

Safeguarding and Child Protection Policy

Barwell Church of England Academy



Approved by:

The Governing Body

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Children's Services contacts:

LADO / Allegations:

CFS-LADO@leics.gov.uk (email for referral forms)

0116 305 4141 (available Mon-Thu 8.30am-5.00pm, Fri 8.30am-4.30pm)

Two referral forms are also now available.

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

Telephone: 0116 3050005

Email: childrensduty@leics.gov.uk

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

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

Early Help queries and Consultation Line: 0116 3058727

Other useful documents and contacts:

Keeping Children Safe in Education September 2024

[After-school clubs, community activities and tuition: safeguarding guidance for providers](#)

The Equality Act 2010

Guidance for Safer Working Practice for those who work with children in education settings Feb 2022.

NSPCC whistle blowing helpline number is also available (0800 028 0285).

Guidance for schools working with children who display harmful sexual behaviour (Leicestershire LA Guidance)

[Sharing nudes and semi-nudes: advice for education settings working with children and young people' \(March 2024\)](#)

Honour-based violence: National Referral Mechanism (www.gov.uk).

Prevent referral: <https://www.leics.police.uk/advice/advice-and-information/t/prevent/prevent/>

Prevent Team: 101 extension 6770.

National Prevent Advice Line: 0800 011 3764

Report online material promoting terrorism or extremism: <https://www.gov.uk/report-terrorism>

Leicestershire and Rutland Safeguarding Children Partnership Procedures inter-agency processes, protocols and expectations for safeguarding children: www.lrsb.org.uk



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1. Introduction

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

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] and the statutory guidance "*Keeping children safe in education – Statutory guidance for schools and colleges*", 2024 and "*Working Together to Safeguard Children*", 2023.
- the Leicestershire and Rutland Safeguarding Children's Partnership - Multi-agency Safeguarding Arrangements

There are four main elements to our 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 abused;
- **Working with parents** to ensure appropriate communications and actions are undertaken.

This policy applies to all staff, governors and visitors to the school. We recognise that child protection is the responsibility of all staff. We will ensure that all parents and other working partners are aware of our child protection policy by sharing appropriate information in our reception and on the school website and by raising awareness at meetings with parents.

Extended school activities

Where the Governing Body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another provider, the Governing Body will seek assurance in writing that the provider concerned has appropriate policies and procedures in place to safeguard and protect children based on the DfE guidance '[After-school clubs, community activities and tuition: safeguarding guidance for providers](#)' (inspecting these where needed) and that there are arrangements to liaise with the school on these matters where appropriate. Safeguarding requirements will be included in any lease or hire agreement as a condition of use; and any failure to comply will lead to termination of the agreement. The headteacher will also take responsibility to inform the LADO about any allegations that arise against individuals or organisations who use the school premises.

2. Safeguarding commitment

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

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

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.

Our school will therefore:

- Establish and maintain an ethos where all children (including those having protected characteristics under the Equality Act (2010) feel secure and are encouraged to report concerns, talk, and are listened to;
- Make reasonable adjustments for disabled children and young people.
- Ensure that children's wishes and feelings are taken into account when determining what actions to take and services to provide and that they are able to express their views and give feedback. We will always seek to act in the best interests of children.
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty and that there are alternative ways to report concerns;
- Include in the curriculum activities and opportunities for PSHE / Citizenship / Relationships 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 ie both inside and outside the home), and to know to whom they can turn for help; in addition, there are worry boxes around school for children to highlight where they may have worries which are checked on responded to by Jodie Robinson.
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out and recorded on the single central record for new staff and volunteers who will work with children, including identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in schools (s.128), online checks etc (see "Keeping children safe in education" part 3 and the separate Safer Recruitment policy).

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/Cyberbullying
- Drugs, alcohol and substance misuse (County Lines)
- Online safety
- Stranger danger
- Fire and water safety
- Road safety
- Mental, Physical and Spiritual wellness
- Equality Act 2010

3. Roles and Responsibilities

Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers have, or fully develop the skills to access, the support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice to develop as teachers.

General:

- All adults working with or on behalf of children have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school.
- The names of the Designated Safeguarding Leads for the current year are listed at the start of this document.

The Governing Body

In accordance with the Statutory Guidance from the most recent publication of 'Keeping children safe in education', the Governing Body will ensure that:

- The school has its own child protection/safeguarding policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly.

- All governors receive safeguarding training on induction which is regularly updated. This training will be appropriate to their role offering strategic challenge to the school.
- The school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Headteacher, nominated Governors and other staff involved in the recruitment process have undertaken Safer Recruitment Training.
- There are procedures for dealing with safeguarding concerns (including lower level concerns) and allegations of abuse against members of staff and volunteers (see Appendix 2).
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection (the DSL) and there is always cover for this role with appropriate arrangements for before/after school and out of term time activities.
- The DSL undertakes effective training to provide them with the knowledge and skills required to carry out the role (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) using safeguarding briefings etc. The DSL/DDSL also undertake Prevent awareness training.
- The Headteacher, and all other staff and volunteers who work with children undertake appropriate training which is regularly updated at least annually, (and more comprehensively, every three years in compliance with the Safeguarding Children Partnership protocol); and new staff and volunteers are made aware of the school's arrangements for child protection and their responsibilities (including this policy, Part 1 of Keeping Children Safe in Education (or Annex A, if appropriate), the pupil behaviour policy, the staff behaviour policy (code of conduct), the role of the DSL/DDSL, how to respond to children who are absent or go missing from education and their role in monitoring screens when children are online). Annex B from the most recent publication of 'Keeping children safe in education' is provided to all staff working directly with children.
- Any deficiencies or weaknesses brought to the attention of the Governing Body will be rectified without delay.
- The Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any safeguarding concerns or allegations of abuse made against the Headteacher, in liaison with the Local Authority Allegations Manager (LADO).
- Effective policies and procedures are in place and updated annually including a behaviour "code of conduct" for staff and volunteers. This code of conduct incorporates all the areas addressed in the 'Guidance for Safer Working Practice for those who work with children in education settings Feb 2022. Information is provided to the Local Authority (acting on behalf of the Safeguarding Children Partnership) through the Safeguarding Annual Return.
- There is an individual member of the Governing Body who will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated Safeguarding Lead, and provide information and compliance/monitoring reports to the Governing Body.
- The school contributes to inter-agency working in line with statutory guidance 'Working Together to Safeguard Children' 2023 including providing a co-ordinated offer of Early Help for children who require this. For example, children who are frequently missing/goes missing from education, home or care, has experienced multiple suspensions, is at risk of being permanently excluded from school or an alternative provision or pupil referral unit, has a parent or carer in custody or is affected by parental offending. 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.

Headteacher

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the Governing Body are effectively implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the 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 a child or young person are notified to the Local Authority Designated Officer where the threshold is met.

- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner. The NSPCC whistle blowing helpline number is also available (0800 028 0285).
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children's Social Care or the Police.

Designated Safeguarding Lead and Deputy Designated Safeguarding Leads

The Designated Safeguarding Lead (DSL) or a DDSL 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 the Headteacher and the safeguarding role is explicit in their job description. The DDSL roles differ depending on their role in school. The DSL/DDSL Responsibilities include:

- **Managing referrals (DSL & DDSL daily Safeguarding):** e.g. to the local authority children's social care, to the Channel programme, to the Disclosure and Barring Service for staff dismissed for safeguarding concerns (as required), to the Police where a crime may have been committed
- **Working with others (DSL & DDSL daily Safeguarding):** to act as a source of support and advice, to act as a point of contact for the safeguarding partners, to liaise with the headteacher or principal about issues especially to do with ongoing enquiries under section 47 of the Children Act 1989 and police investigations, to liaise with staff when deciding to make a referral to relevant agencies so that children's needs are considered holistically, to liaise with the senior mental health lead, to promote supportive engagement with parents and carers, to take the lead in promoting educational outcomes for children in need and those who have ever had a social worker, to liaise with the Governing Body and the Local Authority on any deficiencies brought to the attention of the Governing Body and how these should be rectified without delay
- **Information sharing and managing safeguarding records (DSL & DDSLs):** keeping records confidential, secure and up to date, in a separate record for each child, including a clear and comprehensive summary, detailing how the concern was followed up and resolved, with a note of actions, decisions and the outcome, sharing information as required to safeguard children and transferring records and other relevant information to the new school within 5 days or in advance if necessary
- **Raising Awareness (DSL):** ensuring each member of staff and volunteer understands the child protection policy which is reviewed at least annually, making it available publicly, ensuring staff and governors have access to relevant training and induction, promoting educational outcomes by sharing relevant information about vulnerable children
- **Training, knowledge and skills (DSL & DDSLs):** to undergo DSL training every two years (updating at least annually via bulletins etc) and to attend Prevent awareness training, in order to understand assessment and referral processes, to contribute effectively to child protection conferences including the importance of sharing information, to understand the lasting impact that adversity and trauma can have on children and how to respond to this, to be alert to children with specific needs e.g. SEND, those with health conditions and young carers, to understand the unique risks associated with online safety
- **Providing support to staff (DSL & DDSLs):** to help them feel confident on welfare, safeguarding and child protection matters, to provide support in the referral process if required and to help them to understand that safeguarding and educational outcomes are linked
- **Understanding the views of all children (DSL & DDSLs):** encouraging a culture of listening to all children (including those who are known to be disproportionately impacted by different forms of harm and abuse eg LGBT pupils, disabled children or girls) and taking account of their wishes and feelings in measures taken to protect them and understanding the difficulties children may have in approaching staff about their circumstances
- **Holding and sharing information (DSL & DDSL daily Safeguarding) :** sharing with safeguarding partners, other agencies and professionals and transferring records between schools and colleges in accordance with data protection legislation, keeping detailed, accurate and secure written records (including a rationale for decision-making) and understanding the purpose of this.

4. Records, monitoring and transfer

Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the school. Records of concerns are written down on a Yellow Concern Form, signed and dated and passed immediately to the the DSL or DDSL on duty. The

DSL/DDSLs are responsible for triaging the Concern Forms and uploading them to CPOMs and for deciding at what point these records should be shared with other agencies (in accordance with the Data Protection Act 2018 and GDPR principles).

Child protection records are kept securely on CPOMs, with access confined to the DSL/DDSLs using Two-factor Authentication.

Child protection records are reviewed at least weekly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon. A case file chronology, summarising case activity and significant events in the child's life, helps to enable effective monitoring. Any actions taken are clearly indicated, including an explanation for the action, a date for when it should be completed and how it will be monitored.

When children transfer school their safeguarding records are also transferred within 5 days of them starting. Safeguarding records will be transferred to their new school via CPOMs if the new school uses this software. If a new school does not use CPOMs, their record will be printed out and given to their new school's DSL. In all cases, if there are active safeguarding concerns, the Day to day Safeguarding Lead will contact the school and complete a handover. Where a child needs specific ongoing support, relevant information will be transferred prior to the child arriving at their new school. In the event of a child moving out of area and a physical handover not being possible then the most secure method will be found to send the confidential records to a named Designated Safeguarding Lead. Files requested by other agencies e.g. Police will be printed from CPOMs and handed over.

5. Support to pupils and school staff

Support to pupils (including those with a disability or about whom there are mental health concerns)

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view their lives in a positive way and that this is likely to adversely impact their mental health and emotional well-being. Children may be vulnerable because, for instance, they have needed an allocated social worker, have a disability, are in care, a care-leaver or previously looked after, or are experiencing some form of neglect. It is therefore important that staff recognize that mental health concerns can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. For such children school may be one of the few stable, secure and predictable components of their lives. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken, following this policy and speaking to the designated safeguarding lead or a deputy. Our school seeks to remove any barriers that may exist in being able to recognise abuse, neglect or exploitation in pupils with Special Educational Needs, disabilities or physical health issues.

These barriers include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
- communication barriers and difficulties in managing or reporting these challenges.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

We will seek to provide such children with the necessary support to build their self-esteem and confidence, helping them to secure the very best educational outcomes they are able to achieve. The context in which

safeguarding incidents and/or behaviours occur, whether in school or within or outside the home (including online), will be considered by staff, particularly the DSL and DDSLs. Any associated threats or risks will be included in assessments and relevant information included in referrals to Children's Social Care. General indicators of abuse and neglect (from Part 1 of the statutory guidance) are also included in the Appendix of this policy and further information about specific forms of abuse are contained within Appendix B of the statutory guidance, Keeping Children Safe in Education.

Child on child abuse

We recognise that children sometimes display harmful behaviour themselves and that even if there are no reports, it may still be happening. Incidents or allegations will be referred on for appropriate support and intervention. Such abuse is unacceptable and will not be tolerated at all or passed off as 'banter', 'just having a laugh' or 'part of growing up'. This abuse could 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.) experienced by both boys and girls.

In addition, girls are more likely to be the victims and boys perpetrators. Some pupils may be more at risk from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination. We therefore take positive action to create a culture of support so that children feel confident to bring forward any concerns and have a safe space to talk to trusted staff about their experiences, and also do our best endeavours to ensure that particularly girls and vulnerable groups, such as LGBT and ethnic minority backgrounds, feel confident in this.

There are different school and local authority or Safeguarding Children Partnership guidance and policies which detail the school's procedures to address and minimise these concerns including the Behaviour Policy, Anti-bullying Policy, E-safety Policy, Guidance for Schools Working with Children who Display Harmful Sexual Behaviour (Leicestershire LA Guidance) and the DfE guidance Part 5 of Keeping children safe in education. Where an incident has occurred or specific risks are identified, the details will be added to CPOMs for the record for the children concerned and an investigation conducted by the DSL/DDSLs. 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 will be offered to the alleged victim and the child or young person accused and any other children involved by different adults in school (to avoid a possible conflict of interest) and a referral to any relevant outside agency will be made eg Police/Social Care.

All children will be encouraged to report to a trusted adult in school all incidents of child on child abuse wherever it may have happened and will be taught about alternative ways of doing this both in school and elsewhere, for example, using one of our Worry Boxes around school. All staff will either complete a concern form if a child discloses child on child abuse to them or radio for a DSL/DDSL if they are aware of it in the moment. Children will always be taken seriously and never given the impression that they are creating a problem by reporting their concern or made to feel ashamed. It is recognised that even where no reports are received, this does not mean that such abuse is not taking place. It could just be that it has not been reported. Where an incident has occurred or specific risks are identified, the details will be added to a safeguarding or behaviour record for the children concerned and a thorough investigation conducted by the DSL/DDSL where appropriate. A risk assessment will be undertaken by the DSL/DDSL to establish if anything needs to be put place 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. Safety plans will be written if needed 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.

Full details of our school's procedures for child on child abuse are set out in our Child on Child Abuse Policy which can be found in the Appendices of this policy or as a standalone policy.

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

- Staff training to ensure an understanding of what it is and how to recognise signs
- Promotion of a supportive environment by teaching about acceptable and unacceptable behaviours (including online) in both assemblies and the wider curriculum, e.g. RSHE
- Clear procedures put in place to prevent mobile phones being used within school
- Appropriate staff supervision of pupils and identifying locations around the school site that are less visible and may present more risk to pupils

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:** being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism
- **Contact:** being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and/or financial scams

Online safety is a consideration running through the planning and implementation of all relevant policies and procedures. Different staff (e.g. the DSL/DDSLs, SLT, Network Manager, and all other staff) understand and receive relevant training about their assigned roles and responsibilities in filtering and monitoring the internet in school; e.g. understanding the systems and processes in place, reviewing internet logs, checking and reviewing its effectiveness, knowing how to record and report concerns etc. 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' \(March 2024\)](#) will be used to guide the school's response on a case by case basis.

The key points for staff and volunteers being:

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

Key points for DSL/DDSL being:

- Log any online concerns on CPOMs under the correct category and triage whether any referrals need to be made by using the DfE Guidance and/or KCSIE
- Inform the Online Safeguarding DDSL of the incident
- The Online Safeguarding DDSL will work with the Network Manger to investigate the incident in regards to our Filtering and Monitoring procedures and any reviews to practice that need to be implemented

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. We will take positive action to create a safe and supportive culture in school recognising the disproportionate vulnerability of these groups so that all pupils feel supported and have a safe space in order to speak openly with trusted adults if they wish to do so.

Curriculum

Planned PHSE and Relationships Education, Relationships and Sex Education and Health Education will include a number of safeguarding issues as set out in the DfE statutory guidance. This will be appropriate to pupils' age and stage of development. It will also be underpinned by the school's behaviour policy and pastoral support system.

Responding to an incident

- School will follow the DfE guidance on 'Child on child Sexual violence and sexual harassment in Part 5 of 'Keeping children safe in education.
- Relevant staff will liaise with the police, social care and parents as appropriate.
- Support will be offered to both the alleged victim/s and child/ren accused. Parents will be included in discussions about the format that this support will take.

Children Absent from school, particularly where unexplainable or persistent/severe

Our school recognises the entitlement that all children have to education and will work closely with the local authority Inclusion Service to share information about pupils who may be missing out on full time education or who go missing from home or school. We also recognise that children who are absent from school, particularly on repeat occasions or for prolonged periods are likely to be more at risk of abuse, neglect or exploitation. The school attendance policy sets out the actions that will be taken to check the wellbeing of any pupil that is absent. The local authority will also be informed where children are to be removed from the school register a) to be educated outside the school system (especially when an Education Health Care Plan is in place); b) for medical reasons; c) because they have ceased to attend; d) because they are in custody; d) because they have been permanently excluded. We also recognise that when children go missing or absent from school repeatedly or for prolonged periods, this is a sign that they may have been targeted by perpetrators of Child Sexual Exploitation (CSE) and/or drug related criminals (County Lines). Children may also be groomed into participating in other forms of criminal exploitation (CCE) 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. Where a pupil is placed with an alternative provision provider, we continue to be responsible for the safeguarding of that pupil and will satisfy ourselves that the provider meets the needs of the pupil.

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

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

facilitated and/or take place online. CSE can include 16 and 17 year olds who can legally consent to sex but they may not realise they are being exploited, 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 CSE. 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. CCE 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 DSL/DDSL who will make a risk assessment and refer to Local Authority First Response Children's Duty if appropriate.

Serious violence

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 DSL/DDSL to co-ordinate a safeguarding response.

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 Appendices), forced marriage (the legal age to marry is now 18 with or without parental consent), 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.

So-called 'honour-based' abuse

'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 Appendices) forced marriage (the legal age to marry is now 18 with or without parental consent), 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 DSL/DDSL for onward referral as required.

Modern slavery and human trafficking

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/DDSL without delay who will take action and also refer victims to the National Referral Mechanism (www.gov.uk).

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, auntie or sibling).

Domestic abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional.

Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (e.g. teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. Staff will refer concerns to the DSL/DDSLS and where the police have attended an incident of domestic abuse and school receive an 'Operation Encompass' alert via email to DSL/DDSLS on the SLT, any pupil who may have been impacted will have the incident logged on CPOMs and will be supported.

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

6. 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 DSL/DDSLS about the support they require. The DSL/DDSLS will seek to arrange the necessary support.

Working with children's families

The school will:

- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Undertake appropriate discussion with parents/carers prior to involvement of Children & Family Services Children's Social Care or another agency, unless to do so would place the child at risk of harm or compromise an investigation.

7. Other Relevant Policies

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

- Behaviour Policy (Including Behaviour Principles)
- Staff Code of Conduct
- Anti-Bullying Policy
- Inclusion Policy
- SEND Information Report
- EVC Policy
- Induction Procedures
- First Aid Policy
- Children with Health Needs who cannot Attend School Policy
- Data Protection Policy
- Equality Policy
- Relationships Education, Relationships and Sex Education and Health Education Policy
- Health and Safety Policy
- Complaints Policy
- Single Central Record
- Statement of Procedures for Dealing with Allegations against Staff Policy
- Supporting Children with Medical Conditions
- Whistleblowing Policy
- Administering Medicines Policy
- Attendance Policy
- Designated Teacher for Looked After Children and Previously Looked After Policy
- ICT Acceptable Use Policy

- Mobile Phone Policy
- Online Safety Policy
- Safer Recruitment Policy
- Sexual Harassment Prevention Policy
- The administration of medicines
- Wraparound Care and Extra-curricular Activities Policy

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

8. Recruitment and selection of staff

The school's safer recruitment processes follow the statutory guidance: 'Keeping children safe in education, Part Three: Safer recruitment.'

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.

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.

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

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



Appendix 1

Alleged or Suspected Abuse, or Serious Cause for Concern about a Child Procedures

1. General

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

It is important that all parties act swiftly and avoid delays.

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.

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

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 that might put the child at risk, and in individual cases advice from Children's Social Care will need to be taken.

2. Staff, volunteers and other adults

Main procedural steps

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

If you witness concerning behaviour, e.g. child on child abuse whilst on duty, radio for triage and a DSL/DDSL on duty will respond.

As soon as possible make a dated (including the day), timed and signed record on a Yellow Concern Form of what has been disclosed or noticed, said or done and report to the DSL/DDSL in the school. Include specific details, e.g. child's own words or a precise description of the placing, size and colour of a bruise.

If the concern involves the conduct of a member of staff, volunteer, a visitor, a governor, a trainee or other adult in school, a Yellow Concern Form should be completed and handed to the Headteacher and not discussed with anyone else. If the Headteacher is not available, the form should be handed to the Deputy Headteacher.

If the safeguarding concern or allegation is about the Headteacher, the information should normally be passed to the Chair of Governors, Maggie Spence (mspence@barwellacademy.org) or failing that the Local Authority Allegations Manager (LADO: CFS-LADO@leics.gov.uk).

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

2. Designated Safeguarding Lead (DSL) and Deputies (DDSLs)

Main procedural steps

When a Yellow Concern Form has been received or you have responded to a triage radio call, open a child's record on CPOMs and investigate the child's individual circumstances and any incidents regarding safeguarding previously recorded to ensure that you have a holistic view of the situation. If you have a child/ren with you following a triage call, ensure that they are not in need of any first aid and are regulated enough to sit in the Spiritual Area so that you can triage the concern. Ensure that they understand that you are treating the situation seriously, will listen carefully to all involved and will work to sort the situation out.

Triage the concern form received by:

- adding the incident onto CPOMs, ensuring that the right categories are checked to reflect the nature of the concern,
- scanning the Concern Form and uploading it, and
- decide whether a referral to outside agencies needs to be made
- If a referral is made, the incident remains active and any updates are recorded as actions on this incident
- If no referral is required, a decision is made to decide whether internal actions need putting in place and, if they do, these are recorded
- The actions should be specific and detail who is responsible for implementing them, the deadline for completing them and any monitoring that will occur
- All relevant staff are tagged in the incident
- If it is decided that the concern is information already known or is only needed for reference and therefore no actions are needed, the incident should be logged as No Further Action
- Any active incidences will be monitored at least weekly and any outstanding actions will be addressed until the incident reaches a safe resolution or needs to be escalated. Once it reaches a safe resolution because all actions are in place and any monitoring is completed, the incident should be changed from active to no further action by the DSL/DDSL who logged the original incident

In cases where the concern is regarding harmful sexual behaviour or child on child abuse, the above process is followed by the DSL/DDSL except, as part of the triage process, it will be determined whether or not the incident was harmful sexual behaviour or non-sexual. If it is non-sexual and there are no concerns about power imbalances, the incident will be dealt with by the Behaviour Policy and the incident will detail the details of the incident which led to this decision. However, the incident will remain logged as a concern so that the number of child on child abuse incidences can be monitored monthly.

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

Exceptional safeguarding circumstances

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



Appendix 2

Process for Dealing with Safeguarding Concerns or Allegations Against Staff (Including Headteachers), Supply Teachers, Volunteers and Contractors

1. General

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

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

There is also a school Low-level Concerns Policy which should be followed if the concern does not meet the allegations threshold above or is not considered serious enough to make a referral to the LADO.

Relevant documents

DfE Keeping Children Safe in Education: Statutory guidance for schools and colleges (Part 4: Safeguarding concerns or allegations made about staff, including supply teachers, volunteers and contractors)

2. Staff, volunteers and other adults

Main procedural steps

If you witness behaviour by an adult within our school or connected with our school that concerns you, either because of behaviour as detailed above, or anything that concerns you:

- complete a Yellow Concern Form with as much detail as possible and make sure that it is dated and signed
- Do not discuss your concerns with any others in any circumstances. It is not appropriate to go to a member staff, such as the Family Link Worker, to discuss whether this is a concern.
- Hand the concern form to the Headteacher as soon as possible. Do not leave it on their desk but hand it to them and tell them that it is an adult concern.
- If the Headteacher is unavailable, pass the concern form to the Deputy Headteacher
- If the concern is about the Headteacher, report this to Maggie Spence, Chair of Governors (mspence@barwellacademy.org). If you have any difficulties with this, then contact the LADO (CFS-LADO@leics.gov.uk). If you need support with this, the NSPCC whistle blowing helpline number is also available (0800 028 0285).

3. Headteacher (or Chair of Governors)

Main procedural steps

If a concern is raised about an adult connected to the school, the Headteacher, or the Chair of Governors if the concern is about the Headteacher, should:

- Read the concern and decide whether it meets the threshold for allegations set out in the general section above
- If the concern does not meet the above thresholds, the Low Level Concerns Policy should be implemented

- If it does meet the above threshold for one or more of the criteria, contact the LADO immediately and follow any instructions given and continue to do so until there is a safe resolution
- Report to First Response Children's Duty if the Allegations Manager advises or if the circumstances require a referral concerning a child
- Record the initial concern on Staff Safe, including scanning the original concern, and add actions as they happen to keep a trail of the incident
- Depending on the outcome of any investigations, decide whether there needs to be a referral to the Disclosure and Barring Service (DBS) or the Teachers Regulation Agency (TRA). It is the school's responsibility to make these referrals, regardless of which agencies have been involved
- If the investigation has been concluded by outside agencies as needing no further action, consider, with the support of HR, employment issues and possible disciplinary action

4. Monitoring

Whenever a concern is reported to the Headteacher, they should examine the staff member's record on Staff Safe to establish whether other concerns have been raised and what the outcomes were. This is important as failure to improve or repeated behaviour would need to be escalated.

Each concern about an adult is logged on Staff Safe and put into a category:

- Self-declaration
- Low-level concern
- Allegation

Although an individual's record is checked when a new concern is raised, the records in their entirety are monitored monthly by the Headteacher. The outcomes are reported in the Record of Safeguarding, along with an outcome for each. A strategic approach is taken so that any trends or patterns can be identified and policies and procedures adjusted as necessary.

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

Governing Body

The Headteacher will regularly inform the Governing Body about the implementation of this low-level concerns policy, including any evidence of its effectiveness, e.g. with relevant data. The Safeguarding Link Governor may also review an anonymised sample of records to ensure that concerns have been handled appropriately.



Appendix 3

Low Level Concerns

1. General

This policy sets out a framework whereby staff are expected to report concerns, no matter how small, about their own behaviour or that of another member of staff, volunteer, supply teacher, contractor or other person working in school. Its purpose is to help create and embed a culture of openness, trust and transparency in which the clear values and expected behaviour set out in the 'Guidance for safer working practice for those working with children and young people in education settings' (February 2022) (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, Part 4, Section 2.

Who does the policy apply to?

This policy applies to all staff and other individuals who work or volunteer in school.

2. Staff, volunteers and other adults

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

It is worth noting that staff do not need to make the distinction between a safeguarding concern/allegation and a low-level concern to report to the Headteacher. It is important for them to know the distinction between the two but should not let this impact on reporting any concerns.

Main procedural steps

Where a low-level concern has been identified, as soon as possible:

- complete a Yellow Concern Form with as much detail as possible and make sure that it is dated and signed
- Do not discuss your concerns with any others in any circumstances. It is not appropriate to go to a member staff, such as the Family Link Worker, to discuss whether this is a concern.
- Hand the concern form to the Headteacher as soon as possible. Do not leave it on their desk but hand it to them and tell them that it is an adult concern
- If the Headteacher is unavailable, pass the concern form to the Deputy Headteacher
- If the concern is about the Headteacher, report this to Maggie Spence, Chair of Governors (mspence@barwellacademy.org). If you have any difficulties with this, then contact the LADO (CFS-LADO@leics.gov.uk). If you need support with this, the NSPCC whistle blowing helpline number is also available (0800 028 0285).

Please note, although the above should be done as soon as possible, it is never too late to share a low-level concern.

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.

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 which we call a Self-declaration. This will enable a potentially difficult situation to be addressed at an early opportunity if necessary. A Self-declaration is made in the same way as any other concern, on a Yellow Concern Form and handed directly to the Headteacher. It should have written on it that it is a Self-declaration.

3. Headteacher (or Chair of Governors)

Main procedural steps

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

- Obtain more information from the person reporting the concern if needed
- Speak to the individual about the concern raised to ascertain their response
- Where necessary further investigation will be carried out to gather all relevant information. This may involve speaking to witnesses
- Record the initial concern on Staff Safe, including scanning the original concern, and add actions as they happen to keep a trail of the incident
- The information reported and gathered will then be reviewed to determine whether the behaviour:
 - Is consistent with the Guidance for Safer Working Practice for those Working with Children and Young People in Education Settings (February, 2022)
 - Constitutes a low-level concern
 - Is serious enough to consult with or refer to the LADO
- In consideration of the above, the Headteacher can:
 - Decide no further action is required
 - Additional training/guidance/support is required to rectify the behaviour
 - Is serious enough to consult with or refer to the LADO
 - Consider this low-level concern alongside previous concerns raised and reclassify it as an allegation. The Allegations Policy should then be followed

It is important for staff to be aware that, in cases where additional training, advice and/or support has been put in place, failure to improve or a repeat of the behaviour will be treated seriously and our Disciplinary Policy will be enacted.

4. Monitoring

Whenever a concern is reported to the Headteacher, they should examine the staff member's record on Staff Safe to establish whether other concerns have been raised and what the outcomes were. This is important as failure to improve or repeated behaviour would need to be escalated.

Each concern about an adult is logged on Staff Safe and put into a category:

- Self-declaration
- Low-level concern
- Allegation

Although an individual's record is checked when a new concern is raised, the records in their entirety are monitored monthly by the Headteacher. The outcomes are reported in the Record of Safeguarding, along

with an outcome for each. A strategic approach is taken so that any trends or patterns can be identified and policies and procedures adjusted as necessary.

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

Governing Body

The Headteacher will regularly inform the Governing Body about the implementation of this low-level concerns policy, including any evidence of its effectiveness, e.g. with relevant data. The Safeguarding Link Governor may also review an anonymised sample of records to ensure that concerns have been handled appropriately.



Appendix 4

Child on Child Abuse

1. General

All staff should recognise that children are capable of abusing other children (including online). This policy sets out the procedures with regard to child on child abuse. Even if there are no reported cases of child on child abuse, such abuse may still be taking place and is simply not being reported. We have a zero-tolerance approach to abuse, and it should never be passed off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys' as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. It is more likely that girls will be victims and boys perpetrators, but all child-on-child abuse is unacceptable and will be taken seriously.

2. Child on child abuse

Forms of child on child abuse

Child on child abuse can include:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (also known as teenage relationship abuse)
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment.
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals

Child on child sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable.

As a collective, we need to:

- make it clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It should never be passed off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'. Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it
- recognise, acknowledge, and understand the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported
- challenge physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalises them

Children who are victims of sexual violence and sexual harassment wherever it happens, may find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children with special educational needs and disabilities (SEND) are also three times more likely to be abused than their peers.

Ultimately, it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

Sexual violence

It is important that we are aware of sexual violence and the fact children can, and sometimes do, abuse other children in this way and that it can happen both inside and outside of school. A child under the age of 13 can never consent to any sexual activity.

Sexual offences under the Sexual Offences Act 2003¹³³ as described below:

Rape:

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

Assault by Penetration:

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

Sexual Assault:

A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (NOTE - Schools and colleges should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault).

Causing someone to engage in sexual activity without consent:

A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (NOTE – this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party).

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. Harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes.
- displaying pictures, photos or drawings of a sexual nature
- upskirting (this is a criminal offence¹³⁷), and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - consensual and non-consensual sharing of nude and semi-nude images and/or videos. Taking and sharing nude photographs of U18s is a criminal offence
 - sharing of unwanted explicit content
 - sexualised online bullying
 - unwanted sexual comments and messages, including, on social media
 - sexual exploitation; coercion and threats, and

- coercing others into sharing images of themselves or performing acts they're not comfortable with online.

Harmful sexual behaviour

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "**harmful sexual behaviour**" (HSB). HSB can occur online and/or face-to-face and can also occur simultaneously between the two. HSB should be considered in a child protection context.

When considering HSB, both ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

Our DSL and DDSL responsible for day-to-day safeguarding, have both been trained in child on child abuse. HSB can, in some cases, progress on a continuum. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying HSB have often experienced their own abuse and trauma. It is important that they are offered appropriate support.

3. Procedures for dealing with child on child abuse

Main procedural steps

It is important to understand that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of school or college staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong.

Step 1: If a child makes a disclosure that an incident of child on child abuse has occurred it is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting an incident. Nor should a victim ever be made to feel ashamed for making a report.

The incident should be recorded on a Yellow Concern Form following school's normal safeguarding procedures and a Yellow Form Radio call be placed or the Yellow Form handed to the DSL/DDSL as soon as possible following the disclosure. If a member of staff witnesses child on child abuse or has it reported to them whilst they are on duty, they should radio for a triage and a DSL/DDSL on duty will respond.

Step 2: The DSL/DDSL will log the incident on CPOMs and triage. The triage will involve deciding if it sexual or non-sexual related. If it is non-sexual, and there are no concerns about power imbalances, the DSL/DDSL will deal with the incident using our Behaviour Policy, and log it on CPOMs under the Behaviour Log: Child on Child: Dealt with under Behaviour Policy. This indicates that the member of staff has considered the above and has decided there is no safeguarding risk. However, these incidences will be monitored monthly. If it is classed as sexual violence or sexual harassment, they will move onto Step 3. It is important that all sexual violence or sexual harassment be treated seriously as some cases progress on a continuum and swift action could prevent further harm.

Step 3: The DSL/DDSL should carry out a risk assessment. Ideally, this would be done in conjunction with another DDSL. The risk assessment should consider:

- The victim, especially their protection and support
- whether there may have been other victims
- the alleged perpetrator(s)

- all the other children, (and, if appropriate, staff), any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms, and
- The time and location of the incident, and any action required to make the location safer

The risk assessment will support the DSL/DDSL to decide what further action is to be taken. The follow will be taken into consideration:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's duty and responsibilities to protect other children
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed
- the ages of the children involved
- the developmental stages of the children involved
- any power imbalance between the children. For example, is/are the alleged perpetrator(s) significantly older, more mature, confident and well known social standing? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- that sexual violence and sexual harassment can take place within intimate personal relationships between children
- importance of understanding intra familial harms and any necessary support for siblings following incidents
- are there ongoing risks to the victim, other children, adult students or school or college staff, and other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation

Step 4: The DSL/DDSL will make a decision on the safest approach to handling the situation. The below is a graduated response:

1. That the situation does not require early help or a referral and that it can be dealt with under our Behaviour Policy. Families must be informed and all decisions logged on CPOMs
2. That the situation does not require early help or a referral but that a Safety Plan should be put in place. The Safety Plan should be logged on CPOMs and families informed. There should be a clear indication of how the Safety Plan will be monitored, by whom and with what frequency. It should also indicate what would need to happen for the case to have no further action or for it to be escalated.
3. The incident requires Early Help involvement. Families are informed and permission to refer to Early Help sought. All decisions to be logged on CPOMs. This does not negate the need for a Safety Plan to be put in place.
4. Where a child has been harmed, is at risk of harm, or is in immediate danger, a referral to local authority children's social care should be made. We should not wait for the local authority to act and should do everything to keep children safe. We will liaise with the local authority over whether families should be informed. All information will be logged on CPOMs.
5. A report is made to the police, along with a referral to the Local Authority. School will gain support on whether to inform families. All information will be logged on CPOMs.

In all cases, and regardless of the step taken, all children involved should be supported. Everything should be done to protect the victim whilst also supporting the perpetrator. All incidences should be dealt with on a case by case basis.



Appendix 5

Female Genital Mutilation

1. General

Genital mutilation is a criminal offence – it is child abuse and a form of violence against women and girls, and therefore should be treated as such. Cases should be dealt with as part of our existing structures, policies and procedures for child protection. There are, however, particular characteristics of Female Genital Mutilation (FGM) that staff should be aware of to ensure that they can provide appropriate protection and support to those affected.

2. Female Genital Mutilation

FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death.

The age at which FGM is carried out varies enormously according to the community. The procedure may be carried out shortly after birth, during childhood or adolescence, just before marriage or during a woman's first pregnancy.

FGM is known by a variety of names, including 'female genital cutting', 'circumcision' or 'initiation'.

Principles for all staff to follow

- The safety and welfare of the child is paramount;
- All agencies should act in the interests of the rights of the child, as stated in the United Nations Convention on the Rights of the Child (1989)
- FGM is illegal in the UK
- FGM is an extremely harmful practice
- As FGM is often an embedded social norm, engagement with families must underpin all interventions

3. The law

Female Genital Mutilation Act 2003

Under section 1(1) of the 2003 Act, a person is guilty of an offence if they excise, infibulate or otherwise mutilate the whole or any part of a girl's labia majora, labia minora or clitoris.

It is an offence for any person (regardless of their nationality or residence status) to:

- perform FGM in England or Wales;
- assist a girl to carry out FGM on herself in England or Wales; and
- assist (from England or Wales) a non-UK national or UK resident to carry out FGM outside the UK on a UK national or UK resident

4. Procedures for dealing with FGM

Main procedural steps

mandatory reporting duty which requires teachers, or persons who are employed or engaged to carry out teaching work in schools in England and Wales, to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police.

The legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

- Are informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day. In order to allow for exceptional cases, a maximum timeframe of one month from when the discovery is made applies for making reports. However, the expectation is that reports will be made much sooner than this.

A longer timeframe than the next working day may be appropriate in exceptional cases where, for example, a professional has concerns that a report to the police is likely to result in an immediate safeguarding risk to the child (or another child, e.g. a sibling) and considers that consultation with colleagues or other agencies is necessary prior to the report being made.

Cases of failure to comply with the duty will be dealt with in accordance with the existing performance procedures in place for each profession. FGM is child abuse, and employers and the professional regulators are expected to pay due regard to the seriousness of breaches of the duty.

Where you become aware of a case, the legislation requires you to make a report to the police force area within which the girl resides.

It is recommended that you make a report orally by calling 101, the single non-emergency number. When you call 101, the system will determine your location and connect you to the police force covering that area. You will hear a recorded message announcing the police force you are being connected to. You will then be given a choice of which force to be connected to – if you are calling with a report relating to an area outside the force area which you are calling from, you can ask to be directed to that force.

You should be prepared to provide the call handler with the following information:

- explain that you are making a report under the FGM mandatory reporting duty
- your details:
 - name
 - contact details (work telephone number and e-mail address) and times when you will be available to be called back
 - role
 - place of work
- details of your organisation's designated safeguarding lead:
 - name
 - contact details (work telephone number and e-mail address)
 - place of work
- the girl's details:
 - name
 - age/date of birth
 - address
- if applicable, confirm that you have undertaken, or will undertake, safeguarding actions, as required by the Working Together to Safeguard Children (in England) or Working Together to Safeguard People (in Wales) as appropriate.

You will be given a reference number for the call and should ensure that you document this in your records (see section 2.3b).

Although it is the duty of teachers to report FGM directly to the police themselves, the whole process will take place alongside the DSL/DDSL. The initial concern will be recorded on a Yellow Concern Form in the usual way and the normal safeguarding procedures, as set out in the Concerns about a Child Policy, will be followed.



Appendix 6

Abuse and Neglect

1. General

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

2. Types of abuse

Physical abuse

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

Emotional abuse

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

Sexual abuse

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

Neglect

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



Appendix 7

Safeguarding Pupils who are Vulnerable to Extremism and Radicalisation: Prevent Duty

1. General

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

These include:

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

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

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism. Our school seeks to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islamist Ideology, Far Right / Neo Nazi / White Supremacist ideology etc.

Concerns should be referred to the Designated Safeguarding Lead who has local contact details for the Prevent Engagement Team (Police) and Channel referrals. They will also consider whether circumstances require Police to be contacted urgently.

2. Making a referral

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

- how or why we are concerned
- what happened if there was a specific event
- the indicators that something is wrong
- any sympathetic interest in hate crimes, extremism or terrorism - including any extremist ideology, group or cause, support for 'school shooters' or public massacres, or murders of public figures
- any worrying use of mobile phone, internet or social media and how we found this out
- any contact with groups or individuals that cause concern, including who and how often, and why we're concerned
- any expression of wanting to cause physical harm, or threats of violence, including who to, when and what was said or expressed

- any additional need, disability or special educational need, including what they are and if they're known or suspected
- any other safeguarding concerns about the family, peer group or environment
- any discussions with the pupil, parent or carer
- the parental or carer support (if known)
- why the referral is relevant to Prevent, for example, is there a presence or possible presence, of any terrorist or terrorism-linked ideology
- what we're worried about, what may happen if the pupil's needs are not met and how this will affect them

How to make a referral

The link for making an online referral is: <https://www.leics.police.uk/advice/advice-and-information/t/prevent/prevent/>

You can also contact the Prevent Team on [101](#) extension 6770.

You can also call the national police Prevent advice line [0800 011 3764](#), in confidence, to share your concerns with our specially trained officers.

If it's an emergency, please call [999](#).

If you see online material promoting terrorism or extremism, you can report it here: <https://www.gov.uk/report-terrorism>

3. Risk assessing

A risk assessment for our school is detailed on the following pages:

National Risks – risk of radicalisation nationally

What national risks are you aware of that could impact to your area, setting, students or families? For example, online radicalisation

<p>Risk 1: Extremist ideologies: Islamist extremism Right-wing extremism Left-wing, anarchist and single issue extremism</p>	<p>Risk 2: On-line radicalisation: Internet and social media making access to divisive and hateful narratives online more freely available, especially across platforms like Tik Tok Increase in children being arrested on terrorism activities online (right-wing)</p>	<p>Risk 3: 'Stop the boats' narrative: Current right-wing propaganda narratives that have crossed into main stream Riots over the summer holidays 2024 – 'othering' of people of colour A surge in anti-immigration protest since July 2025</p>	<p>Risk 4: High profile voices: Elon Musk and Reform party etc. being given a big platform to express their views</p>
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Local Risks – risk of radicalisation in your area and institution

What specific local risks are you aware of that could impact to your area, setting, students or families? E.g. local extremist activity (groups active in the area)

<p>Risk 1: Leicestershire was ranked 6th in the ranking of all hate crimes in the UK. When looking at the strands within hate crimes, Leicestershire's highest ranking was in religious hate crimes. However, they also featured in the top 10 ranked areas for race and disability.</p>	<p>Risk 2: Right wing ideology: In the East Midlands, extreme right wing concerns made up the largest number of referrals to Prevent</p>	<p>Risk 3: A proportion of our children have unrestricted access online leaving them vulnerable to radicalisation</p>	<p>Risk 4: Despite being very close to Leicester, our area and school are predominately white. Some families do not want us to teach about different religions and do not want us to take children on visits to places of worship other than churches.</p>
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Leadership and Partnership							
Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion
	The setting does not place sufficient priority to Prevent and risk assessment/action plans (or does not have one) and therefore actions to mitigate risks and meet the requirements of the Duty are not effective.	Leaders (including governors and trustees) within the organisation do not understand the requirements of the Prevent Statutory Duty or the risks faced by the organisation. The Duty is not managed or enabled at a sufficiently senior level.	Prevent training each year for all staff employed				
		Leaders do not have understanding and ultimate ownership of their internal safeguarding processes, nor ensuring that all staff have sufficient understanding and that staff implement the duty effectively.	The Headteacher is the Prevent Lead within school and the CoG leads on this on the Governing Board				
		Leaders do not communicate and promote the importance of the duty.	The DSL is responsible for updating safeguarding policies				
		Leaders do not drive an effective safeguarding culture across the institution.	We have a really strong reporting process in school understood by all				
		Leaders do not provide a safe environment in which children can learn.	Safeguarding training is updated every year and is part of our induction process				

Working in partnership	The setting is not fully appraised of national and local risks, does not work with partners to safeguard children vulnerable to radicalisation, and does not have access to good practice advice, guidance or supportive peer networks.	The organisation does not establish effective partnerships with organisations such as the Local Authority and Police Prevent Team.	The providers has strong partnerships with: <ul style="list-style-type: none"> • Local Safeguarding Children's Partnership • DSL / headteacher forums • LADO 		Sign up for newsletters such as Educate against Hate to continue our education and share with staff		Completed
Capabilities							
Staff training	Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff.	Frontline staff including governors, do not know what measures are available to prevent people from being drawn into terrorism and do not know how to obtain support for people who may be exploited by radicalising influences. Staff do not access Prevent training or refresher training.	Yearly safeguarding face to face training. Weekly safeguarding updates from the DSL Two yearly safeguarding external audit				
		Staff do not access Prevent training or refresher training.	All staff and volunteers receive training				
Information Sharing	Staff do not share information with relevant partners in a timely manner.	Staff do not feel confident sharing information with partners regarding radicalisation concerns.	Staff know how to: <ul style="list-style-type: none"> • identify children who may need early help or who are at risk of neglect, abuse, grooming or exploitation • help children reduce their risk of harm by securing the support 				

			they need, or referring in a timely way to those who have the expertise to help				
		Staff are not aware of the Prevent referral process.	We have clear processes for raising radicalisation concerns and making a Prevent referral.		Ensure that this detail is included in weekly safeguarding updates so it is always fresh in everyone's minds	VN	Continually throughout 24-25 academic year
Reducing Permissive Environments							
Building children's resilience to radicalisation	Children and young people are exposed to intolerant or hateful narratives and lack understanding of the risks posed by terrorist organisations and extremist ideologies that underpin them.	The setting does not provide a safe space in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.	We have a code of conduct for all staff (teaching and non-teaching staff)				
		The setting does not teach a broad and balanced curriculum which promotes spiritual, moral, cultural mental and physical development of students and fundamental British values and community cohesion.	We follow all safer recruitment procedures fully We quality assure all teaching All teachers are coached We promote an 'Everyone's Welcome' ideology Protected Characteristics and British Values are discussed sensitively in				

			response to stories within collective worship				
IT policies	Ineffective IT policies increases the likelihood of students and staff being drawn into extremist material and narratives online. Inappropriate internet use by students is not identified or followed up.	Students can access terrorist and extremist material when accessing the internet at the institution.	We have appropriate internet filtering is in place.				
		Students may distribute extremist material using the institution IT system.	There is a clear reporting process in place should filtering systems flag any safeguarding or Prevent- related concerns.				
		Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.	The designated safeguarding lead takes lead responsibility for safeguarding and child protection and we have a dedicated DDSL for online safety. Our curriculum teaches about online safety and we have won awards in the education of staff, pupils and families				
Visitors	External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives.	Leaders do not provide a safe space for children to learn.	A process is in place to manage site visitors, including sub-contractors.		Ensure that the procedure is communicated more thoroughly to staff – we do have these procedures in place within the SLT but this needs to be understood by all	SLT	Completed
		Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	We have a robust risk assessment and carries out due diligence checks on visitors, speakers, the organisations they represent and the				

			materials they promote or share.		so that SLT are given adequate notice of any visitors		
		The setting does not conduct any due diligence checks on visitors or the materials they may use.	We effectively manage & carry out due diligence checks are carried out on those using/booking and organisations that they represent.				