)

Duty and Advice Service, Halford House, 91 Charles Street, Leicester. LE1 1HL (city)

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

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

**Early Help queries and Consultation Line:** 0116 3058727 or  
<http://www.northamptonshirescb.org.uk/> (Northamptonshire)

**Allegations Manager/LADO:** Kim Taylor/Lovana Brown/\_Shellie Miskella 0116 3054141

**Safeguarding Development Officers:** Simon Genders  
0116 3057750  
[Simon.genders@leics.gov.uk](mailto:Simon.genders@leics.gov.uk)

Anne Prideaux  
0116305 7317  
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**Family information service:** 0116 3056545 email: [family@leics.gov.uk](mailto:family@leics.gov.uk)

**CHANNEL referral:** (extremism/radicalization) 0116 248 6728 (Esther Scott)  
[preventengagement.team@leicestershire.pnn.police.uk](mailto:preventengagement.team@leicestershire.pnn.police.uk)

**PREVENT DfE** helpline for advice: 02073407264  
[counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)

**Local police force:** 101

**Other useful contact details:**

Childline	08001111
NSPCC	08088005000
NSPCC Whistleblowing Helpline	08000280285
Kidscape (Anti bullying helpline for parents)	0845 1205204
Child exploitation Online Prevent	08700003344
Samaritans	116123
Teenage suicide	Text YM to 85258

## 1 INTRODUCTION

1.1 LGS-Stoneygate 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 climate. The pupils' welfare is of paramount importance.

**Safeguarding and promoting the welfare of children is everyone's responsibility.**

1.2 This policy is consistent with:

- The legal duty to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002 [or section 157 of the Education Act 2002 for independent schools and academies]
- The statutory guidance *Keeping Children Safe in Education (September 2022)* (KCSIE) and *Working Together to Safeguard Children -(2018) (WT)*.
- The Statutory Framework for EYFS
- The Leicestershire and Rutland Safeguarding Partnership Multi Agency Safeguarding Arrangements and [www.northamptonshirescb.org.uk](http://www.northamptonshirescb.org.uk) which outline procedures for safeguarding and protecting children who live in Northamptonshire and attend LGSS.
- The legal duty to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002 [or section 157 of the Education Act 2002 for independent schools and academies] and the statutory guidance "Keeping children safe in education – Statutory guidance for schools and colleges", September 2022 and "Working Together to Safeguard Children", 2019.
- 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 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 the Board of Trustees provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another body, the Board of Trustees will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and that there are arrangements to liaise with the school on these matters where appropriate.

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

## 2 SAFEGUARDING COMMITMENT

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

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

2.2 The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff encourage children and parents to feel free to talk about any concerns and to see school as a safe place when there are difficulties. Children's worries and fears will be taken seriously, and children are encouraged to seek help from members of staff. "Anonymous Voice" and pastoral councils allow pupil voice to be heard (monitored and chaired by DSL).

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 talk, and are listened to;
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty;
- Include in the curriculum activities and opportunities for 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;

At LGSS children are able to share their worries and abuse in the following ways:

- PSHE (PSHE Association based curriculum) lessons provide a safe and nurturing environment for children to discuss topics which matter to them. It is recognized that this is a public forum and each KS2 classroom has a 'worry box' where children can place comments which will be read by their teacher.
- Staff are reminded to have professional curiosity and if they notice a change in the demeanor of a child they are encouraged to find a quiet time to enquire about the well-being of the child.
- 'Anonymous Voice' is a whole school device where information/ concerns can be passed to the DSL.

The children are reminded about these mechanisms regularly during form times, PSHE lessons and through themed assemblies.

- 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 (Section.128) etc. (See KCSIE 2022 Part 3)

## 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 8)
- Sexual exploitation of children (CSE), including online
- Child criminal exploitation (including cybercrime)
- Preventing Extremism and Radicalisation (see Appendices 5 and 6)
- Opuent emotional neglect (children who are well provided for materially, but who lack support from emotionally available adults are sometimes ill prepared for their school day).

### 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. All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially sections 17 (children in need) and 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments. 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 different types of child abuse and specific safeguarding issues indicated in Keeping Children Safe in Education (2022) have been shared with all staff who have signed to say that they have read and understood KCSIE 2022

#### 3.2 Roles and responsibilities of the Board of Trustees

In accordance with the Statutory Guidance *Keeping Children Safe in Education, September 2022*, and the Independent Schools Standards regulations on recruitment, the Board of Trustees will ensure the following:

- 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 and is available on the School website.
- Trustees receive safeguarding training on induction and are regularly updated. The training and updates are appropriate to their role offering strategic challenge to the school.
- The School operates safer recruitment practices, including a standard application form, appropriate use of references, verification of qualifications and DBS checks on new staff and volunteers. Gaps in applicant's employment history will be followed up and also if the applicant's last school is not given as a point for references. Furthermore, the Headteacher, a nominated Trustee and both Deputy Heads have undertaken Safer Recruitment Training and Assessment, which is refreshed every 3 years.
- 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 and The Low Level Concerns Policy (Appendix 3).
- 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 that there is always cover for this role with appropriate arrangements for before/after school and out of term time activities. There is also a nominated Trustee with specific responsibility for Safeguarding.
- The Designated Safeguarding Lead and deputies undertake effective Local Authority training (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) using safeguarding briefings, webinars and by attending courses etc.



- The Headteacher, and all other staff and volunteers who work with children (including early years practitioners) undertake appropriate training which is regularly updated at least annually (and more comprehensively, every three years in compliance with Safeguarding Children Partnership protocol). Any staff returning after an extended absence (including maternity leave) will undertake the comprehensive training led by the DSL as part of their return to work, and new staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities (including this Policy, Part 1 of Keeping Children Safe in Education (or Annex A if appropriate), the staff behaviour policy (code of conduct), the pupil Behaviour Policy, the role of the Designated Safeguarding Lead and how to respond to children who go missing from education). The Local Authority induction leaflet, "Safeguarding in Education Induction – Child Protection Information, Safer Working Practice" will be used as part of this induction and Annex B from KCSIE 2022 is provided to all staff working directly with children.
- Any deficiencies or weaknesses brought to the attention of the Board of Trustees will be rectified without delay. Contact can be made with the Trustees via either Dr Susan Hadley who is a Trustee responsible for Safeguarding or the Chair directly. Contact details are displayed on the noticeboard in the Staff Room: ([chair@leicestergrammar.org.uk](mailto:chair@leicestergrammar.org.uk), [hadleys@leicestergrammar.org.uk](mailto:hadleys@leicestergrammar.org.uk))
- The Chairman of Trustees (or, in the absence of a Chairman, the Vice Chairman) deals with any safeguarding concerns or allegations of abuse made against the Headteacher, in liaison with the Local Authority Allegations Manager (LADO).
- Effective policies and procedures are in place and updated annually including a behaviour 'code of conduct' for staff and volunteers Guidance for Safer Working Practice for those who work with children in education settings February 2022\_(supplemented where necessary by the COVID-19 Addendum April 2020). Information is provided to the Local Authority (acting on behalf of the Safeguarding Children Partnership) through the Annual Safeguarding Return
- There are two members of the Board of Trustees (Dr Susan Hadley and Ven. Richard Worsfold) who will champion issues to do with safeguarding children and child protection within the school, and liaise with the Designated Safeguarding Lead, and provide information and compliance/monitoring reports to the Board of Trustees.
- The two nominated safeguarding trustees carry out a formal review of the school's policy and procedures annually (usually in September) and report back to the Governing body. In addition, the Trustees review the behaviour log annually and meet on a termly basis with the Trust's safeguarding team.
- The School contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children (2018)* including providing a co-ordinated offer of Early Help for children who require this. This Early Help may be offered directly through school provision or via referral to an external support agency. Safeguarding arrangements take into account the procedures and practice of the local authority and the Leicestershire and Rutland Safeguarding Children Partnership and the Northamptonshire Safeguarding Children Partnership.

### 3.3 Roles and responsibilities of the Headteacher

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the Board of Trustees 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.
- 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. The responsibilities of the DSL are found in Annex C of "Keeping Children Safe in Education". The DSL is a senior member of staff on the senior leadership team and the role is explicit in their job description. Responsibilities include:

- **Managing referrals** – to the local authority children's social care, to the Channel programme, to the Disclosure and Barring Service for staff dismissed for safeguarding concerns (as required), to the Police where a crime may have been committed.
- **Working with others** – to act as a source of support and advice, to act as a point of contact for safeguarding partners, to liaise with the headteacher about issues especially to do with ongoing enquiries under section 47 of the Children Act 1989 and police investigations, to liaise with staff when deciding to make a referral to relevant agencies so that children's needs are considered holistically, to liaise with the senior mental health lead), to promote supportive engagement with parents and carers, to take the lead in promoting educational outcomes for children in need and those with a social worker, to liaise with the Trustees and the Local Authority on any deficiencies brought to the attention of the Board of Trustees and how these should be rectified without delay.
- **Information sharing and managing safeguarding files** – keeping files confidential, secure and up to date, in a separate file for each child, including a clear and comprehensive summary, detailing how the concern was followed up and resolved, with a note of actions, decisions and the outcome, sharing information as required to safeguard children and transferring records and other relevant information to the new school within 5 days (from when the child has been confirmed on roll at their new school) or in advance if necessary.

- **Raising awareness** – ensuring each member of staff and volunteer understands the child protection policy which is reviewed at least annually, making it available publicly, ensuring staff have access to relevant training and induction, promoting educational outcomes by sharing relevant information about vulnerable children.
- **Training, knowledge and skills** – to undergo DSL training every two years (updating at least annually via bulletins etc) and to attend Prevent awareness training in order to understand the assessment and referral processes, to contribute effectively to child protection conferences, including the importance of sharing information, to understand the lasting impact that adversity and trauma can have on children and how to respond to this, to be alert to children with specific needs e.g. SEND, those with health conditions and young carers, to understand the unique risks associated with online safety.
- **Providing support to staff** – to help them to feel confident on welfare, safeguarding and child protection matters, to provide support in the referral process if required and help them to understand that safeguarding and educational outcomes are linked.
- **Understanding the views of 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) 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. The DSL chairs the School Council and pastoral groups.
- **Holding and sharing information** – sharing with safeguarding partners, other agencies and professionals and transferring records between schools and colleges in accordance with the data protection legislation, keeping detailed, accurate and secure written records and understanding the purpose of this.
- **Being alert** - to the specific needs of vulnerable children, especially those with a social worker, special educational needs, a disability and young carers and promote their educational outcomes by sharing relevant information with teachers and leaders about welfare, safeguarding and child protection issues.
- **Ensuring each member of staff has access to and understands the school's safeguarding/child protection policy** especially new or part-time staff who may work with different educational establishments. This is part of all new staff induction.
- **Be responsible for online safety.** The school has strong firewalls and has invested in Impero software to signpost searches/language of concern. The latest DSL refresher course included an aspect on online safety and signposted a police led online awareness course which was attended by the DSL <https://www.improsoftware.com/education>

#### 4. RECORDS, MONITORING AND TRANSFER

- 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 should be brought to the attention of the DSL or in their absence the deputies immediately. Records may be handwritten or typed, signed (possibly electronically) and dated (including day, date and time) and passed immediately to the DSL or a Deputy. The DSL will review the case and report actions to the member of staff who has raised the concern. The original copy will be kept in a secure and confidential safeguarding folder but without breaching any confidentiality. The DSL is responsible for such records and for deciding at what point these

records should be passed over to other agencies (in accordance with the Data Protection Act 2018 and GDPR principles).

- 4.2 Safeguarding records are stored in a locked cupboard apart from normal pupil or staff records.
- 4.3 Safeguarding records are stored in a locked safeguarding cabinet, with access confined to specific staff, the DSL (and relevant Deputies), and the Headteacher. Most LGSS pupils move onto further education of some description and their file is sent to the next place of education. Where this is not the case, the file will be kept securely for ever.
- 4.4 Child protection records are reviewed regularly. This includes monitoring patterns of complaints or concerns about pupils and ensuring these are acted upon. A case file chronology, summarising case activity and significant events in the child's life helps to enable ease of access and can be found in each file.
- 4.5 When children transfer school, their safeguarding records are also transferred within 5 days of them starting (confirmation that the pupil is now on roll at their new place of education is sought). A proof of receipt is enclosed, and files are sent by recorded delivery. 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 Senior Lead and a photocopy kept until receipt is confirmed. Files requested by other agencies e.g., Police, court, social services should be copied.

## **5 SUPPORT TO PUPILS AND SCHOOL STAFF**

### **5.1 Support to pupils**

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view their lives in a positive way and that this is likely to adversely impact their mental health and emotional well-being. It is therefore important that staff recognize that mental health concerns. For such children school may be one of the few stable, secure and predictable components of their lives. Other children may be vulnerable because, for instance, they have an allocated social worker, have a disability, are in care, a care-leaver or previously looked after, or are experiencing some form of neglect. Our school seeks to remove any barriers that may exist in being able to recognise abuse or neglect in pupils with Special Educational Needs or a disability. We will seek to provide such children with the necessary support to build their self-esteem and confidence, helping them to secure the very best educational outcomes they are able to achieve. The context in which safeguarding incidents and/or behaviours occur, whether in school or within or outside the home (including online), will be considered by staff, particularly the DSL and Deputy DSLs. Any associated threats or risks will be included in assessments and relevant information included in referrals to Children's Social Care (this is known as contextual safeguarding). General indicators of abuse and neglect (from Part 1 of the statutory guidance) are also included in Appendix 7 of this policy and further information about specific forms of abuse are contained within Appendix A of the statutory guidance, "Keeping Children Safe in Education 2022".

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 by sharing their concern with the DSL or a deputy. There are also opportunities for staff to share their concerns during regular pastoral briefings and when the deputy head pastoral attends planning meetings. LGSS seeks to remove any barriers that may exist in being able to recognise abuse or neglect in pupils with Special Educational Needs or a 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 SND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing signs, and
- Communication barriers and difficulties in managing or reporting these challenges.
- Cognitive understanding – being able to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school and failing to understand the consequences of doing so.

We will seek to provide all 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, the school nurse and the Head of Learning Support. Any associated threats or risks will be included in assessments and relevant information included in referrals to Children's Social Care (contextual safeguarding). General indicators of abuse and neglect (from Part 1 of the statutory guidance) are also included in Appendix 7 of this policy and further information about specific forms of abuse are contained within Appendix B of the statutory guidance, KCSIE 2022.

### **Early Help**

All staff at LGSS have a role in identifying and responding to all signs of distress, anxiety or fear and a duty to share this information with the DSL to support early identification and assessment. Staff receive training to identify and respond early to emerging difficulties and are reminded to be alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs
- Has special educational needs
- Is a young carer
- Is showing signs of engaging in anti-social or criminal behavior
- Is in family circumstances presenting challenges for the child (for example; substance abuse, adult mental health difficulties, domestic violence)
- Is showing early signs of abuse and/or neglect

Early help may include liaising with other professionals through the completion of a formal Early Help Assessment. Detailed procedures for referral are available at the Leicestershire and Rutland Safeguarding Children Partnership <https://lrsccb.proceduresonline.com/> and the Northampton Safeguarding Children Partnership <http://www.northamptonshiresccb.org.uk/social-care/early-help/>

Providing Early Help Assessment is more effective in promoting the welfare of children than reacting later. Early Help Assessment means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.

Effective Early Help Assessment relies upon local agencies working together to:

- Identify children and families who would benefit from Early Help Assessment;
- Undertake an assessment of the need for Early Help Assessment; and
- Provide targeted Early Help Assessment services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child.

LGSS is committed to working with other local agencies to provide effective early help.

## 5.2 Child on child abuse (previously peer on peer abuse)

LGSS recognises that children sometimes display harmful behaviour themselves and that even if there are no reports, it may still be happening. Incidents or allegations will be referred on for appropriate support and intervention. Such abuse is unacceptable and will not be tolerated at all or passed off as “banter”, “just having a laugh” or “part of growing up”. This abuse could for example include sexual violence and sexual harassment, “upskirting\*”, initiation/hazing type violence, all forms of bullying, abuse in intimate relationships between peers, consensual and non-consensual sharing of indecent images, causing someone to engage in sexual activity without consent and physical violence (e.g. hitting, kicking, shaking, biting, hair pulling, etc.). This may be experienced by both boys and girls; however, girls are more likely to be the victims and boys perpetrators. 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 “Sexual violence and sexual harassment between children in schools and colleges” and Part 5 of “Keeping Children Safe in Education” September 2022).

\* upskirting is a nongender specific term and refers to an incident where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission or knowledge.

Children will be encouraged to report to a trusted adult in school all incidents of peer-on-peer abuse wherever it may have happened and will be taught about alternative ways of doing this both in school and elsewhere. They will always be taken seriously, listened to carefully and

never given the impression that they are creating a problem by reporting their concern or made to feel ashamed. Where an incident has occurred or specific risks are identified, the details will be added to a safeguarding or behaviour record for the children concerned and a thorough investigation conducted by the DSL. A written risk assessment will be undertaken by the DSL in order to minimise the risk of further harm and to ensure the safety of all staff and 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 procedures are included in the linked 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 the necessity of reporting it to the DSL.
- Promotion of a supportive environment by teaching about acceptable and unacceptable behaviours (including online) in both assemblies and the wider curriculum e.g. RSHE/PSHE
- Clear procedures put in place to govern the use of mobile phones in school
- Appropriate staff supervision of pupils and identifying locations around the school site that are less visible and may present more risk to pupils

### **5.3 Online safety**

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

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

- Report immediately to the DSL
- Never view, copy, print, share, store or save the imagery, or ask a child to share or download – this is illegal.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).
- Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.

- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).
- The use of Impero software, monitored by the DSL, helps highlight any concerning internet activity <https://www.improsoftware.com/education>

#### **5.4 Sexual violence and sexual harassment**

Sexual violence refers to sexual offences as described under the Sexual Offences Act 2003 including rape and sexual assault. Sexual harassment is ‘unwanted conduct of a sexual nature’ that can occur online and offline and may include sexual name-calling, taunting or “jokes” and physical behaviour, for example, deliberately brushing against someone or interfering with clothes. 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. However sexual violence and sexual harassment can occur between children of any gender.

LGSS 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. This culture will be created through assemblies, the PSHE curriculum, ‘Everyone’s Welcome, Everyone Belongs’ sessions and by reminders about who to speak to and the mechanisms for sharing.

Following a report of sexual violence School will follow the DfE guidance ‘Sexual Violence and Sexual Harassment’ in Part 5 of KCSIE 2022. Relevant staff will liaise with children’s social care, police and parents as appropriate. The wishes of the victim should be considered, and staff should always act in the best interests of the child. School will offer support to both the alleged victim(s) and child(ren) accused. Parents will be involved in discussions about the format this support will take. School will also need to take account of incidents which occur between pupils outside school.

Sexual violence and sexual harassment is not acceptable and will not be tolerated.

#### **Curriculum**

Planned PHSE 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.

#### **5.5 Children Missing (including absence from school)**

Our school recognises the entitlement that all children have to education and will work closely with the local authority inclusion service to share information about pupils who may be missing out on full time education or who go missing from education. The local authority will also be informed where children are to be removed from the school register a) to be educated outside



the school system; b) for medical reasons; c) because they have ceased to attend; d) because they are in custody; d) because they have been permanently excluded. We also recognise that when children go missing this is a sign that they may have been targeted by perpetrators of Child Sexual Exploitation and/or drug related criminals (County Lines). Children may also be groomed into participating in other forms of criminal exploitation including cybercrime, serious violence and violent crime. Children who attend an alternative education provision or have an agreed reduced timetable are more likely to be vulnerable to these forms of exploitation.

## 5.6 **Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE) and County Lines**

Child Sexual Exploitation and Child Criminal Exploitation 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..

### **Signs that a child may be involved in CCE, CSE or County Lines**

- Going missing for periods of time or regularly returning home late.
- Change in performance at school
- Travelling for unexplained reasons
- Skipping school or being disruptive in class.
- Appearing with unexplained gifts or possessions that can't be accounted for.
- Experiencing health problems that may indicate a sexually transmitted infection.

- In a relationship or spending time with someone older than them.
- Sharp changes in behavior, including becoming angry, aggressive or violent.

The NSPCC website has more information about CCE, CSE and County Lines and is a useful resource. <https://www.nspcc.org.uk/what-is-child-abuse/spotting-signs-child-abuse/>

5.7 **Serious violence** – is associated with a number of risk indicators in children including increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, signs of assault or unexplained injuries. Staff will be made aware of these and of the other risk factors which increase the likelihood of involvement in serious violence, including, being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending such as theft or robbery. Staff training will raise awareness to these risks and any concerns will be passed to the Designated Safeguarding Lead to co-ordinate a safeguarding response.

5.8 **So-called ‘honour-based’ abuse** - encompasses crimes which have been committed to protect or defend the so-called “honour” of the family and/or the community, including Female Genital Mutilation (FGM) (see appendix 8), 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.

### **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 DSL 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.

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

- 5.10 **Private fostering arrangements** - Where a child under 16 (or 18 with a disability) is living with someone who is not their family or a close relative for 28 days or more, staff inform the Designated Safeguarding Lead so that a referral to Children's Social Care for a safety check, can be made. (A close relative includes step-parent, grandparents, uncle, aunt or sibling).
- 5.11 **Domestic abuse** - Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. The 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). This can have a detrimental and long-term impact on health, well-being, development and ability to learn. Staff should refer concerns to the DSL. Where the police have attended an incident of domestic abuse the DSL will receive an Operation Encompass Call. The call is to alert school staff to the likelihood that the child in their care has witnessed abuse. As part of their safeguarding training, staff will have been helped to recognise that behaviour is a form of communication. Children who have experienced domestic violence may engage in challenging behaviour. Staff will be asked to discretely monitor the child and to work with the DSL.
- 5.12 **Complaints or concerns raised by parents or pupils** - will be taken seriously and followed up in accordance with the school's complaints process. LGSS recognises that listening to children/young people is an important and essential part of safeguarding them against abuse and neglect. To this end any expression of dissatisfaction or disquiet in relation to an individual child/young person will be listened to and acted upon in order to safeguard his/her welfare. We will also seek to ensure that the parent or individual child/young person who makes a complaint is informed not only about the action the school will take but also the length of time that will be required to resolve the complaint.
- 5.13 **Support for Staff**

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

Alternatively, staff can seek their own support through the Employee Assistance Programme purchased by the Trust, and which offers a confidential counselling service (phone on 0330 058 4885). Support can also be sought through the Education Support Charity (<https://www.educationsupport.org.uk/>)

## 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 and in policies published on the school website.

- 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.
- Work to develop productive, supportive relationships with parents/carers whenever it is in the child’s interest to do so.

## **7 OTHER RELEVANT POLICIES**

7.1 The Board of Trustees’ 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 and racist incidents)
- Physical Interventions/Restraint (DfE Guidances “Use of Reasonable Force” and “Screening, searching and confiscation”)
- Special Educational Needs and Disability
- Trips and visits
- First aid and the administration of Medicines
- Health and Safety
- Relationships Education, Relationships and Sex Education and Health Education Site Security
- Equal Opportunities
- Toileting/Intimate care
- E-safety
- Extended school activities
- Recruitment
- Whistleblowing

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 refer to the Safer Recruitment policy)**

As part of the commitment to safeguarding children, LGSS will do everything possible to ensure unsuitable adults are not given the opportunity to work or have contact with children on school premises or in the conduct of school business offsite.

- 8.1 The school’s safer recruitment processes follow the statutory guidance: “*Keeping children safe in education September 2022, Part Three: Safer recruitment.*” the School complies with the Independent Schools Standards regulations on 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 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).

## **9. EXTERNAL PROVISION**

- 9.1 At LGSS there are external providers (e.g. catering and cleaning companies, specialist coaches).
- 9.2 The School has written confirmation from these providers that appropriate safeguarding checks have been carried out on individuals working on the premises.

## 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
- C Designated Safeguarding Lead

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

#### B. INDIVIDUAL STAFF/VOLUNTEERS/OTHER ADULTS – MAIN PROCEDURAL STEPS

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

Listen carefully to the child, being non-judgemental and clear about boundaries. Prompt only as necessary with open ended questions – where, when, what etc.

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. The notes can become part of a statutory assessment by children's social care and/or part of a criminal investigation and must only report facts and no personal opinions.

Where the disclosure involves an online element be aware of online safety and do not view or forward illegal images of a child. (UKCCIS Sexting advice and Searching, Screening and Confiscation advice for schools are available online).

3. Where the disclosure involves an online element be aware of online safety and do not view or forward illegal images of a child. (UKCCIS Sexting advice and Searching, Screening and Confiscation advice for schools are available online).
4. If the allegation is about the DSL, the information should be passed to the Headteacher, without the DSL being informed. If the concern involves the conduct of a member of staff or volunteer, a visitor, a trustee a trainee or another young person or child, the Headteacher must be informed.
5. If the safeguarding concern or allegation is about the Headteacher, the information should normally be passed to the Chairman of Trustees (without the knowledge of the Headteacher) , or failing that to the Local Authority Allegations Manager (LADO).
6. If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.
7. Please note Any member of staff can and should feel able to make a referral in exceptional circumstances.

### **C. DESIGNATED SAFEGUARDING LEAD – MAIN PROCEDURAL STEPS**

1. Begin an individual case file for each child involved which will hold a record of communications and actions to be stored securely (see section on Records, Monitoring and Transfer). Include a chronology of case activity.
2. Where initial enquiries do not justify a referral to the investigating agencies, inform the initiating adult and monitor the situation. If in doubt, seek advice from the First Response professionals consultation line.
3. Share information confidentially with those who need to know.
4. Where there is a child protection concern requiring immediate, same day, intervention from Children’s Social Care, the First Response Children’s Duty should be contacted by phone (contact the local authority Children’s Services where the child lives). Written confirmation should be made within 24 hours on the Multi-Agency Referral Form to Children’s Social Care (see link;<http://lrsb.org.uk/childreport>).[Http://www.northamptonshirescb.org.uk/schools/referrals-eha/how-to-make-an-online-referral/](http://www.northamptonshirescb.org.uk/schools/referrals-eha/how-to-make-an-online-referral/) for Northamptonshire). All other referrals should be made using the online form.
5. If the concern is about children using harmful sexual behaviour, also refer to the separate guidance, “Guidance for schools working with children who display harmful sexual behaviour” (Leicestershire LA Guidance).
6. If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.

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



## Appendix 2

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

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

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

There is also a school “Low-level concerns policy” which should be followed if the concern does not meet the allegations threshold above, or is not considered serious enough to make a referral to the LADO. If in doubt speak to the Headteacher, who will decide whether the allegation meets the threshold.

Relevant documents:

- DfE “Keeping children safe in education: Statutory guidance for schools and colleges” (part 4: Allegations made against/concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors)
- If a supply worker is named, the supply agency needs to be involved.
- LGS Trust Whistleblowing Policy
- LGS Low Level Concerns Policy

#### **1. INDIVIDUAL STAFF/DSL/VOLUNTEERS/OTHER ADULTS WHO RECEIVE THE ALLEGATION**

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

#### **2. HEADTEACHER OR CHAIRMAN OF TRUSTEES**

- If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- Before taking further action notify and seek advice from the Allegations Manager (LADO), Safeguarding and Improvement Unit on the same day. Do not begin any investigations.
- You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation at this stage.

- Report to First Response Children's Duty if the Allegations Manager (LADO) so advises or if circumstances require a referral concerning a child.
- Ongoing involvement in cases:
  - Liaison with the Allegations Manager (LADO)
  - Co-operation with the investigating agency's enquiries as appropriate (including working closely with the employment agency in the case of supply teachers).
  - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.
  - Possible referral to the DBS or The Teaching Regulation Agency, depending on the outcome.

## Procedure

Pupil makes a disclosure or allegation  
ensure you have told the pupil the information will be passed on



Record the information on the template Case Details Form (Appendix 2B), including name/date/day/time/notes, then sign and date



Ensure the immediate safety of the pupil



Contact the DSL DS or Deputy DSL  
KR/VB

**OR**

If the allegation involves a member of staff, then inform the Headteacher in the absence of the Headteacher the Chairman of Trustees

**OR**

If the allegation involves the Headteacher then inform the Chair of Trustees without notifying the Headteacher



Send all information to either:  
the DSL (the DDSL will also do this AS WELL if you have passed it on to them)  
**Or** the Headteacher if the allegation involves a member of staff  
**Or** the Chair of Trustees If the allegation involves the Head



Consultations will be had between necessary parties  
*No issue will be dealt with by one member of staff*  
DSL will seek advice from the LSCB/designated officer(s) on the best course of action



Relevant bodies will be informed  
Within 24 hours

**Notes:** *Any member of staff can and should feel able to make a referral in exceptional circumstance. Usually (for example in a case of Early Help), a discussion with the parent(s), carers will have taken place, but this is not essential in referrals to statutory agencies. If the issue involves the potential for serious harm the children's social care should be informed from the outset.*

## Appendix 2B Case Detail Form

Name	Class	
Details and date of incident (may include how evidence of concern was obtained, nature of possible abuse, child's explanation of possible abuse, include child's own words where possible)		
Signature	Name of member of staff	Date

## CHILD PROTECTION - CASE DETAILS FORM

Full name of child		Date of birth
Address		Home phone number
Name of mother	Name of father	Emergency contact
Contact details for mother	Contact details for father	Emergency contact details
Other children in household		
Name of GP	Name of social worker	
Contact details for GP	Contact details for social worker	

## Appendix 3

### LOW LEVEL CONCERNS POLICY

*This is one of the policies concerned with safeguarding and pastoral care. It should be read with regard to the policies on safeguarding, anti-bullying, pupil behaviour, Keeping Children Safe in Education 2022, Working Together to Safeguard Children 2018, Guidance for Safer Working Practice for Those Working with Children and Young People in Education Settings May 2019 (supplemented by the COVID-19 Addendum April 2020), and pastoral care.*

*This policy is a whole school policy and as such applies to the EYFS*

#### **1. Purpose of the Policy**

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 are set out in the Guidance for Safer Working Practice for Those Working with Children and Young People in Education Settings May 2019 (supplemented by the COVID-19 Addendum April 2020) (Sometimes called the safeguarding code of conduct) are lived, monitored, and reinforced.

The policy should be read in conjunction with the current statutory guidance Keeping Children Safe in Education 2022 Part 4, Section 2

#### **2. Who does the policy apply to?**

This policy applies to all staff and other individuals who work or volunteer in school, including supply teachers and contractors.

#### **3. Definition of a low-level concern**

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

- is inconsistent with the "Guidance for Safer Working Practice" (May 2019) (Supplemented by the COVID-19 Addendum April 2020) 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 LADO.

Examples of such behaviour could include, but are not limited to:

- being overfriendly with children;
- having favourites;
- taking photographs of children on a personal device;

- engaging with a child on a one-to-one basis in a secluded area or behind a closed door;
- using inappropriate sexualised, intimidating or offensive language.

#### **4. Reporting low-level concerns**

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.

Where the head teacher is not available, the information will be reported to the Designated Safeguarding Lead (DSL) or Deputy (that is to say, the most senior member of SLT acting in this role).

Low-level concerns about the DSL will be reported to the Headteacher and those about the Headteacher will be reported to the Chair of Trustees (chair@leicestergrammar.org.uk).

Where the low-level concern has been reported to the DSL, they will inform the head teacher of the details as soon as possible.

#### **5. Recording low-level concerns**

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

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

#### **6. Responding to low-level concerns**

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

The Headteacher will:

- Speak to the person reporting the concern to gather all the relevant information
- Speak to the individual about the concern raised to ascertain their response, unless advised not to do so by the LADO or Police (HR advice may also need to be taken).
- Where necessary further investigation will be carried out to gather all relevant information. This may involve speaking to any potential witnesses.
- The information reported and gathered will then be reviewed to determine whether the behaviour,
  - i) is consistent with the “Guidance for Safer Working Practice for Those Working with Children and Young People in Education Settings” (May 2019) (Supplemented by the COVID-19 Addendum April 2020): no further disciplinary action will be required. Feedback will be given to both parties to explain why the behaviour was consistent with the “Guidance for Safer Working Practice”.
  - 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 LADO and advice taken from HR. In this case the school's Managing Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed.
- iv) when considered with any other low-level concerns that have previously been raised about the same individual, should be reclassified as an allegation and referred to the LADO or Police: a referral should be made to the LADO and advice taken from HR. In this case the school's Managing Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed.

Records will be made of;

- i) all internal conversations including any relevant witnesses,
- ii) all external conversations e.g. with LADO,
- iii) the decision and the rationale for it,
- iv) any action taken.

## **7. Can the reporting person remain anonymous?**

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

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

It may be the case that a person finds themselves in a situation which could be misinterpreted or might appear compromising to others; or they may have behaved in a manner which on reflection they consider falls below the standard set out in the "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. Should the low-level concerns file be reviewed?**

A list of low-level concerns will be held by the Headteacher, and this 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 as part of the log.

## **10. References**

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

## **11. What is the role of the Board of Trustees?**

The Headteacher will report at least annually to the Board of Trustees about the implementation of the low-level concerns policy including any evidence of its effectiveness. The Safeguarding Trustee may also review an anonymised sample to ensure that these concerns have been handled appropriately.



## **Appendix 4**

### **Early Years Foundation Stage (EYFS) Policy for the use of Cameras and Mobile Phones**

To ensure the safety and welfare of the children in our care this policy outlines the protocol for the use of personal mobile phones and cameras in the school.

- All staff must ensure that their mobile phones, personal cameras and recording devices are stored securely during working hours on school premises or when on outings. (This includes visitors, volunteers and students). Mobile phones must not be used in any teaching area in school or within toilet or changing areas
- Only school equipment should be used to record classroom activities. Photos should be put on the school system as soon as possible and not sent to or kept on personal devices.
- During school outings nominated staff will have access to a school mobile which can be used for emergencies or contact purposes.
- All telephone contact with parents or carers must be made on the school phone and a note kept on the school management system.
- 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.

#### **Pupil use of mobile phones**

- As a rule, pupils should not bring mobile phones to school. An exception to the rule is pupils travelling to and from school on a school bus. In these cases, phones must be handed to a member of staff upon arrival and then collected at the end of the day.

## Appendix 5

### SAFEGUARDING PUPILS WHO ARE VULNERABLE TO EXTREMISM AND RADICALISATION

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

These include:

- Assessing the risk of pupils being drawn into terrorism (see Appendix 6)
- Working in partnership with relevant agencies (including making referrals) under the Safeguarding Children Partnership procedures
- Appropriate staff training
- Appropriate online filtering, including Impero software.

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.

The School has adopted the Government's definitions for the purposes of compliance with the Prevent duty:

**Extremism:** “vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.”

**Radicalisation:** “the process by which a person comes to support terrorism and forms of extremism leading to terrorism”.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. In particular, outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to Channel (a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism).

*Prevent Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015)* notes the following:

“There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race / hate crime, lack of self-esteem or identity and personal or political grievances.”

Indicators that an individual is engaged with an extremist group, cause or ideology may include:

- spending increased time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- day to day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- attempts to recruit others to the group / cause / ideology;
- communications with others that suggest identification with a group / cause / ideology

Indicators identified as specific to pupils at LGSS

- Speaking in an age inappropriate manner about ideology they have researched or studied online
- A lack of tolerance and/or respect for others during class discussions or in social situations
- Inappropriate content, themes or images evident in classwork
- Pupils who travel on the school bus will mix with older children and may see or hear material which is not age appropriate

Indicators that an individual has an intention to cause harm, use violence or other illegal means may include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social and political ills;
- using insulting or derogatory names or labels for another group;
- speaking about the imminence of harm from the other group and the importance of action now;
- expressing attitudes that justify offending on behalf of the group, cause or ideology;
- Condoning or supporting violence or harm towards others; or plotting or conspiring with others.”

### **Protocol for visiting speakers**

To safeguard children and staff a named coordinator for the visitor/speaker is named in the risk assessment to liaise with the visitor. The coordinator will ascertain that all information communicated by the visitor/speaker is lawful and aligns to the values and ethos of the school and to British values. The coordinator will enter a record of checks on the risk assessment. This records the date of visit, name of speaker/organisation, subject of talk, named coordinator, how we have heard about them and why we do not expect politically radicalised views to be expressed and an evaluation.

School safeguarding procedures apply and visiting speakers will be issued with a visitors badge to wear at all times and a leaflet which includes safeguarding information which they will be asked to familiarise themselves with.

The following paragraph outlines information to be verbally given to a visiting speaker by the coordinator:

*We are very grateful to have a wide range of visiting speakers coming to LGSS to share their thoughts, ideas and experiences. We would draw your attention to the following guidelines for all visiting speakers:*

- *Please be aware of the Christian Foundation on which the school is based*
- *Please be aware that as a school we are fully supportive of fundamental British values, which include democracy, the rule of law, individual liberty and mutual respect and a tolerance of those with different faiths and beliefs.*
- *Please understand that LGSS does not intend to offer a platform for individuals who might espouse racist, homophobic, sexist, ageist or extremist views or anyone who might be trying to incite young people to violence or extremism of any form.*

*Having said this, we welcome people of all backgrounds, ethnicities, beliefs and experiences and we look forward to hearing what you have to share with us.*

Visiting speakers must be accompanied at all times whilst they are on the school site. During the visit the coordinator must ensure that at least one LGSS member of staff is present throughout to monitor what is being said, ensuring it aligns with the values and ethos of the school and British values. In the unlikely event that the speech does not meet this requirement, immediate action must be taken by the member of staff to balance the information given and this must be reported to the DSL immediately or as soon as possible after the visit.

### **Post speech/ visit evaluation**

The speech/visit is evaluated by the organiser, if the visit/speaker does not meet the needs of our pupils then this will be clearly communicated to the visiting speaker/institution.

Thank you letters/emails are sent, and travel expenses are reimbursed for all visiting speakers. These must be arranged by the organising member of staff who originally invited the speaker.

## Appendix 6

### Radicalisation and Extremism Risk Assessment

School.....LGS Stoneygate.....

	Yes/No	Evidence
Does the school have a policy?	Yes	LGSS website
Does the school work with outside agencies on radicalisation and extremism e.g., Channel?	Yes	When required: DSL records
Have staff received appropriate training?	Yes	Certificates held by HR.
Has the school got a trained Prevent lead?	Yes	The DSL Lead
Do staff know who to discuss concerns with? (DSL)	Yes	Staff training and regular updates
Is suitable filtering of the internet in place?	Yes	IT department, including Impero software to signpost searches of concern.
Do children know who to talk to about their concerns?	Yes	Assemblies, individual class visits by the DSL. Pastoral committees.
Are there opportunities for children to learn about radicalization and extremism?	Yes	PSHE curriculum
Have any cases been reported?	Yes	Internet filtering has shown a search of concern: Taliban. Pupil was questioned. A xenophobic letter was discovered. Parents were contacted to discuss.
Are individual pupils risk assessed?	Yes	In the above cases.
What factors make the school community potentially vulnerable to being radicalized? (e.g. EDL local base, extreme religious views promoted locally, tensions between local communities, promotion of radical websites by some pupils/parents)		Situated in a multicultural city.

Comment on the school's community, locality and relevant history:  
 Although set in a small rural Leicestershire village, we are a school who attracts children from all areas. We are aware we have a diverse community with potential for radical views.

Risk evaluation	<u>Low</u> Medium High	Way Forward: Continued observation.
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Date completed..... 18/08/2022.....

Signed.....D.Stocks.....

## Appendix 7

### TYPES OF TYPES OF ABUSE AND POSSIBLE SIGNS

Refer to DfE guidance: 'What to do if you are worried a child is being abused – advice for practitioners'

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

and KCSIE 2022 <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

There is additional information on the safeguarding partnership websites.

[http://rsb.proceduresonline.com/chapters/p\\_rec\\_sig\\_harm.html](http://rsb.proceduresonline.com/chapters/p_rec_sig_harm.html)

### RECOGNISING PHYSICAL ABUSE

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as factitious illness by proxy or Munchausen syndrome by proxy.

### POSSIBLE SIGNS OF PHYSICAL ABUSE

The signs of physical abuse may include:

- Unexplained bruising, marks or injuries on any part of the body;
- Multiple bruises- in clusters, often on the upper arm, outside of the thigh;
- Cigarette burns;
- Human bite marks;
- Broken bones;
- Scalds, with upward splash marks;
- Multiple burns with a clearly demarcated edge.

Changes in behaviour that can also indicate physical abuse:

- Fear of parents being approached for an explanation;
- Aggressive behaviour or severe temper outbursts;
- Flinching when approached or touched;
- Reluctance to get changed, for example in hot weather;
- Depression;
- Withdrawn behaviour;
- Running away from home.

### RECOGNISING EMOTIONAL ABUSE

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve 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 ill-treatment of a child, though it may occur alone.

## **POSSIBLE SIGNS OF EMOTIONAL ABUSE**

- physical, mental and emotional development lags
- admission of punishment which appears excessive
- over-reaction to mistakes
- sudden speech disorders
- fear of new situations
- inappropriate emotional responses to painful situations
- neurotic behaviour (e.g. rocking; hair-twisting; thumb-sucking)
- self-mutilation
- fear of parents being contacted
- extreme of passivity or aggression
- drug/solvent abuse
- chronic running away
- compulsive stealing
- scavenging for food or clothes

## **RECOGNISING ABUSE (NEGLECT)**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **POSSIBLE SIGNS OF NEGLECT**

- constant hunger
- poor personal hygiene
- constant tiredness
- poor state of clothing
- frequent lateness or non-attendance at school
- untreated medical problems
- destructive tendencies low self-esteem
- neurotic behaviour (e.g. rocking, hair-twisting; thumb-sucking)
- no social relationships

## **RECOGNISING SEXUAL ABUSE**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g., rape or buggery) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

## **RECOGNISING ABUSE IN CHILDREN AGED 5-12**

### **POSSIBLE SIGNS OF SEXUAL ABUSE**

- hint about secrets they cannot tell
- say that a friend has a problem



- ask you if you will keep a secret if they tell you something
- begin lying, stealing, blatantly cheating in the hope of being caught
- have unexplained sources of money
- have terrifying dreams
- start wetting themselves
- exhibit sudden inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- stop enjoying previously liked activities, such as music, sports, art, scouts or guides, going to summer camp, gym club
- be reluctant to undress for gym
- become fearful of or refuse to see certain adults for no apparent reason; show dislike of a particular babysitter, relative or other adult
- act in a sexual way inappropriate to their age
- draw sexually explicit pictures depicting some act of abuse
- seem to be keeping secret something which is worrying them
- have urinary infections, bleeding or soreness in the genital or anal areas
- have soreness or bleeding in the throat
- have chronic ailments, such as stomach pains or headaches
- take over the parent role at home, seem old beyond their years (if a victim of incest)
- develop eating disorders, such as anorexia or bulimia
- become severely depressed, even attempt suicide
- have a poor self-image, self-mutilate
- continually run away

Young people from the age of twelve onwards may:

- be chronically depressed be suicidal
- use drugs or drink to excess
- self-mutilate, show self-hatred
- have unexplained pregnancies
- experience memory loss
- become anorexic or bulimic
- run-away frequently
- be inappropriately seductive
- be fearful about certain people like relatives or friends
- assume the role of parents in the house to such an extent that they do all the cooking, cleaning, child-minding and are taking care of everyone's needs except their own
- not be allowed to go out on dates or have friends round
- have soreness/bleeding in the genital or anal areas or in the throat
- find excuses not to go home or to a particular place
- have recurring nightmares/be afraid of the dark
- be unable to concentrate, seem to be in a world of their own
- have a 'friend who has a problem' and then tell about the abuse of the friend
- have chronic ailments such as stomach pains and headaches
- sexually abuse a child, sibling or friend
- exhibit a sudden change in schoolwork habits, become truant
- be withdrawn, isolated, or excessively worried
- have outbursts of anger or irritability
- be fearful of undressing for gym
- have unexplained sums of money
- act in a sexually inappropriate way towards adults

Further details can be found at [http://llrscb.proceduresonline.com/chapters/p\\_rec\\_sig\\_harm.html](http://llrscb.proceduresonline.com/chapters/p_rec_sig_harm.html).

Pupils with SEND are particularly vulnerable to abuse and neglect.

### **Child Sexual Exploitation (CSE)** (Further information in KCSIE Annex B)

Sexual exploitation of children involves situations where young people receive 'something' (e.g., food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common.

Children do not become entrenched in CSE without first being subjected to targeted grooming or opportunistic abuse. Systemic sexual abuse is the final stage in a process. Leicester Grammar School recognise that pupils may be targeted for sexual exploitation, and staff will be vigilant for the indicators and report concerns to their DSL. All staff receive awareness training about CSE. The DSL is conversant with the LSCB procedures and will share information with parents and carers, and the police and social care in appropriate circumstances. We will work with other agencies on plans to protect children who are deemed to be at risk of exploitation.

LGS Stoneygate believes that children need to understand how perpetrators groom children for exploitation. We will use appropriate resources in a sensitive and responsible way to educate young people about grooming behaviours, the risk of being drawn into exploitation, possible consequences, and ways of protecting themselves from the risk of sexual exploitation.

## **Appendix 8 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 9

### STAFF CODE OF CONDUCT

The Staff Code of Conduct is consistent with the statutory guidance 'Working Together to safeguard Children 2018' and KCSiE 2022. It follows 'Guidance for Safer Working Practice for those working with Children and Young People in Educational Settings' which should be read together with the contextualised summary of key principles.

This Code of Conduct applies to all adults who work with pupils within Leicester Grammar School Trust, in either a paid or unpaid capacity. This also includes those who are not directly employed by the school or Trust, e.g. sports coaches and Trustees.

#### A summary of the key principles:

1. Safeguarding and promoting the welfare of children is everyone's responsibility.
2. Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and/or intentions. The relationship between an adult working with a child and that child is one in which the adult has a position of power and influence. The potential for exploitation and harm of vulnerable children and young people means that adults have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.
3. All staff are expected to treat pupils, colleagues, parents and external contacts with dignity and respect and to comply with all relevant school policies.
4. Staff should work, and be seen to work, in an open and transparent way, including self-reporting if their conduct or behaviour falls short of these guiding principles.
5. All staff have a responsibility to maintain public confidence in the ability to safeguard the welfare and best interests of children and young people. They should adopt high standards of personal conduct, ensuring their behaviour (face-to-face and online) remains professional at all times, in order to maintain the confidence and respect of the general public and all those with whom they work. This includes the way in which staff dress, their use of language (including terms of endearment) and their online communication both in and out of school which is, or could become visible to pupils, parents, carers and/or the general public.
6. Staff should always maintain appropriate professional boundaries, avoid behaviour which could be misinterpreted by others and report any such incident to the Head. This is as relevant in the online world as it is in the classroom; staff engaging with pupils and/or parents online have a responsibility to model safe practice at all times.
7. Personal conduct also includes the way in which staff speak to pupils. A positive, respectful and encouraging tone should be used at all times. Where it is necessary to challenge inappropriate behaviour or to get pupils' attention, it is reasonable for staff to raise their voice and/or use an authoritative tone. However, it is not appropriate for staff to shout at pupils habitually or speak to them disrespectfully.
8. Staff should never set out to cause a pupil to feel frightened, ashamed or humiliated. Admonishments should focus on behaviour rather than the pupil's personality or character, and targets for desired behaviour should be described by the member of staff.
9. Members of staff should refer to pupils by name. Disrespectful nicknames, words and terms should be avoided. Staff should exercise caution in referring to pupils by affectionate nicknames

- and more general terms of endearment or familiarity such as 'dear', 'love', 'petal', 'mate', and must avoid terms associated with grooming such as 'sweetheart', 'princess', 'angel', 'darling'.
10. Staff should discuss and/or take advice promptly from the Head if they have acted in a way which may give rise to concern. Staff should inform the Head about any relationships, associations or matters in and out of school (face-to-face or online) which might have implications for safeguarding children.
  11. Staff should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation.
  12. Staff should not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for and work with children.
  13. If a pupil, or their parent/carer, makes a disclosure regarding abuse or neglect, the member of staff must always take any such concerns seriously and follow the school's safeguarding procedures.
  14. Staff must treat information about children and their families discreetly and not disclose confidential matters except in accordance with school policies.
  15. Staff are in a position of trust; it is against the law for someone in a position of trust to engage in sexual activity with a child in their care, even if that child is over the age of consent (16 or over).
  16. Only areas of the curriculum approved to do so and in a fully justifiable context should contain any sexual or other sensitive material. Otherwise, staff should not engage in conversations with pupils about sexual matters. Senior staff should be consulted if there is a possibility of misinterpretation by pupils or parents/carers.
  17. Staff should understand the importance of challenging inappropriate behaviours between peers.
  18. Physical contact should be minimal, time-limited, age-appropriate and able to be justified.
  19. Physical intervention must only be used if it is necessary to keep a pupil or member of staff safe, prevent serious damage to property or disruption of school business; must always be reasonable and proportionate in the circumstances and in order to achieve the objective; and only be used when all non-physical strategies to manage the situation have been exhausted or will not be successful in time to prevent harm or serious damage/disruption. All incidents of physical intervention should be reported immediately to a member of SLT.
  20. Intimate care and first aid should only be administered according to relevant procedures and by qualified personnel.
  21. Staff should not offer transport to pupils outside agreed arrangements. Staff must never offer transport to a pupil if on their own, except when doing so is the only way to prevent harm. Any impromptu or emergency arrangements should be able to be justified, agreed with a member of SLT where possible, and must be reported at the earliest opportunity to the DSL.
  22. Staff should guard against pupils developing an infatuation with them and report any such concerns to the Head.
  23. Staff should not accept gifts other than small tokens of appreciation from pupils or parents.
  24. Staff should not give individual gifts to pupils other than as part of an agreed reward system.
  25. Appropriate social contact between staff, pupils and their families (e.g. when a staff member and parent are part of the same social circle or extended family) should be easily recognised, openly acknowledged and clearly justifiable. Staff should therefore declare via the online Microsoft form when they welcome any pupil (for overnight stays) to their homes or on holiday.
  26. Staff should not engage in any electronic or telephone communication with pupils using personal e-mail accounts or social networks. All communication must be open, transparent and through

- school systems/accounts. Staff should also ensure that any social networking sites they use have the highest security settings and pupils should never be accepted as 'friends'.
27. Any other out of school contact including staff undertaking independent tutoring or sports coaching which may bring them into contact with pupils and their families should be planned and agreed with the Head and the parents/carers.
  28. Internet use including virtual/online teaching and video conversations with pupils should be according to school policy and inappropriate content must not be accessed.
  29. Photographs and video films of pupils must only be taken with parental consent, for school purposes and using school-owned equipment. They will remain the property of the school and must only be stored on school-owned equipment. They can only be published with the express consent of parents/carers.
  30. Staff should only work with pupils on a 1:1 basis in accordance with school policies. There will be occasions when a confidential interview or a 1:1 meeting is necessary, but, where possible, such interviews should be conducted in a room with visual access, or with the door open, or in a room or area which is likely to be frequented by other people, and another pupil or adult should be present or nearby. Staff should not undertake home visits except by agreement with a senior leader. Only in exceptional circumstances which have been fully approved in advance by the Head would it ever be appropriate for a member of staff to invite a pupil into their own home.
  31. Staff should be mindful of situations in which a pupil or parent comes to depend on them for support outside their role and discuss this promptly with the DSL or Head.
  32. Staff accompanying pupils on co-curricular activities, off-site and/or residential visits or Duke of Edinburgh expeditions should remain mindful of, and at all times work in accordance with safeguarding and whistleblowing procedures, trip briefings and risk assessments. Although a more informal approach is usual in such circumstances, the standard of behaviour expected of staff will be no different from that expected within school.
  33. Staff must understand and take seriously their responsibilities under this Staff Code of Conduct and be able to recognise this responsibility in colleagues, volunteers, supply teachers or other adults working in the school.
  34. There is a duty to report (including self-reporting) any incident in which an adult has or may have behaved in a way that is inconsistent with the Staff Code of Conduct including inappropriate behaviours inside, outside of work or online.
  35. Staff should recognise their individual responsibility to raise any concerns, no matter how small, regarding staff behaviour or conduct (including low level concerns) that falls short of the principles outlined in this document. It is crucial that any such concerns, including those which do not meet the harm threshold (see KCSiE), are shared responsibly with the Head, under the Low Level Concerns Policy (even if causing no more than a sense of unease or a 'nagging doubt').
  36. Concerns or complaints about the Head should be reported to the Chairman of Trustees.
  37. Failure to report or respond to such concerns would constitute a failure in professional responsibilities to safeguard children and promote welfare.

Staff can use the contact details at the front of the Safeguarding Policy to locate an alternative route to report a safeguarding concern about a colleague or the Head if they do not feel able to raise a concern internally.