



Richard Hill C of E Primary School

This policy is reviewed at least annually by the Governing Body, and was last reviewed and updated in September 2025

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Named staff and contacts.

Role	Name	Contact Details
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Designated Governor for Child Protection/ Safeguarding	Sharon Deackes	n/a
Designated Safeguarding Lead	Ellen McVeigh (Acting Headteacher)	As above
Deputy Safeguarding Lead	Tanya Moore (Assistant Headteacher) Kelly Farrell (Support Assistant and After School Club) Alison Dickerson (HLTA)	Via office@mdw.learnat.uk 01162340212
Designated Teacher for Children in Care and previously looked after children	Ellen McVeigh (Acting Headteacher)	As above
Chair of Learn-AT Trustees	Amanda Callear	acallear@trustee.learnat.uk 01858 260028
Leicester and the Leicestershire and Rutland Safeguarding Children Partnerships Procedures Manual	Report Your Concerns about a Child or Young Person	LCC report neglect or abuse
LA Safeguarding and Compliance Lead (Education)	Charlotte Davis	0116 305 7750
LA Child Protection Contact/LADO	Kundai Mvingi	CFS-LADO@leics.gov.uk LADO service is available office hours only: Monday-Thursday,

		8.30am - 5.00 pm and Friday, 8.30am - 4.30pm Allegations Line: 0116 305 4141 Outside of office hours, contact the Leicestershire First Response Children's Duty Team: 0116 305 0005
First Response	For urgent concerns about a child who needs a social worker or police officer today	0116 305 0005 childrensduty@leics.gov.uk
Children and Family Wellbeing Services	All other referrals including Early Help	Early Help queries and Consultation Line 0116 3058727 http://lrsb.org.uk/childreport
Police	To report a crime and immediate risk of harm or abuse to child	101 In an emergency 999 (only)
NSPCC help/whistleblowing line	line is available 8.00am to 8.00pm Monday to Friday	0800 028 0285 help@nspcc.org.uk
Additional support, training and advice for professionals	Simon Genders and Ann Prideaux County Safeguarding	office@countysafeguarding.co.uk

This Child Protection Policy will be reviewed by the

Senior Designated Safeguarding Lead, Ellen McVeigh, on a regular basis to ensure it remains current and incorporates all revisions made to local or national safeguarding guidance. This policy will as a minimum be fully reviewed once a year during the autumn term and provided to the Local Governing Body for approval and sign off at the first autumn term meeting.

Date of last review: September 2025

Date of next review: September 2026

Introduction

1. At Richard Hill C of E Primary School, we always strive to do the right thing with kindness. We believe that equity is paramount and that everyone has the right to learn and work in an environment where they can flourish, achieve excellence and their wellbeing is a priority.
2. Richard Hill Primary School fully recognises the contribution it can make to protect children and support pupils in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive environment. We encourage children to talk about their worries and to report their concerns to us in a number of alternative ways. The pupils' welfare is of paramount importance.
3. This policy is consistent with:
 - the legal duty to safeguard and promote the welfare of children, as described in section 157 of the Education Act 2002 and the Statutory guidance "*Keeping children safe in education – Statutory guidance for schools and colleges*", September 2025 and "*Working Together to Safeguard Children*", 2023.
 - the Leicestershire and Rutland Safeguarding Children Partnership - Multi-Agency Safeguarding Arrangements.
4. There are four main elements to our Child Protection Policy:
 - **Prevention** (e.g., positive school atmosphere, teaching and pastoral support to pupils);
 - **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).
5. This policy applies to all staff, governors, students, volunteers and visitors to the school. We recognise that Child Protection is the responsibility of all adults in school. We will ensure that all parents and other working partners are aware of our Child Protection policy by mentioning it in our school prospectus, displaying appropriate information in our reception area and by raising awareness at initial meetings with parents of new pupils as well as at regular parent-teacher meetings.
6. **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 should seek assurance in writing that the provider concerned has appropriate policies and procedures in place to safeguard and protect children consistent with the DfE guidance [Out-of-school-settings](#) (inspecting these where needed) and 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 are made against individuals or organisations who use the school premises.

School Commitment to Safeguarding

7. 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.

8. 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.

9. Our school will therefore:
 - Establish and maintain an ethos where all children (including those having protected characteristics under the Equalities Act 2021) 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 such as the classroom worry monsters, pupil survey, school council and pupil forum groups;

- Include in the curriculum activities and opportunities for PSHE and Relationships, Sex and Health Education which equip children with the skills they need to stay safe from abuse (including online and other contexts children are in i.e. both inside and outside the home) and to whom they can turn for help;
- Ensure that children know how to ask for help from trusted adults including via worry boxes in classrooms and central places in school;
- 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 on new staff and volunteers who will work with children, including identity (plus birth certificate for any previous name), right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in schools (s.128), online checks etc (see Keeping children safe in education part 3 and the Learn-AT Safer Recruitment policy).

Safeguarding in the Curriculum

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

Bullying/Cyberbullying

Drugs, alcohol and substance abuse

Online safety including risks associated with Generative AI

The danger of meeting up with strangers

Fire and water safety

Road safety

Healthy relationships

Roles and Responsibilities – General

10. All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. 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.
11. There are, however, key people within the school who have specific responsibilities. The names of those carrying these responsibilities for the current year are listed at the start of this document.

Roles and Responsibilities of the Governing Body

12. In accordance with the Statutory Guidance "Keeping children safe in education" September 2024, the Governing Body will ensure that:

- The school has a 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 safe 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 low level concerns) and allegations of abuse against members of staff and volunteers (see Appendices 2&3).
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection (the "Designated Safeguarding Lead") and there is always cover for this role, with appropriate arrangements for before/after school and out of term time activities.
- The Designated Safeguarding Lead undertakes effective training to provide them with the knowledge and skills required to carry out the role (in addition to basic Child Protection training) and this is refreshed every two years. In addition to the formal training their knowledge and skills are updated at regular intervals (at least annually) using safeguarding briefings etc. The Designated Safeguarding Lead (and any deputies) also undertake Prevent Awareness training.
- The Headteacher, and all other staff and volunteers who work with children (including early years' practitioners within settings on the school site), undertake appropriate training which is regularly updated (at least every three years in compliance with the Leicestershire and Rutland Safeguarding Children Partnership protocol); and that new staff and volunteers are made aware of the school's arrangements for child protection and their responsibilities (including this policy and Part 1 of Keeping Children Safe In Education September 2024 (or Annex A if appropriate), the school Behaviour Policy, the staff code of conduct, the role of the Designated Safeguarding Lead, how to respond to children who are absent or go missing from education and their role in monitoring online devices when children are in school. Annex B from "Keeping children safe in education" September 2025 is also provided to all staff working directly with children.
- Any deficiencies or weaknesses brought to the attention of the Governing Body are rectified without delay.
- The Chair of Trustees, Amanda Callear, ([Learn Academies Trust - Learn-AT Trustees \(learnat.uk\)](#)) (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 Designated Officer (LADO).

- Effective policies and procedures are in place and updated annually including a behaviour “code of conduct” for staff and volunteers. – ‘Guide to Safer Working Practice for those who work with children in education settings’ February 2022. Information is provided to the Local Authority (acting on behalf of the Safeguarding Children Partnership) through the Annual Safeguarding 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 reports to the Governing Body.
- The school contributes to inter-agency working in line with the 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 absent or go missing from education, home or care, has experienced multiple suspensions, is at risk of being permanently excluded from school or an alternative provision or pupil referral unit, has a parent or carer in custody or is affected by parental offending. 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.

Roles and Responsibilities of the Headteacher

13. The Headteacher of the school will ensure that:

- the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the Designated Senior Person for Child Protection and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- allegations of abuse or concerns that a member of staff or adult working at school, or in an organisation using the school premises, may pose a risk of harm to a child or young person are notified to the Local Authority Designated Officer, where the threshold is met;
- low level concerns reported by adults in school are recorded and responded to appropriately based on an assessment of any identified patterns;

- 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 Services or the Police;
- 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). Further information is available within the Whistleblowing Policy LAT010.

Roles and Responsibilities of the Designated Safeguarding Lead

14. The Designated Safeguarding Lead (or Deputy) will always be available for staff to discuss any safeguarding concerns. The responsibilities of the Designated Safeguarding Lead are found in Annex C of "Keeping children safe in education" The DSL is a senior member of staff on the senior leadership team and the role is explicit in their job description.

Responsibilities include:

- **Managing referrals** – e.g. to the local authority children's social care, to the Channel programme, to the Disclosure and Barring Service for staff dismissed for safeguarding concerns (as required), to the Police where a crime may have been committed.
- **Working with others** – to act as a source of support and advice, to act as a point of contact for the safeguarding partners, to liaise with the headteacher or principal about issues especially to do with ongoing enquiries under section 47 of the Children Act 1989 and police investigations, to liaise with staff when deciding to make a referral to relevant agencies so that children's needs are considered holistically, to liaise with the senior mental health lead, to promote supportive engagement with parents and carers, to take the lead in promoting educational outcomes for children in need and those who have ever had a social worker, to liaise with the 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** – keeping records confidential, secure and up to date, in a separate record for each child, including a clear and comprehensive summary, detailing how the concern was followed up and resolved, with a note of actions, decisions and the outcome, sharing information as required to safeguard children and transferring records and other relevant information to any new school within 5 days or in advance if necessary.
- **Raising Awareness** – ensuring each member of staff and volunteer understands the child protection policy which is reviewed at least annually, making it available publicly, ensuring staff and governors have access to relevant training and induction, promoting educational outcomes by sharing relevant information about vulnerable children.
- **Training, knowledge and skills** – to undergo DSL training every two years (updating at least annually via bulletins etc) and to attend Prevent

- awareness training, in order to understand assessment and referral processes, to contribute effectively to child protection conferences including the importance of sharing information, to understand the lasting impact that adversity and trauma can have on children and how to respond to this, to be alert to children with specific needs e.g. SEND, those with health conditions and young carers, to understand the unique risks associated with online safety including risks associated with Generative AI.
- **Providing support to staff** – to help them feel confident on welfare, safeguarding and child protection matters, to provide support in the referral process if required and to help them to understand that safeguarding and educational outcomes are linked.
 - **Understanding the views of all children** – encouraging a culture of listening to all children (including those who are known to be disproportionately impacted by different forms of harm and abuse e.g. LGBT pupils, disabled children or girls) and taking account of their wishes and feelings in measures taken to protect them and understanding the difficulties children may have in approaching staff about their circumstances.
 - **Holding and sharing information** – sharing with safeguarding partners, other agencies and professionals and transferring records between schools and colleges in accordance with data protection legislation, keeping detailed, accurate and secure written records (including a rationale for decision making) and understanding the purpose of this.

Records and Monitoring

15. 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 our school. Concerns are recorded on MyConcern and signed electronically. Where members of staff reporting a concern don't have access to My Concern concerns are written down and signed using the SGF1 form (see appendix 5) and signed. These are passed immediately to the DSL or one of the DDSLs who will make the record on MyConcern and upload a scanned copy of the SGF1 form. The original form is then shredded. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be shared with other agencies (in accordance with the Data Protection Act 2018 and GDPR principles).
16. Records relating to actual or alleged abuse, neglect or exploitation are stored apart from normal pupil or staff records. Normal records have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.
17. Child Protection records are kept securely, with access confined to specific staff, i.e. the Designated Safeguarding Lead and relevant deputies.
18. Child Protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted

upon. A case file chronology, summarizing case activity and significant events in the child's life, helps to enable effective monitoring. Any actions are clearly indicated.

19. Transfer: When children transfer school their records are transferred within 5 days of them starting. If there is Child Protection material, this is transferred separately and direct to the relevant member of staff in the receiving school, with any necessary discussion or explanation. A signed and dated record is kept of such transfer of sensitive files and of the person to whom they are transferred. 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 transfer the confidential records. This would include informing a senior member of the new school that the records are being sent and a photocopy kept until receipt is confirmed. Files requested by other agencies e.g. Police are copied.

Vulnerable Children - Supporting Pupils at Risk (including those with a disability or about whom there are mental health concerns)

20. 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 and 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

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

We will seek to provide such children with the necessary support to build their self-esteem and confidence, helping them to secure the very best educational outcomes they are able to achieve. The context in which safeguarding incidents and/or behaviours occur, whether in school or within or outside the home (including online), will be considered by staff, particularly the DSL and Deputy DSLs. Any associated threats or risks will be included in assessments and relevant information included in referrals to Children’s Social Care. General indicators of abuse and neglect (from Part 1 of the statutory guidance) are also included in Appendix 10 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 for example include sexual violence and sexual harassment, “upskirting”, initiation/hazing type violence, all forms of bullying, abuse in intimate relationships between peers, consensual and non-consensual sharing of indecent images, causing someone to engage in sexual activity without consent and physical violence (e.g. hitting, kicking, shaking, biting, hair pulling etc.). This may be experienced by both boys and girls. However, girls are more likely to be victims and boys perpetrators. Some pupils may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination. We will therefore take positive action to create a culture of support and to ensure that girls and vulnerable groups such as LGBT and pupils from ethnic minority backgrounds feel confident to bring forward any concerns and have a safe space to talk to trusted staff about their experiences.

There are different school and local authority or Safeguarding Children Partnership guidance and policies which detail the school’s procedures to address and minimise these concerns including the Promoting Positive Behaviour Policy, Anti-bullying Policy, E-safety Policy LAT019 and DfE guidance Part 5 of ‘Keeping children safe in education’.

All children will be encouraged to report to a trusted adult in school all incidents of child-on-child abuse wherever it may have happened and will be taught about alternative ways of doing this both in school and elsewhere e.g. via a worry box. They will always be taken seriously and never given the impression that they are creating a problem by reporting their concern or made to feel ashamed. It is recognised that even where no reports are received, this does not

mean that such abuse is not taking place. It could just be that it has not been reported. Where an incident has occurred or specific risks are identified, the details will be added to a safeguarding or behaviour record for the children concerned and a thorough investigation conducted by the DSL, where appropriate. 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 and carers of the children involved will be informed as soon as it is appropriate to do so. Support plans will be written and help will be offered by different adults in school (to avoid possible conflicts of interest), to the alleged victim, the child or young person accused, and any other children involved. A referral to any relevant outside agency will be made e.g. Police or Social Care. Detailed guidance and procedures are included in the guidance and school policies mentioned above.

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

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

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 set out below –

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

contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (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 including the risks associated with children using aspects of Generative AI is a consideration running through the planning and implementation of all relevant policies and procedures. Different staff and governors (e.g. the Designated Safeguarding Lead, SLT, IT Provider/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. about 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 (not including the DSL) being: -

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

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. Sexual violence and sexual harassment can occur between children of any gender.

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

Responding to an incident of sexual violence or sexual harassment: The school will follow the DfE guidance on child-on-child sexual violence or 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 Missing (including absence from school, particularly where this is unexplained or persistent) – our school recognises the entitlement that all children have to education and will work closely with the local authority Inclusion Service to share information about pupils who may be missing out on full time education or who go missing from home or school. We also recognize that children who are absent from school, particularly on repeat occasions or for prolonged periods are likely to be at a greater 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 (and where an Education, Health and care Plan is in place, the needs to be reviewed); 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 regularly or for prolonged periods, this is a sign that they have been targeted by perpetrators of Child Sexual Exploitation and/or drug related criminals (County Lines). Children may also be groomed into participating in other forms of criminal exploitation including cybercrime, serious violence and violent crime. Children who attend an alternative education provision or have an agreed reduced timetable are more likely to be vulnerable to these forms of exploitation.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. CSE and CCE can affect both males and females and can include children who have been moved (trafficked) for the purposes 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 that they are in a genuine romantic relationship. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point or are targeted by criminals involved in the illegal supply of drugs (County Lines) and serious violent crime. 'County Lines' involves drug networks or individuals exploiting children and young people into carrying drugs and money between cities, towns and villages. Serious violent crime can be associated with this form of criminal activity together with child sexual exploitation. Children may also be exploited into committing cybercrime or money laundering offences and organised criminal groups or individuals may exploit children and young people with enhanced computer skills to access digital networks and/or data for criminal and financial gain. Children with bank accounts may be persuaded to allow criminals to use their banking facilities to launder money. CCE can also involve working in cannabis factories, shoplifting or pickpocketing and may involve coercing children to commit vehicle crime or serious violence towards others. It is important to note that the experience of girls can be very different to that of boys, but girls are also at risk. Criminal exploitation of children is a form of harm that can affect children in both a physical environment and online. Staff training includes raising awareness of these issues and any concerns are passed to the Designated Safeguarding Lead who will make a risk assessment and refer to Local Authority First Response Children's Duty if appropriate.

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

So-called 'honour-based' abuse encompasses crimes which have been committed to protect or defend the so-called "honour" of the family and/or the community, including Female Genital Mutilation (FGM) (see appendix 8), forced marriage, and practices such as breast ironing. All forms of so-called Honour Based Abuse are abuse (regardless of the motivation) and concerns will be passed to the Designated Safeguarding Lead for onward referral as required. Since February 2023, it is a crime to cause a child to marry under the age of 18. This applies to non-binding, un-official 'marriages' as well as legal marriages.

Modern slavery and human trafficking can take on many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal

of organs. Children may be trafficked into the UK from abroad or moved around the country. Staff need to be aware of indicators which include, but not limited to, neglect, isolation, poor living conditions, having few personal belongings and a lack of trust and reluctance to seek help. Staff will refer any concerns to the DSL without delay who will take action and also refer victims to the National Referral Mechanism (www.gov.uk).

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 must 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 stepparent, grandparents, uncle, auntie or sibling).

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

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

Support for Staff

21. Staff as part of their duty to safeguard and promote the welfare of children and young people may hear information, either from the child/young person as part of a disclosure or from another adult that will be emotionally upsetting.
22. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support he/she requires.
23. The Designated Safeguarding Lead will seek to arrange support for the member of staff via the Employee Welfare Service. Alternatively, the Designated Safeguarding Lead can refer the member of staff to Victim Support, a national charity which helps people affected by crime and which provides free and confidential support.

Working with Parents/Carers

24. 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's Social Care or another agency, unless to do so would place the child at risk of harm or compromise an investigation.

Other Relevant Policies

25. The Governing Body's legal responsibility for safeguarding the welfare of children goes beyond pure Child Protection. The duty is now to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

School Policies

- Positive Behaviour Policy
- Anti-Bullying
- Relationships, Sex and Health Education
- Intimate care policy

Learn-AT Policies

- Medication & Management Procedures Policy LAT049
- Missing Child Policy LAT057
- Health and Safety LAT030
- Equality & Diversity LAT039
- E -safety LAT019
- Staff Code of Conduct ("Guidance for Safer working practice") LAT Policy Website
- SEND Policy LAT036
- Whistleblowing

The above list is not exclusive but when undertaking development or planning of any kind the school needs to consider safeguarding aspects.

Recruitment and Selection of Staff

26. The school's safer recruitment processes follow the Statutory Guidance: *Keeping children safe in education: Part Three: Safer recruitment*.
27. 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 an allegation has been proven to be 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.
28. 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.

29. In line with statutory requirements, every interview panel for school staff will have at least one member (teacher/manager or governor) who has undertaken safer recruitment training.
30. 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). Available at [LAT Internet Day-to-day support>office managers>SCR Guidelines Appendix 5](#).

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

Contents

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

A. General

1. The Leicestershire and Rutland Safeguarding Children Partnership Procedures contain the inter-agency processes, protocols and expectations for safeguarding children. (Available on the website www.lscb-llr.org.uk): The Designated Safeguarding Lead is expected to be familiar with these, particularly the indicators of abuse, neglect or exploitation and the referral processes.
2. It is important that all parties act swiftly and avoid delays.
3. Any person may seek advice and guidance from the First Response Professionals Consultation Line, particularly if there is doubt about how to proceed (see contacts at the start of this policy document). Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is reported to the investigating agencies.
4. Written records, dated (including the day and time) and signed, must be made to what has been alleged, noticed and reported, and kept securely and confidentially.
5. In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents' knowledge and consent to the referral are expected, unless there is reason for this not being in the child's interest. However, there will be circumstances when informing the parent/carer of a referral that might put the child at risk, and in individual cases advice from the children's social care will need to be taken.

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

1. When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine or photograph children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.
2. As soon as possible write a dated and timed note of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead in the school.
3. If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another adult in school, the Headteacher must be informed.
4. If the safeguarding concern or allegation is about the Headteacher, the information should normally be passed to the Chair of Trustees Amanda Callear ([Learn Academies Trust - Learn-AT Trustees \(learnat.uk\)](http://LearnAcademiesTrust-Learn-ATTrustees(learnat.uk))) or failing that the Local Authority Designated Officer (LADO).
5. If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

C. Designated Safeguarding Lead – main procedural steps

1. Begin a case record for each child involved which will hold a record of communications and actions in a coherent order, to be stored securely (see Section on Records, Monitoring and Transfer). Include a chronology of case activity.
2. Where initial enquiries do not justify a referral to the investigating agencies inform the initiating adult and monitor the situation, offering support as required. If in doubt, seek advice from the First Response Professionals Consultation Line.
3. Share information confidentially with those who need to know.
4. Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care (Priority 1), the First Response Children's Duty should be contacted by phone (contact the local authority Children's Services where the child lives). Written confirmation should be made within 24 hours on the Multi-Agency Referral Form to Children's Social Care. All other referrals should be made using the online form (see link <http://lrsb.org.uk/childreport>).
5. If the concern is about children using harmful sexual behaviour or child-on-child abuse, also refer to Part 5 of "Keeping children safe in education" and the local Safeguarding Children Partnership procedures.
6. If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.

7. Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from the First Response Professionals Consultation Line (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker takes responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child. If there are clear signs of physical risk or threat, children's social care 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 AND INDIVIDUALS OR ORGANISATIONS HIRING THE SCHOOL PREMISES

These procedures should be followed in all cases in which there is a safeguarding concern or an allegation 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; or
- 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 'Low-level concerns policy' (Appendix 3) which should be followed if the concerns do 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)

1. Individual Staff/Volunteers/Other Adults who receive the allegation:

- i. Write and sign a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Report immediately to the Headteacher.
- iii. Pass on the written record.
- iv. If the allegation or safeguarding concern is about the conduct of the Headteacher, report immediately to the Learn-AT Chair of Trustees, Amanda Callear. Pass on the written record.
- v. (If there is difficulty reporting to the Chair of Trustees, contact the Designated Officer (LADO), on the same day.)

2. Headteacher or Chair of Trustees

- i. If there is no written record, write and sign a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Before taking further action notify and seek advice from the Designated Officer (LADO) on the same day.
- iii. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation at this stage.
- iv. Report to First Response Children's Duty if the Designated Officer (LADO) so advises or if circumstances require a referral concerning a child.

- v. Ongoing involvement in cases:
- Liaison with the Designated Officer (LADO), Safeguarding unit.
 - Co-operation with the investigating agencies enquiries as appropriate (including working closely with the employment agency in the case of supply teachers).
 - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.
 - Possible referral to the DBS or The Teaching Regulation Agency, depending on the outcome

APPENDIX 3: Low-level Concerns Policy

Purpose

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.

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, and
- does not meet the allegations threshold or is otherwise not considered serious enough to make a referral to the LADO

Reporting low-level concerns

- Where a low-level concern has been identified this will be reported as soon as possible to the **headteacher**. However, it is never too late to share a low-level concern if this has not already happened.
- Where the headteacher is not available, the information will be reported to the Designated Safeguarding Lead or Deputy (i.e. the most senior member of SLT acting in this role).
- Low-level concerns about the Designated Safeguarding Lead will be reported to the headteacher and those about the headteacher will be reported to the Learn-AT Chair of Trustees, Amanda Callear, or Trust Leader Jane Jones.
- A low-level concern about an agency supply teacher or contractor will be reported to their employer.
- Where the low-level concern has been reported to the Designated Safeguarding Lead, they will inform the headteacher of the details as soon as possible.

Recording concerns

Low Level concerns should be recorded using Appendix 9 of the Learn-AT Safeguarding Practice Guidance document which can be found on the Learn-AT website.

<https://www.learnatpolicies.uk/sites/default/files/Policies/LAT020LearnATSafeguardingPracticeGuidance.pdf>.

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

Responding to low-level concerns

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

- Speak to the person reporting the concern to gather all the relevant information
- Speak to the individual about the concern raised to ascertain their response, unless advised not to do so by the LADO or Police (HR advice may also need to be taken).
- Where necessary further investigation will be carried out to gather all relevant information. This may involve speaking to any potential witnesses.
- The information reported and gathered will then be reviewed to determine whether the behaviour,

i) is consistent with the "Guidance for safer working practice for those working with children and young people in education settings" (February 2022): no further action will be required,

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

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

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

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

Can the reporting person remain anonymous?

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

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

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

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

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

Should the low-level concerns file be reviewed?

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

References

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

What is the role of the Governing Body?

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

APPENDIX 4: Information for Parents

Wording in the school's prospectus and on the website

Child Protection: Safeguarding children – Information for Parents

Our school feels it is of the utmost importance to have good systems for protecting children and safeguarding their welfare, throughout all the activities which the school undertakes. This means that staff and volunteers must be alert to possible concerns about every pupil, and to report these in a proper fashion. The school has a safeguarding and child protection policy which can be found on the school website.

It is important for parents to be aware that:

- Staff and volunteers in the school have a duty to report concerns about a child, whether this means the child may be in need of additional support or help of some kind or whether it is thought that a child may have been abused or be at risk of abuse.
- There are four categories of abuse: physical, sexual, emotional, neglect. We also have a duty to be aware of child on child abuse, sexting, children missing from education, child sexual exploitation, so-called 'honour based' violence, private fostering arrangements and those vulnerable to extremism and radicalisation
- In some cases the school is obliged to refer children to children's social care team, the PREVENT team or local safeguarding team, for children to be assessed for their needs or if an investigation into possible child abuse is required. In many cases there will already have been discussions between school staff and the parents of the child, and the situation and concerns will not be a surprise to the parents. However, parents may not be told that the school has referred their child to children's social care if it is thought that this might put the child at risk.
- Children's social care tries to carry out its enquiries in a sensitive fashion. It has to gather information and generally it can be open with parents about the steps being taken.
- If you think your child may have been abused you should contact the children's social care office. If you think the abuse may have happened in school, contact Mrs Ellen McVeigh, the Acting Headteacher and Designated Safeguarding Lead or one of our Deputy Designated Safeguarding Leads, Miss Moore (Assistant Headteacher), Mrs Dickerson (HLTA) or Mrs Farrell (LSA and ASC). If you think your child has been hurt, arrange to visit your doctor or take them to the nearest outpatients immediately. Comfort and reassure your child.
- If school staff need to express concerns about a child or refer a child to children's social care, it is understood that this can cause distress or anger for the child's parents.

For parents' enquiries please contact: **Mrs Ellen McVeigh (Acting Headteacher)**

APPENDIX 5: SGF1 – Safeguarding Children and Young Adults Form. This form should only be used by those who do not have access to MyConcern. (copies of this form are available on the school server and in the staffroom)



CAUSE FOR CONCERN FORM
 (Please only use this form if you do not have access to MyConcern)

The DSLs at Meadowdale Primary School are -
 Liz Martin (HT)
 Deputy DSLs
 Matt Hough (DHT)
 May Ho (AHT)

STUDENT DETAILS

NAME:			
DOB:	YEAR/CLASS:	SEND STATUS:	
ADDRESS:			

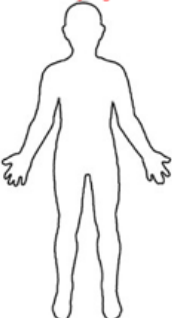
STAFF DETAILS

STAFF NAME:			
Date of incident / report / disclosure:		Time:	
Location of incident / report / disclosure:			
Date / time record is being made:			

For any sections below continue recording overleaf if necessary, ensuring it is signed & dated

CONCERN DETAILS

NATURE OF CONCERN:
 Provide details of the incident or concerns you have including times, dates, description of any injuries (use body diagram to indicate area of injury), witness details, what you have observed, heard or been told, if the information is first hand, fact or opinion, any other relevant details / information, etc. Ensure you clearly record the voice of the child's (suggestion - use capital letters to ensure it can be easily recognised). Ensure you act in a timely manner when reporting concerns, especially if there is an injury noted.
 Please clearly sign and date the record at the end of your statement.



Front
 Back

TO BE COMPLETED BY A DESIGNATED SAFEGUARDING LEAD

AGREED ACTIONS & ANTICIPATED OUTCOMES:
 Record all discussions, communications, referrals & decisions made. Include details of conversations with parents / other agencies & rationale behind key decision making. Clearly sign & date at the end of the record.

Appendix 6: Use of computers, cameras and mobile phones

Refer to LAT E-Safety Policy sections 8 –11 and 13

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

- Staff members must not use personal digital equipment, such as mobile phones and cameras, to record images of pupils, this includes when on school trips.
- In some instances staff may need to use their personal phone to access Teams to report a first aid incident, communicate with other members of staff about important school business, report a premises issue via Every, access a code or authentication app for multi-factor authentication or report a safeguarding concern via MyConcern. Every attempt should be made to do this in a place where children are not present.
- Staff, volunteers and students must ensure that their mobile phones, personal cameras and recording devices are not used for personal use in school and are stored securely out of sight during working hours in teaching areas and any other area of the school where children are present. Mobile phones must not be used for making personal phone calls, texting, checking personal emails or accessing personal social media sites in any teaching area in school during lesson times or whilst children are present.
- Mobile phones, iPads, iPods and any other portable devices must not be used in toilet or changing areas under any circumstances.
- All telephone contact with parents or carers must be made using the school landline or mobile phone, not personal mobile phones.
- Parents or carers are permitted to take photographs of their own children during a school production or event. The school protocol requires that photos of other people's children are not published on social networking sites such as Facebook.

APPENDIX 7: Safeguarding pupils who are susceptible to extremism and radicalisation (Prevent Duty)

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

These include:

- Understanding, managing and assessing the risk of pupils being drawn into terrorism (see Appendix 8) 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 Islamic Ideology, Far Right / Neo Nazi / White Supremacist ideology etc.

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

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

- how or why we are concerned
- what happened if there was a specific event
- the indicators that something is wrong

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

APPENDIX 8: Radicalisation and Extremism Risk Assessment

Richard Hill C of E Primary School Radicalisation and Extremism Risk Assessment

	Yes/No	Evidence
Does the school have a policy?	Yes	Part of Child Protection Policy
Does the school work with outside agencies on radicalisation and extremism e.g. Channel?	Yes	Updates are received from Leicester Prevent Team We haven't had any need to work with other agencies to date but if required will.
Have staff received appropriate training?	Yes	DSL training
Has the school got a trained Prevent lead?	Yes	DSL – Tanya Moore
Do staff know who to discuss concerns with? (DSL)	Yes	DSL

Is suitable filtering of the internet in place?	Yes	<p>Passes the appropriate filter checklist from the UK safer Internet Centre</p> <p>Meets Prevent Duty requirements for filtering</p> <p>Able to detect individual users and assign age-appropriate filtering</p> <p>Centrally managed and monitored by Learn-AT IT</p> <p>Monitors all web activity at the school and loaned student devices at home</p> <p>Alerts forwarded to school DSL if there is concern</p>
Do children know who to talk to about their concerns?	Yes	DSL/DDSL posters around school and in every classroom. Worry monsters in some classrooms and in main school corridor.
Are there opportunities for children to learn about radicalisation and extremism?	Yes	We teach pupils about critical thinking, resilience, fake news, disinformation/misinformation, conspiracy theories etc. and use Fundamental British Values as a foundation.
Have any cases been reported?	No	
Are individual pupils risk assessed?	No	
<p>What factors make the school community potentially vulnerable to being radicalised?</p> <p>Information given here has been taken from the Counter Terrorism Local Profile.</p>	<p><u>Online radicalisation</u></p> <p>Online radicalisation continues to feature in a large proportion of local terrorism investigations and is also the largest primary radical influence on individuals referred to Prevent.</p> <p>Young people are actively seen to be engaging in online extremism and displaying extremist views, this is apparent across all of the ideologies.</p> <p>People will often self-radicalise using online materials and may radicalise others by disseminating extremist material.</p> <p>Some key signs of online radicalisation to look out for:</p> <ul style="list-style-type: none"> • Persistent and secretive online behaviour. • Viewing extreme websites or content. 	

- Sharing hateful views or images online.
- Displaying messages that are racist or dehumanise others.
- Involvement in suspicious online groups or chat rooms.
- Use of the dark web.
- Making unusual travel plans.
- Researching weapons or explosives.
- Showing support for previous terrorist acts.
- Using hateful speech that indicates they have been brainwashed or radicalised.

Extreme Right-Wing Terrorism

Extreme Right-Wing Terrorism is the recurring dominant established ideology recorded within Leicestershire Prevent casework.

Extreme Right-Wing Terrorism activity in the East Midlands continues to be predominantly online. It often involves young people inspired by conspiracies and racist stereotypes about ethnic minorities, who believe that violent action to protect white people is justified.

Al Qaeda/Islamic State

Intelligence suggests that individuals in Leicestershire are being radicalised with the use of Al Qaeda/Da'esh (Islamic State) inspired ideologies both in person and online. Self-initiated terrorism (previously referred to as lone actor attacks on home soil) is also a priority and the propaganda being used by Daesh/Al Qaeda encourages this rather than travelling to Islamic state territories to engage in conflict.

Mixed/Unclear and unstable ideologies

Mixed/Unclear and unstable ideologies are an emerging and increasing risk and should be given the same consideration for support by Prevent as other more clear and consistent ideologies. Young people/children referred to Prevent with these ideologies often present with multiple and complex needs and there is a commonality in cases with an obsession with mass violence (school shooter

		interests, weapons, mass violence but without targeting a specific group in society).
Risk evaluation	Low Medium High	

APPENDIX 9: Female Genital Mutilation

Section 5B of the Female Genital Mutilation Act 2003 and section 74 of the Serious Crime Act 2015 placed a mandatory duty on teachers along with social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18. The school's response will take into account the government guidance, "Multi-agency statutory guidance on female genital mutilation" updated July 2020. Staff will also follow the established safeguarding procedure by reporting any such concerns to the Designated Safeguarding Lead and a report must also be made to the Police.

There will be a considered safeguarding response towards any girl who is identified as being at risk of FGM (e.g. there is a known history of practising FGM in her family, community or country of origin) which may include sensitive conversations with the girl and her family, sharing information with professionals from other agencies and/or making a referral to Children's Social Care. If the risk of harm is imminent there are a number of emergency measures that can be taken including police protection, an FGM protection order and an Emergency Protection Order.

APPENDIX 10: Indicators of abuse and neglect

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

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

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

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

Date completed: September 2025

Signed: Ellen McVeigh (DSL)