



Child Protection and Safeguarding Policy

Named staff and contacts

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Address First Response Children's Duty

Room 100b

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

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

Early Help queries and Consultation Line: 0116 3058727

Foxfields Academy **Child Protection and Safeguarding Policy**

Published: August 2021

Review Date: August 2022

Foxfields 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 pupil's welfare, safety and health by fostering an honest, open, caring and supportive environment. We encourage pupils to talk about their worries and to report their concerns to us. The pupil's 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 157 of the Education Act 2002 and the statutory guidance "Keeping Children Safe in Education", September 2021 and "Working Together to Safeguard Children", 2018.
- The Leicestershire and Rutland Safeguarding Children Partnership – Multi-Agency Safeguarding Arrangements.

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

There are four main elements to the Child Protection and Safeguarding Policy:

Prevention – by creating, facilitating and sustaining a positive school atmosphere, effective teaching and pastoral support to pupils and following safeguarding procedures

Protection – by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns

Support – to pupils, parents and carers, and school staff who may have been harmed or abused

Working with parents – to ensure appropriate communications and actions are undertaken.

The aims of this policy are:

- To support our pupil's development in ways that will foster security, confidence and independence
- To provide an environment in which our pupils feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they have a concern, believing they will be effectively listened to
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard pupils and of their responsibilities in identifying and reporting possible cases of abuse
- To provide a systematic means of monitoring pupils known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those pupils
- To emphasise the need for good levels of communication between all members of staff
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care
- To ensure that all staff and volunteers working within our school, who have substantial access to pupils, have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check including a prohibition order check for teachers, and a central record is kept for audit.

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 body, the Governing Body will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children (inspecting these where needed) and that there are arrangements to liaise with the school on these matters where appropriate. Safeguarding requirements will be included in any lease or hire agreement as a condition of use; and any failure to comply will lead to termination of the agreement.

Safeguarding Commitment

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

- Protection children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and
- Taking action to enable all children to have the best outcomes.

The school adopts an open and accepting attitude towards pupils as part of its responsibility for pastoral care. Staff encourage pupils and parents and carers to feel free to talk about any concerns and to see school as a safe place when there are concerns. Pupil'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 pupils feel secure and are encouraged to talk, and are listened to
- Ensure that pupils know that there are adults in the school whom they can approach if they are worried or are in difficulty
- Ensure that pupil's wishes and feelings are considered 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 our pupils.
- Include in the curriculum activities and opportunities for Personal, Social, Health Education (PSHE), Relationship Education (RE)/Relationship Sex Education, which equip pupils with the skills they need to stay safe from abuse (including online and other contexts our pupils are in), and to know to whom they can turn for help
- Ensure every effort is made to establish effective working relationships with parents and carers and colleagues from other agencies;
- Provide clear whistleblowing procedures, which reflect the principles in Sir Robert Francis's Freedom to Speak Up review and are suitably referenced in staff training and codes of conduct, and a culture that enables issues about safeguarding and promoting the welfare of children to be addressed
- Have a designated professional lead for safeguarding. Their role is to support other professionals in the school to recognise the needs of pupils, including rescue from possible abuse or neglect. Designated professional roles should always be explicitly defined in job descriptions. Professionals should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out and recorded on the single central record for new staff and volunteers who will work with children, including identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in schools (s.128) etc (see Keeping Children Safe in Education Part 3)

- Deliver appropriate supervision and support for staff, including undertaking safeguarding training
- Provide a mandatory induction to all staff, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare.

Safeguarding in the Curriculum

We are committed to giving our pupils the tools and knowledge that is required to keep themselves and each other safe from harm. Pupils are taught about safeguarding in school. The following areas are among those addressed in PSHE, RSE/RE and in the wider curriculum:

- Bullying including cyberbullying
- Drugs, alcohol and substance abuse (including awareness of County Lines and the criminal exploitation of children where appropriate.
- Online safety
- The danger of meeting up with strangers
- Fire and water safety
- Road Safety
- Domestic abuse
- Healthy relationships and consent
- (So called) Honour based violence issues (HBV) e.g. forced marriage, female genital mutilation (FGM) (see appendix 5)
- Sexual exploitation of children (CSE) (see appendix 5)
- Child criminal exploitation (including cybercrime)
- Preventing extremism and radicalisation (see appendix 5)
- Boundaries and appropriate behaviour

All topics are delivered sensitively and at an appropriate level to ensure it is appropriate to the ability of the pupils.

Roles and Responsibilities

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 Lead and Deputy Designated Safeguarding Leads for the current year are listed at the start of this document.

Local School Board

In accordance with the statutory guidance "Keeping Children Safe in Education" September 2021, the Local School Board will ensure that:

- The school has its own child protection/safeguarding policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly.
- The school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Head of School, nominated Local School Board representative(s) and other staff involved in the recruitment process have undertaken Safer Recruitment Training.

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- There are procedures for dealing with safeguarding concerns, including lower level concerns, and allegations of abuse against members of staff and volunteers (see Appendix 2).
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection (the "Designated Safeguarding Lead") and there is always cover for this role with appropriate arrangements for before/after school and out of term time activities.
- The Designated Safeguarding Lead undertakes effective Local Authority training (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) using safeguarding briefings etc.
- The Head of School, and all other staff and volunteers who work with children (including early years practitioners within any settings on the school site), undertake appropriate training which is regularly updated at least annually, (and more comprehensively, every three years in compliance with the Safeguarding Children Partnership protocol); and new staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities (including this policy, Part 1 of Keeping Children Safe in Education (or Annex A, if appropriate), the pupil behaviour policy, the staff code of conduct, the role of the Designated Safeguarding Lead and how to respond to children who go missing from education). The Local Authority Induction leaflet, ("Safeguarding in Education Induction – Child Protection Information, Safer Working Practice") will be used as part of this induction and Annex B from "Keeping children safe in education" 2021 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.
- Effective policies and procedures are in place and updated annually including a behaviour "code of conduct" for staff and volunteers - "Guidance for Safer Working Practice for those who work with children in education settings May 2019" (supplemented where necessary by the COVID-19 Addendum April 2020). Information is provided to the Local Authority (acting on behalf of the Safeguarding Children Partnership) through the Safeguarding Annual Return.
- There is an individual member of the Local School Board who will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated Safeguarding Lead, and provide information and compliance/monitoring reports to the Governing Body.
- The school contributes to inter-agency working in line with statutory guidance "Working Together to Safeguard Children" 2018 including providing a co-ordinated offer of Early Help for children who require this. This Early Help may be offered directly through school provision or via referral to an external support agency. Safeguarding arrangements consider the procedures and practice of the local authority and the Leicestershire and Rutland Safeguarding Children Partnership.

Executive Headteacher and Head of School

The Executive Headteacher and Head of 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 Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy

discussions and other inter-agency meetings, and contributing to the assessment of children

- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to children or young people are notified to the Local Authority Designated Officer, where the threshold is met
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner. The NSPCC whistle blowing helpline number is also available (0800 028 0285).
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children's Social Care (Children and Family Specialist Services) or the Police.

Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) (or a Deputy (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 a senior member of staff on the senior leadership team and the role is explicit in their job description. Responsibilities include:

- **Managing referrals** – to the local authority children's social care, to the Channel programme, to the Disclosure and Barring Service for staff dismissed for safeguarding concerns (as required), to the Police where a crime may have been committed
- **Working with others** – to act as a source of support and advice, to act as a point of contact for the safeguarding partners, to liaise with the Executive Headteacher and Head of School about issues especially to do with ongoing enquiries under section 47 of the Children Act 1989 and police investigations, to liaise with staff when deciding to make a referral to relevant agencies so that children's needs are considered holistically, to liaise with the senior mental health lead, to promote supportive engagement with parents and carers, to take the lead in promoting educational outcomes for children in need and those with a social worker, to liaise with the Local School Board and the Local Authority on any deficiencies brought to the attention of the Local School Board and how these should be rectified without delay
- **Information sharing and managing safeguarding files** – keeping files confidential, secure and up to date, in a separate file for each child, including a clear and comprehensive summary, detailing how the concern was followed up and resolved, with a note of actions, decisions and the outcome, sharing information as required to safeguard children and transferring records and other relevant information to the new school within 5 days or in advance if necessary
- **Raising Awareness** – ensuring each member of staff and volunteer understands the child protection policy which is reviewed at least annually, making it available publicly, ensuring staff have access to relevant training and induction, promoting educational outcomes by sharing relevant information about vulnerable children
- **Training, knowledge and skills** – to undergo DSL training every two years (updating at least annually via bulletins etc) and to attend Prevent awareness training, in order to understand assessment and referral processes, to contribute effectively to child protection conferences including the importance of sharing information, to understand the lasting impact that adversity and trauma can have on children and how to respond to this, to be alert to children with specific needs e.g. SEND, those with health conditions and young carers, to understand the unique risks associated with online safety

- **Providing support to staff** – to help them 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 children** – encouraging a culture of listening to children and taking account of their wishes and feelings in measures taken to protect them and understanding the difficulties children may have in approaching staff about their circumstances
- **Holding and sharing information** – sharing with safeguarding partners, other agencies and professionals and transferring records between schools and colleges in accordance with data protection legislation, keeping detailed, accurate and secure written records and understanding the purpose of this

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 recorded electronically on the school's record system, Schoolpod, recording the date and an electric signature and passed immediately to the Designated Safeguarding Lead (or a Deputy). In the event of the Schoolpod being inaccessible or delaying the reporting of a safeguarding concern, staff are to record concerns in writing, using a record of concern form (see appendix 5), date, sign and pass immediately to the Designated Safeguarding Lead (or a Deputy). The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be shared with other agencies (in accordance with the Data Protection Act 2018 and GDPR principles).

Records relating to actual or alleged abuse or neglect are stored apart from normal pupil or staff records. Normal records sometimes have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.

Child protection records are stored securely, with access confined to specific staff, eg the Designated Safeguarding Lead (and relevant deputies), the Executive Headteacher and Head of School.

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

When children transfer school their safeguarding records are also transferred within 5 days of them starting. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving school (or College/6th Form) with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. Where a child needs specific ongoing support, relevant information will be transferred prior to the child arriving at their new school. In the event of a child moving out of area and a physical handover not being possible then the most secure method should be found to send the confidential records to a named Designated Safeguarding Lead and a photocopy kept until receipt is confirmed. Files requested by other agencies e.g. Police, are copied.

Support to Pupils and School Staff

Support to pupils (including those about whom there are mental health concerns)

Our school recognises that pupils 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. Pupils may be vulnerable because, for instance, they have an allocated social worker, have a disability, are in care, a care-leaver or

previously looked after, or are experiencing some form of neglect. It is therefore important that staff recognize that mental health concerns can, in some cases, be an indicator that a pupil has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are well placed to observe pupils 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 pupils 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 pupils school may be one of the few stable, secure and predictable components of their lives. If staff have a mental health concern about a pupil 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 or neglect in pupils with Special Educational Needs, disabilities or physical health issues. We will seek to provide such pupils 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 5 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".

Peer on peer/child on child abuse

We recognise that pupils 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 (eg hitting, kicking, shaking, biting, hair pulling, etc). This may be experienced by both boys and girls.

There are different school and local authority or Safeguarding Children Partnership guidances and policies which detail the school's procedures to address and minimise these concerns including;

- School Behaviour and Exclusions Policy
- School Anti-bullying Policy
- Online safety Policy
- "Guidance for schools working with children who display harmful sexual behaviour" (Leicestershire LA Guidance)
- DfE guidance "Sexual violence and sexual harassment between children in schools and colleges" and Part 5 of "Keeping children safe in education".

Pupils will be encouraged to report to a trusted adult in school all incidents of peer on peer abuse wherever it may have happened and will be taught about alternative ways of doing this both in school and elsewhere. They will always be taken seriously and never given the impression that they are creating a problem by reporting their concern or made to feel ashamed. Where an incident has occurred or specific risks are identified, the details will be added to a safeguarding record for the pupils concerned and a thorough investigation conducted by the DSL. A written risk assessment will be undertaken by the DSL in order to minimise the risk of further harm and to ensure the safety of all staff and pupils. Parents or carers of the pupils involved will be informed as soon as it is appropriate to do so. Support plans will be written and help offered, by different adults in school (to avoid a possible conflict of interest), to the alleged victim, the child or young person

accused and any other children involved. A referral to any relevant outside agency will be made e.g. Police or Social Care. Detailed procedures are included in the linked school policies listed above.

The following steps will be taken to minimise the risk of peer on peer 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 specific subjects such as PSHE and RE/RSE and through the wider curriculum and ethos of the school
- Clear procedures put in place to govern the use of mobile phones in school
- Appropriate staff supervision of pupils/staff to pupil ratio and identifying locations around the school site that are less visible and may present more risk to pupils
- Effective communication with stakeholders and thorough record keeping to support early identification to manage and address patterns of inappropriate behaviour

Online Safety

We recognise that technology is a significant component in many safeguarding and wellbeing issues and that pupils are at risk of abuse online as well as face to face. Some pupils 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 pupils have unrestricted access to the internet via their mobile phones outside of school. For the duration of the school day pupils do not have access to their personal mobile devices, except for pre-approved 'technology afternoons' that may occur at the end of a full term. In such instance parents and carers will be informed of this and pupils will not be permitted to take photographs on their personal mobile devices and their usage will be supervised at all times. Our online safety policy sets out the school's response to incidents which may involve one or more of the four areas of risk – content, contact, conduct and commerce. Online safety is a consideration running through the planning and implementation of all relevant policies and procedures. Staff will always respond if informed that pupils have been involved in sharing indecent images. The DfE guidance "Sharing nudes and semi-nudes: advice for education settings working with children and young people" (Dec 2020) will be used to guide the school's response on a case by case basis.

The key points for staff being:

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

Sexual violence and Sexual Harassment

Sexual violence refers to sexual offences as described under the Sexual Offences Act 2003 including rape and sexual assault. Sexual harassment is 'unwanted conduct of a sexual nature'

that can occur online and offline and may include sexual name-calling, taunting or “jokes” and physical behaviour, for example, deliberately brushing against someone or interfering with clothes. ‘Upskirting’ is also a criminal offence (under the Voyeurism (Offences) Act 2019) and typically involves taking a picture under a person’s clothing (not necessarily a skirt) without them knowing, in order to obtain sexual gratification or to cause humiliation, distress or alarm (anyone of any gender can be a victim). Evidence shows that girls, children with SEND and LGBT children are more likely to be the victims of sexual violence and harassment and boys are more likely to be the perpetrators. However, sexual violence and sexual harassment can occur between children of any gender.

Curriculum

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

Responding to an incident

- School will follow the DfE guidance, ‘Sexual violence and sexual harassment between children in schools and colleges’, September 2021.
- Relevant staff will liaise with the police, social care and parents/carers as appropriate.
- Support will be offered to both the alleged victim(s) and child(ren) accused. Parents/carers will be included in discussions about the format that this support will take.

Children Missing (including absence from school)

Our school recognises the entitlement that all children have to education and will work closely with the local authority to share information about pupils who may be missing out on full time education or who go missing from education. The local authority will also be informed where pupils are to be removed from the school register a) to be educated outside the school system; b) for medical reasons; c) because they have ceased to attend; d) because they are in custody; d) because they have been permanently excluded. We also recognise that when children go missing this is a sign that they may have been targeted by perpetrators of Child Sexual Exploitation and/or drug related criminals (County Lines). Children may also be groomed into participating in other forms of criminal exploitation including cybercrime, serious violence and violent crime. Pupils 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)

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 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

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

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), 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.

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 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, aunt or sibling).

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

Support for Staff

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

Foxfields Academy invests in the wellbeing of its staff by having several trained Adult Mental Health First Aiders within the staff team and provides access to a confidential, and expert wellbeing support via an Employee Assistance Program.

Working with parents/carers

The school will:

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

Early Help

Early Help is the term used to describe arrangements and services that identify the need for help for children and families as soon as difficulties start to emerge, or when there is a strong likelihood that difficulties will emerge in the future.

Working Together to Safeguard Children (2018) identifies the critical features of effective Early Help as:

- 'A multi-disciplinary approach, that brings a range of professional skills and expertise through a "Team around the Child" approach.
- A relationship with a trusted lead professional who can engage with the child and their family, and coordinate the support needed from other agencies
- Practice that empowers families and helps them to develop the capacity to resolve their own difficulties
- A holistic approach that addresses the children's needs in the wider family context
- Simple, streamlined referral and assessment process

If early help is appropriate, a 'request for services' form will be submitted to Leicestershire County Council alongside the contribution of the child, family and other relevant professionals. The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Referrals

If it is appropriate to refer the case to local authority children's social care or the police, The Head of School, DSL or Deputy DSL, will make the referral. The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The Head of School, DSL or Deputy DSL, must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded. If the child's situation does not seem to be improving after the referral, the Head of School, DSL or Deputy DSL, or person who made the referral must contact the local authority and make sure the case is reconsidered to ensure the concerns have been addressed and the child's situation improves.

It is good practice for professionals to discuss any concerns they have with the person(s) who has parental responsibility for the child/children, and where possible, to inform them of school's intention to make a referral to social care. Full details of any such conversation should be recorded on the school's safeguarding record of concern sheet. However, there are exceptional circumstances where such discussion may place the child at increased risk of significant harm. In these circumstances it can be appropriate to refer without the knowledge of the person(s) with parental responsibility, although social care will subsequently disclose the source of the referral to the family. In cases where a professional is acting in good faith on third party information it may not be appropriate for Social Care to reveal the source of the referral. Social Care will advise the professional of their decision on this point.

Other factors relevant to the decision to refer without prior discussion with the family include:

- Sexual abuse, organised abuse or fabricated illness is suspected
- It isn't possible to contact parents/carers without causing undue delay in making a referral
- Issues of staff safety
- The risk of destroying evidence
- The likelihood of children or other family members being intimidated
- Possibility of increased risk of domestic abuse
- Possibility of the family moving to avoid professional scrutiny.

The Designated Safeguarding Lead should keep records of any signs of abuse, neglect or any other injury and of any action taken which are timed, dated and signed. He/she should record the circumstances which caused the concern and indicate any visible injuries by way of a description and rough sketch – no photograph should be taken except by the Police and/or if appropriate. Any explanation or comments made by the child or their carer should be recorded in their exact words if possible. It should also be recorded whether or not the family has been informed of the reasons for the concern and the actions taken by the Designated Safeguarding Lead.

It is not the responsibility of school staff to investigate suspicions of child abuse but to pass on all relevant information to social care. Any investigations conducted by the school are potentially detrimental to the formal investigative process and ultimately to the safety of the child in question. Where others, such as Education Welfare Officers, Youth Workers or Educational Psychologists are involved, the Designated Safeguarding Lead should check with them to see if they have any concerns. Their comments should be noted and passed on with the referral to Social Care.

The following safeguarding concerns will be managed through the stated procedures (a safeguarding referral may be made in conjunction with additional procedures):

- FGM – any teacher who discovers that an act of FGM appears to have been carried out on a pupil under 18 must personally report this to the police immediately.
- Extremism and Radicalisation – Where there is a concern, the Head of School, DSL or Deputy DSL, will consider the level of risk and consider a Channel referral, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism. This referral would be made alongside a referral to social care.

Responding to Concerns

All staff have a responsibility to respond to disclosures by pupils or other concerns and pass these concerns on to the Designated Safeguarding Lead immediately, or a member of the senior leadership team in their absence. It is important that all parties act swiftly and avoid delays. It is vital that staff do not:

- dismiss concerns or disclosures as insignificant, they may provide a vital link to other information;
- keep such concerns to themselves
- promise secrecy to children or adults making disclosures but reassure them that information will be shared appropriately and confidentially

It is unacceptable for any member of staff to keep such concerns to themselves, including concerns about the conduct of another member of staff. The Designated Safeguarding Lead/Head of School will ensure that:

- factual information only is shared
- the information is shared appropriately and confidentially with the appropriate professionals
- this is recorded on the child's individual, confidential file in school.

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).

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.

Allegations made against people who work with children

Where any member of staff becomes aware that someone in a position of trust, this refers to all adults that work with children, has harmed a child or behaved in a way that indicates that they may be unsuitable in a position of trust, the Local Authority Designated Officer(s) (LADO) must be contacted to discuss all concerns promptly.

Leicestershire County Council LADO:

Kim Taylor/Lovona Brown: 0116 305 7597

If a child requires immediate medical treatment:

If a child comes to school in need of immediate medical treatment they should initially be taken to a school's designated first-aider, where appropriate action will be taken. This may involve:

- a call or delivery to the local health centre
- delivery to hospital
- a call to emergency services.

If in the judgement of the Designated Safeguarding Lead or Senior Leadership Team, there are indications that the cause of the problem may be related to child abuse, the medical professionals must be informed. The Designated Safeguarding Lead must refer the case to Social Care.

Provision of medical treatment should not be delayed by attempts to contact the parent or carer in advance and in some cases of suspected child abuse it would be inappropriate to alert parents/carers. A child of whom there is a suspicion of possible abuse but no need for immediate medical treatment: If it is believed that a child may be suffering, or may be at risk of suffering significant harm, even in the absence of any physical evidence, this should be brought to the attention of the statutory child protection services immediately.

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. The Leicestershire County Council induction leaflet is given to all staff and is the basis for the safeguarding induction.

In line with statutory requirements, every recruitment process for school staff will have at least one member (teacher/manager or Local School Board representative) 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).

Also see CIT's Safer Recruitment policy.

Other Relevant Policies

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

- Behaviour and Exclusions Policy
- Anti-Bullying Policy
- Online Safety Policy
- SEND Policy
- RSE Policy
- PSHE Policy
- CIT - Acceptable Use of Internet Policy
- CIT – Staff Code of Conduct
- CIT – Whistleblowing Policy
- CIT – Allegations of Abuse Against Staff Policy
- CIT – Looked After Children (LAC) Policy
- CIT – Mobile Device Policy
- CIT – Safer Recruitment Policy
- CIT – Staff Handbook
- CIT – Health and Safety Policy and Handbook
- CIT – Equal Opportunities and Diversity Policy for Students and Parents/Carers
- CIT – Sexual Violence & Harassment between Children

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.

APPENDIX 1

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

Contents

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

A. General

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

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

- 1) When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.
- 2) As soon as possible make a dated (including the day), timed and signed record of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead in the school.

- 3) If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the Headteacher must be informed.
- 4) If the safeguarding concern or allegation is about the Headteacher, the information should normally be passed to the Chair of Governors (or other senior manager in a MAT) or failing that to the Local Authority Allegations Manager (LADO).
- 5) If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

C. Designated Safeguarding Lead – main procedural steps

- 1) Begin an individual case file for each child involved which will hold a record of communications and actions to be stored securely (see section on Records, Monitoring and Transfer). Include a chronology of case activity.
- 2) Where initial enquiries do not justify a referral to the investigating agencies, inform the initiating adult and monitor the situation. If in doubt, seek advice from the First Response professionals consultation line.
- 3) Share information confidentially with those who need to know.
- 4) Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care, the First Response Children's Duty should be contacted by phone (contact the local authority Children's Services where the child lives). Written confirmation should be made within 24 hours on the Multi-Agency Referral Form to Children's Social Care. All other referrals should be made using the online form (see link <http://lrsb.org.uk/childreport>).
- 5) If the concern is about children using harmful sexual behaviour, also refer to the separate guidance, "Guidance for schools working with children who display harmful sexual behaviour" (Leicestershire LA Guidance).
- 6) If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
- 7) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from the First Response Professionals Consultation line (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker takes responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (eg a restraining order). If there are clear signs of physical risk or threat, First Response Children's Duty should be updated and the Police should be contacted immediately.

APPENDIX 2

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

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: Allegations made against/concerns raised in relation to teachers, including supply teachers, other staff, 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 Chair of Governors. Pass on the written record. (If there is difficulty reporting to the Chair of Governors, contact the Allegations Manager (LADO), Safeguarding and Performance Unit as soon as possible.)

2) Headteacher (or Chair of Local School Board)

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

Appendix 3

Safeguarding pupils who are vulnerable to extremism and radicalisation

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

These include:

- Assessing the risk of pupils being drawn into terrorism (see Appendix 5)
- Working in partnership with relevant agencies (including making referrals) under the Safeguarding Children Partnership procedures
- Appropriate staff training
- Appropriate online filtering

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.

Appendix 4

Operation Encompass

OUR KEY ADULTS ARE: Lizzie Papworth (DSL) & Charlotte Hardy (Head of School)



Our school is part of Operation Encompass. This is a police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Abuse.

Operation Encompass means that the police will share information about Domestic Abuse incidents with our school PRIOR to the start of the next school day when they have been called to a domestic incident.

Once a Key Adult (DSL) has attended at an Operation Encompass briefing they will cascade the principles of Operation Encompass to all DDSL's,

Our parents are fully aware that we are an Operation Encompass school.

The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.

We are aware that we must do nothing that puts the child/ren or the non-abusing adult at risk.

Appendix 5 – Definitions and Indicators of Abuse

These indicators are not exhaustive and whilst the factors detailed below may be an indication that a child is facing/at risk of abuse, it should not be assumed that is the case simply on the basis of someone presenting with one or more of these warning signs.

Physical Abuse

Definition: Physical abuse is when someone hurts or harms a child or young person. This 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.

Indicators: All children have accidents, trips and falls and there is not just one sign or symptom to look out for but it is important to be aware of the signs. Physical abuse indicators include; bruises, broken or fractured bones, burns or scalds, bite marks, swelling. It can also include other injuries and health problems such as; scarring, the effects of poisoning, such as vomiting, drowsiness or seizures, breathing problems from drowning, suffocations or poisoning.

Emotional Abuse

Definition: 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.

Indicators: Physical and emotional development delays, a child talks of excessive punishment, fear or parents/carers being contacted, sudden speech disorders, running away, self-deprecation, low self-esteem.

Sexual Abuse

Definition: 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.

Indicators: If a child is being or has been sexually abused might include: avoiding being alone or frightened of people or a person they know, using sexualised language or displaying sexualised behaviour, having nightmares or bed-wetting, alcohol or drug misuse, self-harm, changes in eating habits, changes in their mood, genital discomfort/pain/itching/bruising/injuries, public and/or compulsive masturbation, sexually transmitted infection, sexually explicit drawings or pregnancy.

Neglect

Definition: 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.

Indicators: A child feeling cold and/or being inappropriately dressed, undernourished, always hungry, untreated medical problems e.g. dental decay, head lice etc, lethargy, tiredness, aggressive tendencies.

Peer on Peer Abuse/Gang Violence/Sexual Violence

Definition: Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

It may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned
- The perpetrator has repeatedly tried to harm one or more other children
 - There are concerns about the intention of the alleged young person. If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur 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 offline (both physical and verbal) and are never acceptable.

Indicators: Physical harm caused by others, disengagement from school, a large imbalance of power between peers, avoiding certain peers or peer groups, unexplained injuries, vague disclosures, sudden development of sexual behaviour, bullying behaviours, an increase in sexual comments, jokes or taunting, online sexual harassment (standalone or part of a wider pattern sexual harassment and/or sexual violence - It may include: non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages, including, on social media, and sexual exploitation; coercion and threats), use of new or unknown slang words, holding unexplained money or possessions, new nickname, writing or drawing tags on possessions or environment, or starting to adopt certain codes of group behaviour e.g. ways of taking and hand signs.

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

Definition: CCE & CSE occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Indicators: Acquisition of money, clothes, mobile phones etc without plausible explanation, gang-association and/or isolation from peers/social networks, leaving home/care without explanation and persistently going missing or returning late, inappropriate sexualised behaviour/sexually transmitted infections, relationships with controlling or significantly older individuals or groups, increasing secretiveness around behaviours and relationships, self-harm or significant changes in emotional wellbeing,

Prevent – Pupils who are vulnerable to extremism and radicalisation

Definition: Children can be exposed to different views and receive information from various sources. Some of these views may be considered radical or extreme. Radicalisation is the process through which a person comes to support or be involved in extremist ideologies. It can result in a person becoming drawn into terrorism and is in itself a form of harm. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It includes calls for the death of members of the British armed forces (HM Government, 2011).

Indicators: Unwillingness or inability to discuss their views/expressing extremist views, increased levels of anger, increased secretiveness especially around internet use, talking as if from a scripted speech, refusing to listen to different points of view, embracing conspiracy theories, or converting to a new religion.

Female Genital Mutilation (FGM)

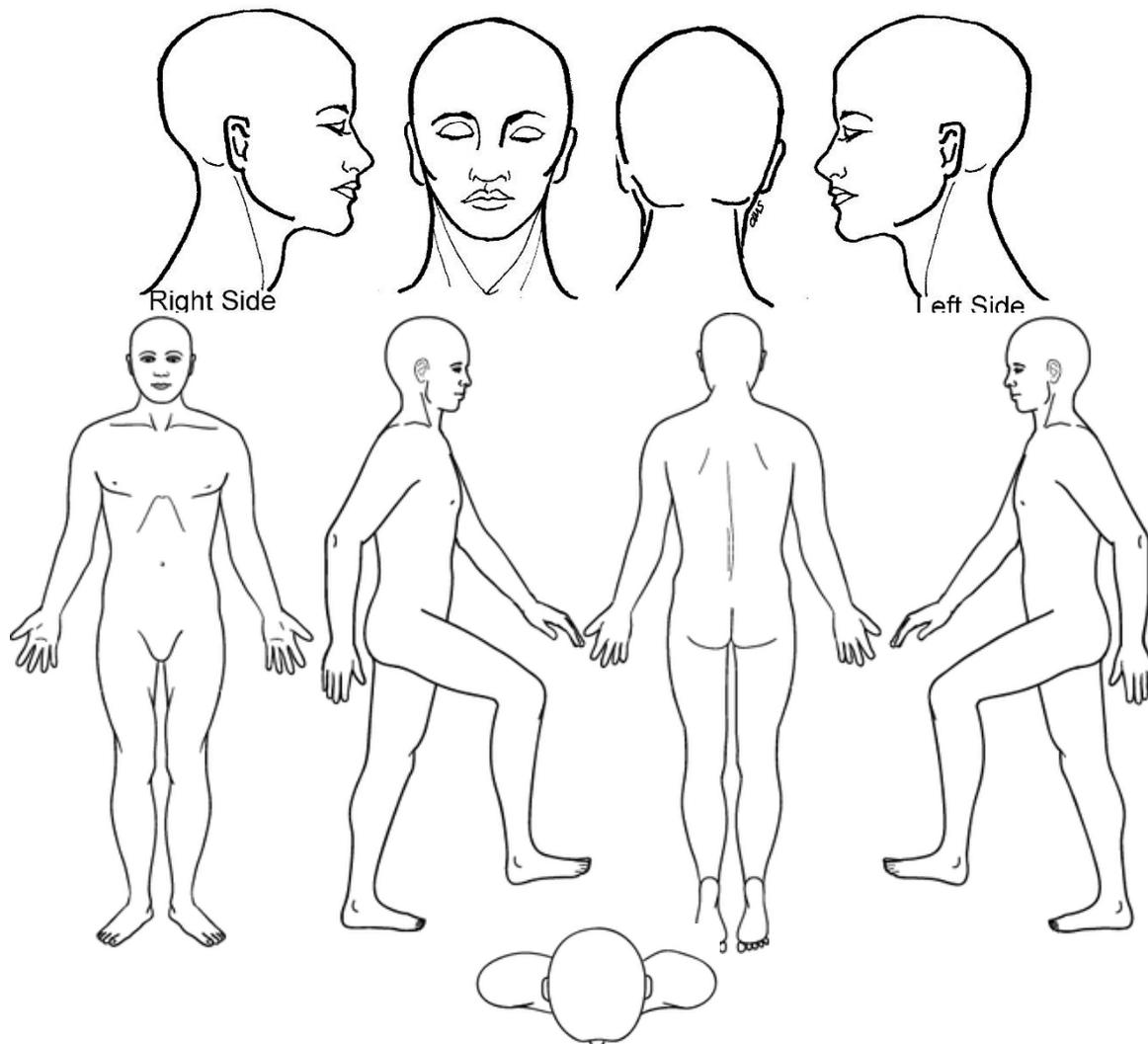
Definition: Female genital mutilation is a procedure where the female genitals are deliberately cut, injured or changed, but there is no medical reason for this to be done. It is also known as female circumcision or cutting.

Indicators: A female at immediate risk of FGM may not know what is going to happen but indicators that this may be planned include; someone known as a 'cutter' visiting from abroad, a special occasion or ceremony to 'become a woman' or get ready for marriage, a female relative being cut. Physical indicators of FGM include; planning, taking, or returning from a long holiday abroad or going 'home' to visit family, having difficulty walking, standing or sitting, spending longer in the bathroom or toilet, appearing quiet, anxious or depressed, acting differently after an absence from school, severe pain, bleeding, infection such as tetanus, HIV and hepatitis B and C.

Appendix 6 – Safeguarding Record of Concern Form

Pupil Name: _____		
<u>Safeguarding Concern (to be completed by staff member)</u>		
Detail the concern below, using the child's exact words where possible - consider WHAT is the concern, WHO is involved, WHERE and WHEN did it happen.		
<u>Staff Name:</u>	<u>Staff Signature:</u>	<u>Date & Time:</u>
<u>Action taken (to be completed by Safeguarding Officer/SLT)</u>		
<u>Date and Time reported to Safeguarding Officer/SLT:</u>	<u>Time of Action by Safeguarding Officer/SLT:</u>	<u>Name of person taking action:</u>

Please turn over to record and detail any marks noticed on child's body.



When you notice an injury to a child, try to record the following information in respect of each mark (please note this is not an exhaustive list):

- Exact site of injury on the body, e.g. upper outer arm/left cheek
- Size and injury – in appropriate centimetres or inches
- Approximate shape of injury, e.g. round/square or straight line
- Colour of injury – state if more than one colour
- Is there any swelling at the site of the injury, or elsewhere?
- Is the skin broken? Is there a scab? Any blistering? Any bleeding?
- Is the injury clean? Or is there grit/fluff etc?
- Is mobility restricted as a result of the injury?
- Does the child feel pain?