

# Eyres Monsell Primary



## SAFEGUARDING & CHILD PROTECTION POLICY AND GUIDELINES 2019/2020

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and taking action to enable all children to have the best life chances.

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Eyres Monsell Primary School			I	

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## Key Safeguarding Staff at Eyres Monsell Primary School



Mrs Hill  
Head teacher  
**DSL**



Mrs Weaver  
**Safeguarding**  
Governor



Mrs Applebee-Lewis  
Deputy Head teacher  
**Senior DSL**



Mrs Whitmore  
Business Manager  
**DSL**



Mrs Tuckwell  
Assistant Head teacher  
**DSL**



Miss Reilly  
Assistant Head teacher  
**DSL**



Mr Short  
Science and Computing  
**DSL**



Miss Nykolyszyn  
Mental Health Lead  
**DSL**



Mrs Boddice  
Family Learning and  
Parent Co-ordinator  
**DSL**



Mrs Abdeladim  
TA Manager and  
resilience champion  
**DSL**



Mr Popat  
Pastoral Manager  
**DSL (from Oct 19)**

## 1 Introduction

**1.1** Eyres Monsell Primary fully recognises the contribution it can make to protect children and support pupils in school. The aim of this policy is to safeguard and promote our pupil's welfare, safety and health by fostering an honest, open, caring and supportive climate and our staff members working with pupils maintain an attitude of 'it could happen here' where safeguarding is concerned.

The pupils' welfare is of paramount importance. This policy sets out how the school and the governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school.

Safeguarding is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best life chances.

**1.2** Eyres Monsell Primary is committed to safeguarding and promoting the welfare of all its students.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child. This means that they should consider, at all times, what is in the **best interests of the child**. (kCSIE19)

We believe that:

- All children/young people have the right to be protected from harm;
- Children/young people need to be safe and to feel safe in school;
- Children/young people need support which matches their individual needs, including those who may have experienced abuse;
- All children/young people have the right to speak freely and voice their values and beliefs;
- All children/young people must be encouraged to respect each other's values and support each other;
- All children/young people have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy healthy sociable child/young person will achieve better educationally;
- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours; and
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.
- Everyone who comes into contact with children has a role to play in identifying concerns, sharing information and taking prompt action.

**1.3** Eyres Monsell Primary will fulfil local and national responsibilities and accepted best practice as laid out in the following documents:-

- Working Together to Safeguard Children (DfE March 2018)
- Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE Sept 2019)
- The School Staffing (England) Regulations 2009 & Amended Regulations 2015; Safer Recruitment in Education including
- Guidance for Safer Working Practice Rev 2019 - (Safer Recruitment consortium)
- Prevent Duty 2015

- **Information sharing:** Advice for Practitioners providing safeguarding services to children, young people parents and carers. (March 2015)
- 'What To Do If You Are Worried A Child Is Being Abused' March 2015
- Leicester Safeguarding Children's Board Procedures (LSCB) <http://llrscb.proceduresonline.com/chapters/contents.html>
- The Children Act 1989 and 2004
- The Education Act 2002 s175/s157
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
- Framework for the Assessment of Children in Need and their Families 2000
- Sexual Offences Act 2003 (Position of Trust offence)
- Sexual Violence and Sexual Harassment between children in schools and colleges May 2018
- Voyeurism (Offences Act) 2019
- Childcare (Disqualification) Regulations 2009
- Counter Terrorism and Security Act 2015
- Female Genital mutilation Act 2003
- Safeguarding & Child Protection education procedures in Leicester, notes, information, and training for Designated Safeguarding Leads (DSL) in schools
- Children and Families Act 2014
- Safeguarding and Vulnerable Group Act 2006

1.4 The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

1.5 We recognise that all staff and governors have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

1.6 All staff<sup>1</sup> believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

## 2 Overall Aims

- This policy will contribute to safeguarding our students and promoting their welfare by supporting the child's development in ways that will foster security, confidence and resilience.
- Providing an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- Raising the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Providing a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children including Child Missing from Education.
- Acknowledging the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.
- Developing a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- Developing effective working relationships with all other agencies involved in safeguarding children. Including appropriate work within the curriculum.

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<sup>1</sup> 'Staff' covers ALL adult staff on site, including temporary, supply and ancillary staff, and volunteers working with children

- Ensuring that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities.

### 3 Key processes

Our school procedures for safeguarding children are in line with the *Leicester City Safeguarding Children's Board (LSCB), Multi Agency Child Protection/Safeguarding Procedures;* <http://llrscb.proceduresonline.com/chapters/contents.html>), in addition to the statutory requirements as outlined in 1.3.

### 4 Expectations

#### 4.1 All staff and visitors will be familiar with this safeguarding policy;

- Staff will have access to, a copy of, demonstrate their understanding of and be well versed in our Child Protection Policy; which will also form part of their induction and revisited every year through Whole School Safeguarding Training.
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc;
- Staff will have access and be well versed in the staff Code of Conduct and staff handbook - relating to staff behaviour.
- For those regular external visitors/providers such as cleaners and caterers; to have shown the school a copy of their H & S and Child Protection Guidelines as best practice and where applicable; and that the school has a statement in main reception notifying external visitors who the Schools DSL is and what to do if they have any concerns about a child's welfare
- Be involved in the implementation of individual education programmes, pupil passports, integrated support plans, child in need plans and interagency child protection plans;
- Be alert to signs and indicators of possible abuse (See Appendix 1)
- All school staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life.
- Record concerns/disclosures and give the record to the DSL; and
- Deal with a disclosure of abuse from a child in line with our school procedures; informing the DSL immediately, and provide a written account as soon as possible. This includes making the appropriate contact with children's social care (DSL).
- **If, a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately.** Anyone can make a referral. Where referrals are not made by the designated safeguarding lead - the designated safeguarding lead should be informed, as soon as possible, that a referral has been made.

#### 4.2 All parents will be familiar with this safeguarding policy;

- Parents/Cares will have access to the Child Protection Policy as part of initial information given to perspective/existing Parents/Carers and will be available through our schools website. Additional copies will be issued as and when required including notifying parents of changes within the document ie revised annual policy.

#### 4.3 Communicating with parents:

In addition to section 4.2 above, the following statement is provided and highlighted to parents so they are aware of the school's responsibilities:

*'The school ensures children learn in a safe, caring and enriching environment. Children are taught how to keep themselves safe, to develop positive and healthy relationships, how to avoid situations where they might be at risk including by being exploited.'*

*The school has a statutory responsibility to share any concerns it might have about a child in need of protection with other agencies and in particular police, health and children's services. Schools are not able to investigate concerns but have a legal duty to refer them. In most instances, the school will be able to inform the parents/carer of its need to make a referral. However, sometimes the school is advised by Children's Social Care or police that the parent/carer cannot be informed whilst they investigate the matter. We understand the anxiety parents/carers understandably feel when they are not told about any concerns from the outset. The school follows legislation that aims to act in the interests of the child.*

## **5 Extended school and before and after school activities**

5.1 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.

5.2 Where services or activities are provided separately by another body, the governing body should seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the school on these matters where appropriate

## **6 Procedures**

6.1 Eyres Monsell Primary will ensure that:

- The governing body understands and fulfils its safeguarding responsibilities.
- We have a Designated Safeguarding Lead (Mrs Applebee-Lewis) and a Deputy Designated Safeguarding Lead for child protection and safeguarding, who have undertaken DSL training delivered by Safeguarding in Education, Leicester City Council; of which their training will be refreshed every year.
- All members of staff are provided with opportunities every year to receive INSET training by the Safeguarding in Education team in order to develop their understanding of child protection and safeguarding in particular the signs and indicators of abuse.
- All new members of staff who join mid-year, will have the opportunity to receive INSET by the Safeguarding in Education Team or the 3 hour online NSPCC to ensure their robust awareness.
- All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse, and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.
- All staff must understand the role of the designated safeguarding leads. This will be included in the annual staff safeguarding training.
- Eyres Monsell is committed to safer recruitment as outlined in Keeping Children Safe In Education 2019. The school will ensure all appropriate checks are carried out for all staff and volunteers. Appropriate checks will be recorded on the Single Central Record which will be audited termly by **P. Whitmore (Business Manager)**. The school will ensure at least one person who is safer recruitment trained will be part of the recruitment process. All volunteers will undergo a risk assessment. See also the Safer Recruitment policy.
- All governors / proprietors / trustees will undergo a DBS check and a S128 check as outlined in paragraph 173 of Keeping children safe in education 2019
- All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other

professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

- All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Safeguarding and Child Protection Policy, and reference to it in our prospectus/brochure and home school agreement.
- Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.
- Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures.
- Our recruitment and selection policy includes all appropriate checks on staff suitability including Disclosure and Barring Service checks (formerly Criminal Records Bureau checks<sup>2</sup>) and that a minimum of two individuals have completed Safer Recruitment Training, provided by Leicester City Council, HR Department or another appropriate external agency such as the NSPCC (i.e. Headteacher and a nominated Governor).
- The name of any member of staff considered not suitable to work with children will be notified to either the Disclosure and Barring Service or the relevant Government Department/Agency (where appropriate), depending on the nature of the concern, with the advice and support of the Local Authority Designated Officer. (LADO).
- Our procedures will be annually reviewed and up-dated.
- The name of the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead will be clearly shown in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- All adults, (including supply teachers, non-teaching staff and volunteers), new to our school will be given or directed to a copy of the Child Protection and Safeguarding Policy, Staff Code of Conduct, the booklet 'What To Do if You're Worried A Child is Being Abused'<sup>3</sup>, Keeping Children Safe in Education Part 1<sup>4</sup>, and the name and contact details of the Designated Safeguarding Lead will be explained as part of their induction into the school. In addition to this, all such staff and volunteers will be made aware of the 'Guidance for Safer Working Practice DfE 2019 for Adults who work with Children and Young People' booklet and the document 'Guidance for safer working practice for those working with children and young people in education settings, 2015/2019 (Safer Recruitment Consortium).<sup>5</sup>
- **Record Keeping:** All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the designated safeguarding lead. At EMPS, all concerns should be written down and forwarded on the cause for concern sheet (yellow) to an appropriate DSL. Where there are concerns of radicalisation, these will be forwarded on the blue cause for concern sheet. DSLs will also record actions and information on to the CPOMS system, the same day. This ensures all the necessary information has been recorded and is available for the appropriate personnel.

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<sup>2</sup> Safer recruitment practice includes scrutinising applicants, verifying identity and qualifications, obtaining character and professional references, checking previous employment history and that a candidate has the health and physical capacity for the job, and a face to face interview as well as the mandatory check of the Disclosure & Barring Service (DBS) Children's Barring List, and, where appropriate, a Criminal Records Check. The School Staffing (England) Regulations 2009; Safer Recruitment in Education including, P.23 Keeping Children Safe in Education July 2015

<sup>3</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

<sup>4</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/447596/KCSIE\\_Part\\_1\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447596/KCSIE_Part_1_July_2015.pdf)

<sup>5</sup> <http://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>

## 7 Responsibilities

7.1 We understand that our responsibility to safeguard children requires that we all appropriately share any concerns as soon as a staff member or volunteer suspects/knows of a concern that we may have about children. The first point of contact is the DSL or other members of the Safeguarding Team (in their absence). The DSL will inform the Headteacher of any referrals to be made. If any staff member is involved the report is made to the Headteacher. If the Headteacher is involved then the Chair of Governors should be informed.

7.2 If a staff member feels they cannot disclose information to their DSL, Headteacher or Governor(s), they must then follow our schools whistleblowing procedures to report their concerns. (Appendix 6).

7.3 All staff will be versed in our Whistleblowing procedure and understand when it is appropriate to use the procedures.

7.4 All staff will be well versed in the school's Child Missing protocols and know and understand that any child that is regularly absent or missing can be a cause for concern and a possible indicator that the child is at risk of abuse or in need of help and support.

## 8 Designated Safeguarding Lead – Roles and Responsibilities<sup>6</sup>

8.1 The DSL is a member of the School's Leadership Team and is responsible for:-

### Managing referrals

- The DSL will deal with all safeguarding concerns raised/allegations of abuse within the school, refer all cases of suspected abuse to children's social care and;
- Refer all cases in relation to allegations against staff members to the LADO including disclosure and barring
- Seek advice from the police if a crime has been committed
- Liaise with the Headteacher of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies

### Training

The DSL will receive appropriate training carried out every two years in order to;

- Understand the assessment process for providing early help and intervention
- Have an up to date working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Support other staff members who attend strategy meetings and/or case conferences so that they too can contribute to these effectively
- Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers<sup>7</sup>

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<sup>6</sup> Keeping Children Safe in Education July 2015, Annex B, Role of Designated Safeguarding Lead

<sup>7</sup> Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children

- Be able to keep detailed, accurate, secure written records of concerns and referrals;
- Written records of concerns are kept, even if there is no immediate need for referral and are monitored
- All child protection records are marked as such and kept securely locked, and if these are stored electronically, that they are differently password protected from the pupils' other files, and accessible only by the Headteacher/DSL's
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them

### **Raising Awareness**

- The DSL will ensure the school or college's policies are known and used appropriately;
- Ensure all staff, including supply teachers, visiting professionals working with pupils in the school and volunteers are informed of the names of the DSL's and the school's procedures for safeguarding children
- Act as a focal point for staff to discuss concerns and liaise with other agencies and professionals (where appropriate).
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.
- Child missing from education are monitored and policies are in place
- Work with the governing body to review and update annually the schools child protection policy and safeguarding audits.
- Be able to access the contents of the Leicester Safeguarding Children Board procedures and any updates are made accessible to all staff within the school
- Support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from the school leadership team or others as appropriate
- Ensuring that any pupil currently subject to a child protection plan who is absent without explanation on a number of occasions to their key worker in Children's Social Care
- Providing, with the Headteacher, an annual report for the governing body, any Safeguarding in Education Check Lists provided by the LA, any changes to the policy and procedures; training undertaken by the Designated Senior Person and by all staff and governors

### **Child Protections Files**

- Where children leave the school we will ensure their child protection file is transferred to the new school or college as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.
- In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

### **Availability**

- During term time the designated safeguarding lead (or a deputy) will be available arrange adequate and appropriate cover arrangements for any out of hours/out of term activities. The school has a safeguarding email which will be monitored when the school is closed.

## 8.2 Roles and responsibilities of the Headteacher

The Headteacher of Eyres Monsell Primary will ensure that:

- The policies and procedures adopted by the governing body are fully implemented, and followed by all staff
- The Child Protection Policy and other relevant Policies are updated annually, ratified by the Governing body annually and that relevant policies be available publicly either via the school website, parents evening, open days or by other means.
- Sufficient resources and time are allocated to enable DSLs and other staff to discharge their responsibilities; including taking part in inter-agency meetings and contributing to the assessment of children.
- That the Headteacher has received Safer Recruitment Training delivered by Leicester City Council, HR Department or external provider such as NSPCC and that training is refreshed no later than every 5 years; and that at least 1 member of the Governing body has attended Safer Recruitment Training.
- 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. (Whole school approach and child centred practice)
- All staff are made aware that they have an individual responsibility for referring child protection concerns, promptly and using the proper channels.
- That regular external visitors/providers such as cleaners, caterers have shown the school a copy of their H & S and Child Protection guidelines as best practice and where applicable; and that the school has a statement in main reception notifying external visitors who the Schools DSP is and what to do if they have any concerns about a child's welfare
- The DSLs undergo child protection training which is updated regularly, with advice from the LSCB, Safeguarding in Education and in line with Keeping Children Safe in Education, July 2015, Annex B
- New members of staff, temporary or permanent including volunteers are given a full induction that includes Safeguarding and Child Protection Guidelines.
- That staff undergo and attend whole school training at least every year (INSET).
- All staff are made aware of their right to whistle blow, have a copy of the whistleblowing procedures and are well versed with the procedures Appendix 6
- Ensure cover is available, as appropriate to the DSLs when needed to effectively discharge their safeguarding duties.

## 8.3 Roles and responsibilities of the Governing Body

The Governors of Name of School will ensure that:

- The school has a child protection policy and procedures in place, and the policy is made available to parents on request and available on the school website ([www.eyresmonsell.leicester.sch.uk](http://www.eyresmonsell.leicester.sch.uk))

- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection – DSL.
- There is an appointed deputy(s) for child protection, in the event of the unavailability of the DSL
- The DSL and the appointed deputy(s) for child protection undertakes training for designated senior persons, in addition to inter-agency child protection training, that is provided by, or to standards agreed by, LSCB, and attends refresher DSL training every year.
- The Headteacher, and all other staff and volunteers who work with children, undertake appropriate training which is kept up-to-date through Whole School Training (minimum every year); and that new staff, temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities. (Through the induction process)
- There are procedures for dealing with allegations of abuse against members of staff and volunteers (Appendix 3 & 6)
- The chair of governors (or, in the absence of a chair, the vice chair) deals with any allegations of abuse made against the Headteacher, in liaison with the Local Authority Designated Officer. (Appendix 3 & 6)
- The governing body or individual governors will not have a role in dealing with individual cases or a right to details of cases except when exercising their disciplinary functions in respect of allegations against a member of staff.
- Any deficiencies or weaknesses brought to the attention of the governing body are rectified
- Policies and procedures are reviewed annually, and information is provided to the Local Authority on how the governing body discharges its duties regarding safeguarding and child protection.
- 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 DSL, and provide information and reports to the governing body, and that person is appropriately trained to discharge their responsibilities effectively.
- Will ensure that school creates a culture of safe recruitment and, as part of that, adopts recruitment procedures that help deter, reject or identify people who might abuse children (Part three: Safer Recruitment, Keeping Children Safe in Education September 2016).
- Will ensure that at least 1 member of the Governing body has received Safer Recruitment Training delivered by Leicester City Council, HR Department or an external provider such as NSPCC and that training is refreshed no later than every 5 years
- That the Chair of the governing body completes the annual Safeguarding in Education Check List – supporting schools to exercise their duties in relation to Safeguarding & Child Protection and return the document to the local authority

#### **8.4 Virtual School Head Teacher (VSH)**

- The Local Authority lead for Looked After Pupils is the Virtual School Head teacher. A virtual head teacher is someone appointed by the local authority to promote the educational achievement of all the children

looked after by that council. Those children are on a 'virtual' school roll, even though they are physically spread across the schools in the borough and beyond.

- The Virtual School Head should be the lead responsible officer for ensuring that arrangements are in place to improve the educational experiences and outcomes of the authority's Looked After children, including those placed out-of-authority.
- VSHs should ensure the educational attainment and progress of children Looked After by the local authority are monitored and evaluated as if those children attended a single school.
- The VSH should ensure that there are effective systems in place to:
  - Maintain an up-to-date roll of its Looked After children who are in school or college settings and gather information about their education placement, attendance and educational progress;
  - Inform headteachers and Designated Teachers in schools if they have a child on roll who is Looked After by the VSH's local authority;
  - Ensure that social workers, Designated Teachers and schools, carers and IROs understand their role and responsibilities in initiating, developing, reviewing and updating the child's PEP and how they help meet the needs identified in that PEP;
  - Ensure up-to-date, effective and high quality PEPs that focus on educational outcomes and that all Looked After children, wherever they are placed, have such a PEP;
  - Ensure the educational achievement of children Looked After by the authority is seen as a priority by everyone who has responsibilities for promoting their welfare;
  - Report regularly on the attainment of Looked After children through the authority's corporate parenting structures.

## 9 Supporting Children

- We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth
- We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal, too aggressive or being withdrawn

### 9.1 Our school will support all students by:

- Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum
- Promoting a caring, safe and positive environment within the school
- The school will ensure that children are taught about safeguarding, including online safety this will be a part of a broad and balanced curriculum. This will include covering relevant issues through Relationships Education and Relationships and Sex Education
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- Notifying Children's Social Care as soon as there is a significant concern
- Ensuring that a named teacher is designated for Looked After Children/Children In Need (LAC & CIN) and that an up to date list of LAC/CIN is regularly reviewed and updated
- Providing continuing support to a student (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Head at the pupil's new school as a matter of urgency
- Working with partner agencies to support and safeguard children within; Early Help, Children in Need, Child Protection and Looked After Children

## **10 Confidentiality**

We recognise that all matters relating to child protection are confidential.

10.1 The Headteacher or DSL will disclose personal information about a pupil to other members of staff on a need to know basis only. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to deal with an individual student/family. A written record will be made of what information has been shared, with whom, and when.

10.2 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

10.3 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's own safety or well-being, or that of another child.

10.4 We will always undertake to share our intention to refer a child to Children's Social Care with their parents/carers consent unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Children's Social Care, duty & Advice Service.

## **11 Supporting Staff**

11.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

11.2 We will support such staff by providing an opportunity to talk through their anxieties and concerns with the DSL and to seek further support where necessary. This could be provided by, for example, the Headteacher, by Occupational Health and/or a teacher/trade union representative as appropriate.

11.3 We understand that staff should have access to advice on the boundaries of appropriate behaviour. The booklet 'Guidance for Safer Working Practice for Adults who work with Children and Young People 2009' & Guidance for safer working practice for those working with children and young people in education settings, 2015 (Safer Recruitment Consortium).<sup>8</sup> provides advice on this and the circumstances which should be avoided, in order to limit complaints against staff of abuse of trust, and/or allegations of physical or sexual abuse. These matters form part of staff induction and are referred to in the staff handbook/code of conduct.

11.4 We recognise that DSLs should have access to support (as in 11.2) and appropriate workshops, courses or meetings as organised or arranged through the Local Authority/LSCB

## **12 Allegations against staff**

12.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

12.2 All staff should be aware of the Whole School Behaviour Policy, Staff Handbook and Staff Code of Conduct

12.3 All staff should be aware of the Guidance for Safer Working Practices for Adults who work with Children and Young People 2009 & 2015<sup>9</sup>

12.4 All staff will sign the E-Safety Acceptable Use Agreement. This sets out responsibilities for all staff, ensuring they have an up-to-date awareness of e-safety matters and that all digital communications with students/parents/carers should be a professional level and only carried out using official school systems.

12.5 We understand that a pupil may make an allegation against a member of staff:-

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<sup>8&9</sup> <http://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>

12.6 If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present.

12.7 The Headteacher/senior teacher on all such occasions will immediately discuss the content of the allegation with the Local Authority Designated Officer and follow the process for managing the concern laid down in the LSCB Procedures (<http://lscb.proceduresonline.com/chapters/contents.html>) and the School's Managing Allegations Policy.

12.8 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult with Children's Social Care, LADO, without notifying the Headteacher first. (0116 454 2440)

12.9 In all occasions identified in 12.7 & 12.8 above, the school will follow the LSCB/Local Authority procedures for managing allegations against staff and volunteers, a copy of which can be found in the School's Managing Allegations Policy.

12.10 Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult (as in 12.8 above) in making this decision.

12.11 In line with this policy and other school procedures for incident reporting/recording, staff and pupils may provide accounts of events which will be stored under our own secure systems and may be produced in the event of any allegation. However, such accounts must not constitute an official statement and the reporting person must not be questioned over their disclosure at this stage.

12.12 Our lettings agreement for other users requires that the organiser will manage the suspension of adults where necessary from school premises.

12.13 Our School staff are aware of and have an understanding of our 'Guidelines for Avoiding Allegations of Abuse' as outlined in Appendix 4.

## **13 Whistleblowing**

13.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

13.2 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the Chair of Governors or the Local Authority Designated Officer.

13.3 All staff are aware of and understand how to use our schools whistleblowing procedures. Appendix 6.

13.4 All staff will be made aware of the Local Authority Designated Officers contact details: **0116 4542440**  
To make a referral or gain advice, staff can contact: [lado-allegations-referrals@leicester.gov.uk](mailto:lado-allegations-referrals@leicester.gov.uk)  
Staff can also use the **NSPCC Whistleblowing helpline on 0800 0280285**

## **14 Our role in the prevention of abuse**

14.1 We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection.

### **14.2 The school community will therefore:**

- Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to.

- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- We will provide opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.
- The curriculum
- Relevant issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, sex and relationship education, e-safety and bullying.
- Relevant issues will be addressed through other areas of the curriculum, for example, circle time, English, History, Drama, Art, ICT.
- Other areas of work
- All our policies which address issues of power and potential harm, for example bullying, equal opportunities, handling, positive behaviour, will be linked to ensure a whole school approach.
- Our safeguarding policy cannot be separated from the general ethos of the school, which should ensure that students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

## Policy Specifics

### 15 Safeguarding students who are vulnerable to extremism / Radicalisation

15.1 Since 2010, when the Government published the Prevent Strategy<sup>10</sup> and (Revised Prevent Duty Guidance 2015<sup>11</sup>), there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

15.2 Eyres Monsell Primary values freedom of speech and the expression of beliefs/ ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

15.3 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Eyres Monsell Primary is clear that this exploitation and radicalisation should be viewed as a safeguarding concern. Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 5.

15.4 Eyres Monsell Primary seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to religious ideologies, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist extremist and Animal Rights movements.

#### 15.5 Local Context

Eyres Monsell serves an area which sits within the lowest 10% national deprivation. The 2011 census highlights that the school sits in an area of high unemployment (third highest unemployment in the County) and high rates

<sup>10</sup> Prevent Strategy 2011 - [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/97976/prevent-strategy-review.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf) & CONTEST Strategy 2011 - [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/97994/contest-summary.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97994/contest-summary.pdf) & Counter Extremism Strategy 2015 - [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/469171/51774\\_Cm9145\\_Final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/469171/51774_Cm9145_Final.pdf)

<sup>11</sup> Revised Prevent Duty Guidance 2015 <https://www.gov.uk/government/publications/prevent-duty-guidance>

of claimants of jobseekers allowance. The area sees an average of over 150 crimes per month. The majority of crime is violence and sexual offences (34%), anti-social behaviour (14%) and criminal damage and arson (14%).

As such, the school has pupils experiencing difficult and vulnerable home lives and support a wide range of families receiving external agency support. The school provides education on aspects such as county lines and offers workshops for pupils aged 10 and over in knife crime, as a response to its local area. The school also works to reduce radicalisation. The Eyres Monsell area is predominately white British, but also includes other ethnic groups. The school allows children to explore other cultures and religions and promotes diversity through for example Religious Education, visiting different places of worship and making links with different schools, to foster religious and cultural tolerance.

## 15.5 Risk reduction

15.6 The school governors, the Head Teacher and the DSLs for Safeguarding will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of students by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

15.7 When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL in the first instance

15.8 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

## 16 Contextual Safeguarding and other forms of abuse

16.1 Safeguarding incidents can be associated with factors outside the school or college and or can occur between children outside the school or college. **School staff** including our DSL's endeavour to consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means Eyres Monsell staff will take into consideration wider environmental factors that may be present in a child's life that are a threat to their safety and or welfare. This way, schools and colleges are able to provide as much information as possible as part of the referral process to Childrens Social Care as necessary. (KCSIE 2019). Environmental factors within Contextual Safeguarding include but not exclusive;

## 17 County Lines

17.1 Criminal exploitation of children is a widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. County Lines is a term used when drug gangs from big cities expand their operations to smaller towns, often using violence to drive out local dealers and exploiting children and vulnerable people to sell drugs.

17.2 Common feature in county lines drug supply is the exploitation of young and vulnerable people. The dealers will frequently target children and adults - often with mental health or addiction problems - to act as drug runners or move cash so they can stay under the radar of law enforcement.

17.3 People exploited in this way will quite often be exposed to physical, mental and sexual abuse, and in some instances will be trafficked to areas a long way from home as part of the network's drug dealing business.

## 18 Serious Violence, Gang Violence & Youth Crime

18.1 A gang is a group of individuals that spends time in public and engages in criminal activity and violence. The group may also be territorial or in conflict with other gangs. Young people involved in gangs have an increased risk of experiencing violence and other types of abuse including sexual exploitation. Gang crime and serious youth violence is also often synonymous with knife crime and other serious violence.

18.2 The vast majority of young people and education establishments will not be affected by serious violence or gangs. However, where these problems do occur there will almost certainly be a significant impact.

18.3 Gangs specifically target children who have been excluded from school to groom them as drug dealers in towns across the UK. Exclusion from school appears to be a highly significant trigger point for the escalation of County Lines involvement for children who might be on the fringes of such activity or who are easily manipulated.

## 19 Knife Crime

19.1 Knife crime has been receiving countrywide attention after being recognised as a contemporary national treat in the UK. There have been a number of high-profile incidents where teenagers have been killed or injured by someone using a knife as a weapon. Knife crime simply put is any crime that involves a knife. This includes:

- carrying a knife or trying to buy one if you're under 18
- threatening someone with a knife
- carrying a knife that is banned
- a murder where the victim was stabbed with a knife
- a robbery or burglary where the thieves carried a knife as a weapon
- Within Leicester, May 2019 saw 237 reported incidents involving a knife or bladed instrument which was an increase of 30 from the previous month

## 20 Safeguarding students who are vulnerable to; Child Sexual Exploitation/Trafficking, Children using Sexually Abusive Behaviours, Peer to Peer Concerns/ Forced Marriage/Honour Based Violence, Domestic Violence, Female Genital Mutilation and Child Missing From Education

20.1 Safeguarding incidents can be associated with factors outside the school or college and or can occur between children outside the school or college. **Eyres Monsell** including our DSL's endeavour to consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means **Eyres Monsell** staff will take into consideration wider environmental factors that may be present in a child's life that are a threat to their safety and or welfare. This way, schools and colleges are able to provide as much information as possible as part of the referral process to Children's Social Care as necessary. (KCSIE 2018). Our safeguarding policy above through the school's values, ethos and behaviour policies provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

- Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation, as outlined in section 17 & 18 below.
- Our staff are supported to recognise warning signs and symptoms in relation to specific issues, include such issues in an age appropriate way in their curriculum,
- Our school works with and engages our families and communities to talk about such issues,
- Our school staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.
- Our DSL knows where to seek and get advice as necessary.
- Our school brings in experts and uses specialist material to support the work we do.
- Our school staff fully understand how to raise a concern using the appropriate channels.

As Eyres Monsell staff are aware that safeguarding issues can manifest themselves in many different ways, our staff have received annual safeguarding training and additional information to better equip themselves in the knowledge of other forms of abuse as per Keeping Children Safe in Education 2018. These are outlined in **Appendix 1**.

## **20.2 Child Criminal Exploitation and Cybercrime Involvement**

20.3 Organised criminal groups or individuals exploit children and young people due to their computer skills and ability, in order to access networks/data for criminal and financial gain. There are a number of signs that may indicate a pupil is a victim or is vulnerable to being exploited which include;

- Missing from education
- Show signs of other types of abuse/aggression towards others
- Have low self-esteem, and feelings of isolation, street or fear
- Lack trust in adults and appear fearful of authorities
- Have poor concentration or excessively tired
- Become anti-social
- Display symptoms of substance dependence
- Excessive time online computer/gaming forums
- Social Isolation in school with peers
- High-functioning with an interest in computing

## **21 Child Criminal Exploitation and Child Sexual Exploitation (CSE)**

21.1 County Lines criminal exploitation is also synonymous with Child Sexual Exploitation. Criminal activity and Gang Association can lead into CSE through situations such as initiation, peer pressure in addition to sexual favours. Although county lines is mainly criminal, all our staff are aware of the definitions of CSE, signs and impact on vulnerable children. This is further outlined in section 17.1 of this Policy.

## **22 Modern Slavery & Trafficking**

22.1 Slavery is an umbrella term for activities involved when one person obtains or holds another person in compelled service. The number of British children identified as potential victims of modern slavery has more than doubled in a year, prompting fresh concerns about child exploitation by county lines drugs gangs.

### **Someone is in slavery if they are:**

- forced to work through mental or physical threat
- owned or controlled by an 'employer', usually through mental or physical abuse or the threat of abuse
- dehumanised, treated as a commodity or bought and sold as 'property'
- physically constrained or have restrictions placed on his/her freedom
- 'slavery' is where ownership is exercised over a person
- 'servitude' involves the obligation to provide services imposed by coercion
- 'forced or compulsory labour' involves work or service extracted from any person under the menace of a penalty and for which the person has not offered himself voluntarily
- 'human trafficking' concerns arranging or facilitating the travel of another with a view to exploiting them.

### **22.2 Human trafficking;**

22.3 Recruitment, transportation, transfer, harbouring or receipt of persons by means of threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person; (where a child is involved, the above means are irrelevant). For the purposes of exploitation, which includes (but is not exhaustive):

- Prostitution
- Other sexual exploitation
- Forced labour
- Slavery (or similar)
- Servitude etc.
- Removal of organs

## 23 Child Sexual Exploitation & Trafficking

23.1 CSE involves young people receiving something in exchange for sexual acts. Sexual exploitation can take many forms ranging from seemingly consensual relationships to serious gang and group exploitation.

23.2 Our school staff should be aware that sexual exploitation can take many forms and that pupils may not exhibit external signs of abuse

23.3 Therefore, our staff are vigilant for the less obvious signs, such as lots of new electronic equipment, when before there was none, seeming to have extra money to spend, moving away from established friendship groups etc.

23.4 Our school staff are also aware of some of the signs and symptoms of CSE through LSCB Leaflets<sup>12</sup>, staff induction and as part of Whole School Safeguarding Training which is carried out every 2 years in addition to the CSE & Trafficking Course delivered through Children's Workforce Matters<sup>13</sup> that the DSL has attended.

23.5 Our school staff follow guidance and procedures as outlined in 'Safeguarding Children and Young People from Sexual Exploitation in Leicester, Leicestershire and Rutland'<sup>14</sup> available on the LSCB website.

23.6 Our school staff are aware that if a disclosure is raised in reaction to CSE, that it will be reported straight to the DSL/SLT or Duty & Advice in their absence

**23 Peer on Peer Abuse/Peer Influence** - KCSIE 2019 is explicit in their definition of Peer on Peer abuse and its forms. However, within the context of contextual safeguarding, peer on peer abuse and peer influence has a massive impact on the child and young person (CYP). If CYP are exposed to other CYP who are known for being exploited, they are more likely to experience peer on peer abuse and be 'influenced' /'swayed' to participate in illegal activity, criminal activity and sexual activity. Further information on Peer on Peer abuse is outlined in section 18.3 of this Policy.

## 24 Children and the court system

24.1 Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. <https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds> and <https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds>

24.2 Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some

<sup>12</sup> [Campaign Report 2013/14 -](#)

<sup>13</sup> <http://www.childrensworkforcematters.org.uk/workforce-matters/safeguarding/child-sexual-exploitation/>

<sup>14</sup> [http://llrscb.proceduresonline.com/pdfs/cse\\_guidance.pdf#search="CSE"](http://llrscb.proceduresonline.com/pdfs/cse_guidance.pdf#search=)

parents and carers. If a child or young person from our school is in a situation where they are required to give evidence, school staff members will support the child and family members where appropriate.

## **25 Children with family members in prison**

25.1 The imprisonment of a household member is one of ten adverse childhood experiences known to have a significant negative impact on children's long-term health and wellbeing, their school attainment, and later life experiences. Children may have to take on extra responsibilities at home, including becoming young carers in some situations.

25.2 These children are at risk of poor outcomes including stigma, isolation and poor mental health. Parental imprisonment is also associated specifically with negative school experiences, such as truanting, bullying and failure to achieve in education and children of prisoners are at a higher risk of mental ill health and have an increased likelihood of experiencing poverty compared to their peers.

25.3 Approximately 200,000 children have a parent sent to prison each year and as such, Eyres Monsell School staff members will support children and their family members if children from our school have family members in prison. In such cases, Eyres Monsell will remain non-judgemental and supportive towards the child and family so that they can achieve the best whilst in our environment. Furthermore, as if a parent or carer finds themselves in this situation, we encourage you to speak with our DSL so that support can be given as necessary.

## **26 Homelessness**

26.1 Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Our DSL are aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity if our children and family are experiencing homelessness. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

26.2 Whilst referrals and or discussion with the Local Housing Authority will be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

26.3 The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

26.4 Furthermore, Eyres Monsell staff also promote Early Help and Support (Section 24) so that children and families can be identified and supported at an early stage. If a parent or carer and/or their children find themselves in this situation, we strongly urge you to speak to our DSL or member of school staff so that support can be provided.

26.5 Safeguarding CYP is a local and national priority and within Eyres Monsell Primary School, protecting children from abuse, harm and neglect is a priority. Our Safeguarding and Child Protection Policy along with the school's values, ethos and behaviour policies, provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other. Our staff are well versed with local and national guidance and are aware of emerging safeguarding concerns that could productionally harm our children and young people;

- Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation
- Our staff are supported to recognise warning signs and symptoms in relation to specific issues, and include such issues in an age appropriate way in their curriculum

- Our staff are aware of emerging issues and contextual safeguarding and take this into consideration when assessing children and young peoples needs
- Our school works with and engages our families and communities to talk about such issues
- Our school staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.
- Our DSL knows where to seek and get advice as necessary.
- Our school brings in experts and uses specialist material to support the work we do
- Our school staff fully understand how to raise a concern using the appropriate channels

26.6 As Eyres Monsell Primary School staff are aware that safeguarding issues can manifest themselves in many different ways, our staff have received annual safeguarding training and additional information to better equip themselves in the knowledge of other forms of abuse as per Keeping Children Safe in Education 2019. These are outlined in **Appendix 1**.

## **27 Grooming & Sexting can also form part of CSE both online and offline**

27.1 Child sexual exploitation can occur in different ways and in different situations. Many young people are 'groomed' by their abuser, online or face-to-face. Grooming is an action deliberately undertaken with the aim of befriending and establishing an emotional connection with a child, to lower the child's inhibitions with the intention to sexually abuse them.

Groomers will hide their true intentions and may spend a long time gaining a child's trust through a range of mediums including social media platforms. Section 67 of the Serious Crime Act 2015 (offence of Sexual Communication with a Child) which came into force on 3 April 2017 also applies to Sexting and Grooming and our staff are fully aware of the legislation.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/604931/circular-commencement-s67-serious-crime-act-2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/604931/circular-commencement-s67-serious-crime-act-2015.pdf)

### **Grooming Models include;**

- The relationship / peer model
- Organised / network model & trafficking model
- Inappropriate relationship model
- Gangs model
- Online Gaming / Social Networks

27.2 Our staff are aware of the types of grooming which take place, including grooming models through their annual safeguarding training and information from our DSL.

27.3 Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. This can be via Peer on Peer or other adults. As recently as June 2017, figures show there have been more than 4,000 cases since 2013 where children have taken explicit pictures of themselves and sent them to others, the youngest being 5 years old and research from Child Line suggest six out of ten teenagers say they have been asked for sexual images or videos. It is illegal to possess, take or distribute sexual images of someone who is under 18, even if the young person under the age of 18 has taken the image themselves and passed it on themselves.

Eyres Monsell takes a zero tolerance approach if children are found to be sending sexual images of themselves or others whether intentionally or maliciously in our school. Eyres Monsell has a duty of care to inform the Police and Childrens Social Care if such a case occurs. We will also notify parents directly if their children are involved. In addition to supporting our children with being safe in a digital world and highlighting the dangers, our staff have also been issued with the government guidance on sexting 'Sexting in Schools and Colleges' 2016.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/551575/6.2439\\_KG\\_NCA\\_Sexting\\_in\\_Schools\\_WEB\\_1\\_.PDF](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB_1_.PDF)

27.5 Eyres Monsell staff follow school procedures in reporting such concerns and promote E Safety and dangers of Sexting, Grooming and CSE through lessons, PSHE and assemblies. Our pupils are taught how to keep safe on and off line and E Safety is promoted throughout the school and home environment. Our school have also discussed local and national cases where grooming of young children has taken place such as the Kayleigh Haywood Story to highlight the dangers.

27.6 Our E safety policy is highlighted to staff, pupils and parents and is available on our school's website including our acceptable usage policy.

## **28 Sexual violence, Upskirting and Sexual harassment between children including Peer on Peer Abuse/Children using Abusive Behaviour<sup>15</sup> (CUSAB)**

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- Upskirting
- initiation/hazing type violence and rituals

28.1 Sexual violence and sexual harassment<sup>16</sup> 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. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

28.2 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. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBTQ children are at greater risk.

28.3 Eyres Monsell Primary School takes Peer on Peer abuse seriously and we understand that some children are more vulnerable to physical, sexual and emotional bullying and abuse by their peers. In our school, this kind of abuse will always be taken as seriously as abuse perpetrated by an adult and as seriously as a child who is suffering or likely to suffer significant harm.

28.4 Our staff understand that a significant proportion of sexual related offences are committed by teenagers and, on occasion, such offences are committed by younger children. Our staff therefore understand not to dismiss some abusive sexual behaviour as 'normal' between young people and not to create high thresholds in such cases before appropriate action is taken.

28.5 Staff and carers of children living away from home need clear guidance and training to identify the difference between consenting and abusive, and between appropriate and exploitative peer relationships. Our school will provide information, guidance and training to relevant staff members to support them with this.

28.6 Children and young people who abuse others should be held responsible for their abusive behaviour, while being identified and responded to in a way that meets their needs as well as protecting others and our school has clear guidelines around this.

28.7 Our school also refers to the LSCB procedures (Chapter 2.2)<sup>17</sup> which are written with particular reference to sexually abusive and inappropriate behaviours. Keeping Children Safe in Education 2018 (Part 5) also makes

<sup>15&17</sup> LSCB CUSAB Procedures - [http://lscb.proceduresonline.com/chapters/p\\_abuse\\_child\\_yo.html#refer](http://lscb.proceduresonline.com/chapters/p_abuse_child_yo.html#refer)

<sup>16</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/719902/Sexual\\_violence\\_and\\_sexual\\_harassment\\_between\\_children\\_in\\_schools\\_and\\_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)

<sup>17</sup> [http://lscb.proceduresonline.com/chapters/p\\_abuse\\_child\\_yo.html?zoom\\_highlight=cusab](http://lscb.proceduresonline.com/chapters/p_abuse_child_yo.html?zoom_highlight=cusab)

reference to Peer on Peer abuse and Sexual Harassment and Violence and where there are serious child protection concerns, as a result of non-sexual violence by a child or young person, leading to actual or possible significant harm, our safeguarding and child protection measures will be implemented.

## 29 Upskirting

29.1 Upskirting is the act of taking a photograph of underneath a person's skirt without their consent. Its often performed in a public place; public transport or on an escalator, with crowds of people making it harder to spot people taking these photos. It could also happen on the way to and from school and within a school. Being victim to such an incident can cause emotional distress for the young child or young person involved. Eyres Monsell Primary School Staff take these types of incidents seriously and our staff are aware of the law against 'Upskirting' which came into force on April 12, 2019 in England and Wales. If our staff are made aware of such incidents, the schools will follow its safeguarding procedures in addition to seeking advice from the Police.

29.2 At **Eyres Monsell Primary School**, all our staff are aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras, upskirting and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them and serious action will be taken

29.3 If our staff have a concern that a child might have been abused by another child and/or is displaying inappropriate sexualised behaviour, staff will in the first instance refer their concerns to the DSL. The DSL will then directly contact Children's Social Care/DAS in accordance with the LSCB [Referrals Procedure](#)<sup>18</sup> to decide how the incident will be managed. Furthermore, our DSL will also seek advice from the Police where necessary. Our staff are aware of what Peer on Peer abuse and Sexual Violence/Harassment is at national and local levels through our annual Whole School Training and our DSL has attended CUSAB Training delivered by Safeguarding in Education to enhance their knowledge in this area further.

### **Children using Abusive Behaviour<sup>19</sup> (CUAB)**

29.4 Some children are vulnerable to physical, sexual and emotional bullying and abuse by their peers. Such abuse should always be taken as seriously as abuse perpetrated by an adult. It should be the same safeguarding children procedures that as apply in respect of any child who is suffering or at risk of suffering Significant Harm from an adverse source. A significant proportion of sex offences are committed by teenagers and, on occasion, such offences are committed by younger children.

29.5 Staff and carers of children living away from home need clear guidance and training to identify the difference between consenting and abusive, and between appropriate and exploitative peer relationships. Staff should not dismiss some abusive sexual behaviour as 'normal' between young people and should not develop high thresholds before taking action.

29.6 Children and young people who abuse others should be held responsible for their abusive behaviour, while being identified and responded to in a way that meets their needs as well as protecting others.

29.7 The LSCB procedures are written with particular reference to sexually abusive behaviour and concerns about sexually inappropriate behaviour. However, where there are serious child protection concerns as a result of non-

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<sup>16</sup> LSCB CUSAB Procedures - [http://lscb.proceduresonline.com/chapters/p\\_abuse\\_child\\_yp.html#\\_refer](http://lscb.proceduresonline.com/chapters/p_abuse_child_yp.html#_refer)

<sup>19</sup>&<sup>16</sup> LSCB CUSAB Procedures - [http://lscb.proceduresonline.com/chapters/p\\_abuse\\_child\\_yp.html#\\_refer](http://lscb.proceduresonline.com/chapters/p_abuse_child_yp.html#_refer)

sexual violence by a child or young person leading to actual or possible Significant Harm, safeguarding and child protection measures should always be implemented.

29.8 If our school staff have a concern that a child might have been abused by another child and/or is displaying inappropriate sexualised behaviour we will in the first instance refer their concerns to the DSL, who will then directly contact Children's Social Care/DAS in accordance with the LSCB Referrals Procedure<sup>20</sup>. Allegations of peer abuse will be taken as seriously as allegations of abuse perpetrated by an adult. DAS will discuss directly with the DSL the concerns with and, based on an assessment, decide whether it is necessary to hold a Strategy Discussion and pursue a Section 47 Enquiry.

29.9 Our staff are aware of what CUAB is through our Whole School Training and our DSL will be attending training delivered by the Safeguarding in Education Officers in 2016.

### 30. Sexual Violence and Sexual Harassment between children

**30.1** All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

Sexual violence and sexual harassment<sup>21</sup> 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. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

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. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

#### Sexual Violence (definitions)

Sexual Violence refers to criminal acts: rape, assault by penetration and sexual assault, as defined by the Sexual Offences Act 2003. Sexual harassment is described as 'unwanted conduct of a sexual nature'.

For the purpose of this advice, when referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

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

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

**30.4 Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

**30.5 What is consent?** Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

<sup>16</sup> LSCB CUSAB Procedures - [http://lscb.proceduresonline.com/chapters/p\\_abuse\\_child\\_yo.html#\\_refer](http://lscb.proceduresonline.com/chapters/p_abuse_child_yo.html#_refer)

<sup>21</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/719902/Sexual\\_violence\\_and\\_sexual\\_harassment\\_between\\_children\\_in\\_schools\\_and\\_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)

### **30.6 Sexual harassment including peer on peer**

Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

30.7 Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. 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.

30.8 Under the Sexual Violence and Sexual Harassment between Children (December 2017) guidance, schools have a duty to minimise the risk of it occurring and have measures in place when incidents occur or are alleged to have occurred.

### **Staff Awareness**

30.9 Staff should be aware of key indicators and factors linked to sexual violence and discrimination, as part of their roles to safeguard children.

- It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys.
- When considering harmful sexual behaviours, ages and the stages of development of the children are critical factors to consider.
- Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years’ difference in age or if one of the children is pre-pubescent and the other is not. Brook sexual behaviours traffic light tool can help when considering harmful sexual behaviours. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. See Brooks toolkit Appendix 8.

30.10 Our staff understand that a significant proportion of sexual related offences are committed by teenagers and, on occasion, such offences are committed by younger children. Our staff therefore understand not to dismiss some abusive sexual behaviour as ‘normal’ between young people and not to create high thresholds in such cases before appropriate action is taken.

30.11 Staff and carers of children living away from home need clear guidance and training to identify the difference between consenting and abusive, and between appropriate and exploitative peer relationships. Our school will provide information, guidance and training to relevant staff members to support them with this.

30.12 Children and young people who abuse others should be held responsible for their abusive behaviour, while being identified and responded to in a way that meets their needs as well as protecting others and our school has clear guidelines around this.

30.13 Our school also refers to the LSCB procedures (Chapter 2.2)<sup>22</sup> which are written with particular reference to sexually abusive and inappropriate behaviours. Keeping Children Safe in Education 2018 (Part 5) also makes reference to Peer on Peer abuse and Sexual Harassment and Violence and where there are serious child protection

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<sup>22</sup> [http://lscb.proceduresonline.com/chapters/p\\_abuse\\_child\\_yp.html?zoom\\_highlight=cusab](http://lscb.proceduresonline.com/chapters/p_abuse_child_yp.html?zoom_highlight=cusab)

concerns, as a result of non-sexual violence by a child or young person, leading to actual or possible significant harm, our safeguarding and child protection measures will be implemented.

### **Increased Vulnerabilities**

30.14 We are aware that children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable. Disabled and deaf children are three times<sup>6</sup> more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and
- communication barriers and difficulties overcoming these barriers

30.15 Children who are Lesbian, Gay, Bi, or Trans (LGBT) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT

### **How we safeguard against Sexual Violence and Harassment**

30.16 Eyres Monsell takes any incident or alleged incident seriously and as a school we:

- Make clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- Do not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- Challenge behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia . Dismissing or tolerating such behaviours risks normalising them.

30.17 We ensure children are educated and informed about aspects linked to the Equalities Act and Diversity.

- We educate children regarding Sex and Relationship Education and Personal, Social, Health and Emotional Well-being through our PSHCE curriculum ‘Jigsaw’, which is taught weekly, at age and developmental appropriate stages.
- Children learn about LGBT and other groups under the equalities act through our PSHCE programme and the *No Outsiders in School* Programme.
- The school’s e-safety policy and internet practices educate our children about staying safe online, cyber bullying, sexting etc.

30.18 We ensure children are able to openly discuss concerns and disclosures in a safe setting.

- children are encouraged to speak openly to members of staff, including key adults such as the Resilience Champions, Parent Link Worker and to use other communication methods in place within the school such as Chatter Matters Boxes, Lunchtime ‘Chatter Matters’ time, which are available to all pupils.

30.19 Staff receive annual Child Protection and Safeguarding training and KCSIE Part One guidance, which includes raising awareness of Sexual Violence and Harassment.

30.20 Staff receive E safety training annually including cyber bullying, sexting, online grooming etc (see E Safety Policy and Online Safety in this document)

### **What to do if you are concerned**

30.21 All staff are aware of the school procedures to manage a disclosure and should follow these practices when dealing with incidents or allegations of Sexual Harassment and Violence.

30.22 All incidents or alleged incidents must be reported immediately to a Designated Senior Lead, using the Green Sexual Harassment and Violence Monitoring Form. These will be logged, recorded and monitored by the DSLs and reported to the school Governors.

30.23 If a child has been harmed, is in immediate danger, or is at risk of harm a referral should be made to children's social care.

30.24 It is essential that victims are reassured that they are being taken seriously and that they will be supported and kept safe.

30.25 Where a report of the alleged incident is between two pupils from the same school but is alleged to have taken place away from the school premises, the safeguarding principles, and schools' and colleges' duties to safeguard and promote the welfare of their pupils, remain the same.

30.26 DSLs may seek support from other agencies including:

- The Local Childrens Safeguarding Board (Leicester City)
- Duty and Advice Service Leicester City
- Early Help
- Police

30.27 Additional advice and guidance can also be sought from:

- Rape crisis
- The Survivors Trust
- NSPCC: Harmful Sexual Behaviour
- NICE guidelines
- The UK Safer Internet Centre provides an online safety helpline for professionals at 0344 381 4772

30.28 Some situations are statutorily clear and should be referred directly to the Police by the DSL. Where there is a report of a rape, assault by penetration or sexual assault, the starting point is it should be passed to the police.

These situations may include:

- a child under the age of 13 can never consent to any sexual activity
- the age of consent is 16;
- sexual intercourse without consent is rape;
- rape, assault by penetration and sexual assault are defined in law (as set out at paragraph 4); and
- creating and sharing sexual photos and videos of under-18s is illegal (often referred to as sexting). This includes children making and sharing sexual images and videos of themselves.

## **Parent and Carers**

30.29 The school will liaise at all times, as appropriate with the families of the victim and perpetrator and recognise that parents and carers, may find it difficult themselves to cope, following a report that their child have been the victim of an assault or is alleged to have assaulted another child.

30.30 Parents and carers will be signposted to relevant agencies for additional support such as:

- ParentZone
- ParentSafe
- CEOP
- The Police
- Early Help
- Duty and Advice
- NSPCC
- Barnados

## **How the school will respond:**

30.31 All incidents and allegations will be recorded and immediately dealt with under our Child Protection procedures.

We will consider the conduct of the alleged perpetrator as part of their behaviour policy on the 'balance of probabilities' and apply appropriate and proportional consequences.

30.32 The school will consider a range of appropriate measures to safeguard the victim, through a risk assessment procedure considering the victim, the alleged perpetrator and the other children at the school and the on-going risk.

30.33 Consider the proportionality of the response and tailor it on a case by case basis. The school and staff will do all that we can to ensure both the victim and alleged perpetrator, and any witnesses, are not being bullied or harassed, this includes the use of social media.

30.34 Responses may include (either on a short term, or long term basis):

- Considering any allegation under the schools Behaviour Policy and Exclusions Policy.
- All victims are offered appropriate support such as a key adult, RELATE counselling
- Children displaying harmful sexual behaviours have often experienced their own abuse and trauma. It is important that they are offered appropriate support e.g. key worker, RELATE counselling.
- Risk assessment to assess immediate and on-going risk within the school environment and consider measures such as:
  - Separation of victims and perpetrators across classrooms and shared spaces
  - Considering travel implications to and from school e.g. early or late arrival, use of breakfast club, transport support (in the short term).
  - Ensuring victims can continue their normal routine and is provided every support following the incident.

30.35 If the trauma results in the victim being unable to remain in school, at the victims request and with parental support, the school will assist in finding a suitable alternative education setting, to support the victims on-going needs.

30.36 Our school also refers to the LSCB procedures (Chapter 2.2)<sup>23</sup> which are written with particular reference to sexually abusive and inappropriate behaviours. Keeping Children Safe in Education 2018 (Part 5) also makes reference to Peer on Peer abuse and Sexual Harassment and Violence and where there are serious child protection concerns, as a result of non-sexual violence by a child or young person, leading to actual or possible significant harm, our safeguarding and child protection measures will be implemented.

30.37 At Eyres Monsell, all our staff are aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

30.9 If our staff have a concern that a child might have been abused by another child and/or is displaying inappropriate sexualised behaviour, staff will in the first instance refer their concerns to the DSL. The DSL will then directly contact Children’s Social Care/DAS in accordance with the LSCB Referrals Procedure<sup>24</sup> to decide how the incident will be managed. Our staff are aware of what Peer on Peer abuse and Sexual Violence/Harassment is at national and local levels through our annual Whole School Training and our DSL has attended CUSAB Training delivered by Safeguarding in Education to enhance their knowledge in this area further. Details and definitions of what is Sexual Violence and Sexual Harassment can be found in section

## **31 Domestic Violence and abuse: (new definition) including between teens**

31.1 The cross-government definition of domestic violence and abuse is<sup>25</sup>:

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<sup>23</sup> [http://lscb.proceduresonline.com/chapters/p\\_abuse\\_child\\_vp.html?zoom\\_highlight=cusab](http://lscb.proceduresonline.com/chapters/p_abuse_child_vp.html?zoom_highlight=cusab)

<sup>16</sup> LSCB CUSAB Procedures - [http://lscb.proceduresonline.com/chapters/p\\_abuse\\_child\\_vp.html#\\_refer](http://lscb.proceduresonline.com/chapters/p_abuse_child_vp.html#_refer)

<sup>25</sup> <https://www.gov.uk/guidance/domestic-violence-and-abuse>

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

31.2 If Eyres Monsell is made aware of children behaving this way with other children within our school, and violence is apparent between the young people's intimate relationship; this includes issues around the use of social media and Sexting, we will view this as a significant child welfare concern and where necessary, the appropriate agencies will be informed. This includes Children Social Care and the Police.

31.3 If the school is made aware of incidents of domestic violence which is impacting on a child within the school, (suspicions and allegations of abuse, harm and significant risk to a child), the school will follow LA and LSCB guidelines in reporting such concerns to Duty and Advice and will seek guidance where necessary.

31.4 In such cases, the school will also work closely with the child and the Headteacher/DSL will endeavour to support the child who has been exposed to domestic violence, and their parents/carers, where appropriate.

31.5 Furthermore, involvement through the Early Help Offer can also support the child and parents/carers and the school will ensure communications and multiagency working with Social Care and Early Help is maintained to fully support the child and their family. (Victims). Staff will also work with all the children in our school to ensure information and the importance of healthy relationships is highlighted through assemblies, circle time and PSHE lessons.

### **Domestic Violence and Abuse & Violence between young people (Teen relationships)**

31.6 The cross-government definition of domestic violence and abuse is<sup>26</sup>:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

31.7 There have been a number of high profiles cases both locally and nationally where domestic violence and abuse has had a significant and direct impact on the child and their wellbeing. If the school is made aware of incidents of domestic violence which is impacting on a child within the school, (suspicions and allegations of abuse, harm and significant risk to a child), the school will follow Local Authority and Leicester Safeguarding Board guidelines in reporting such concerns to Childrens Social Care, Duty and Advice or the Police and will also seek further guidance where necessary.

31.8 Domestic abuse is not limited to adults; there is an increasing awareness of violence from one teenager to another;

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<sup>26</sup> <https://www.gov.uk/guidance/domestic-violence-and-abuse>

- 1 in 5 teenage girls have been assaulted by a boyfriend
- Young women are more likely to experience sexual violence than other age groups
- Young women with older partners are at increased risk of victimisation
- Recent surveys (including NSPCC<sup>27</sup>, Zero Tolerance and End Violence Against Women campaign) reveal that approximately 40% of our young people are already being subjected to relationship abuse in their teenage years

31.9 If Eyres Monsell Primary School is made aware of children behaving this way with other children within our school, and violence is apparent between the young people's intimate relationship; this includes issues around the use of social media and Sexting, we will view this as a significant child welfare concern and where necessary, the appropriate agencies will be informed. This includes Children Social Care and the Police.

31.10 If such cases are prevalent within our school, whether the incident involves Adult Relationships or Teen Relationships, the school will also work closely with the child and the Headteacher/DSL will endeavour to support the child who has been exposed to this type of violence and abuse with the involvement of (where appropriate) their parents/carers and their boyfriend/girlfriend.

31.11 Furthermore, involvement through the Early Help Offer can also support the child and parents/carers and the school will ensure communications and multiagency working with Social Care and Early Help is maintained to fully support the child and their family. (Victims). Staff will also work with all the children in our school to ensure information and the importance of healthy relationships is highlighted through assemblies, circle time and PSHE lessons.

## **32 Peer to Peer Abuse**

32.1 Peer on Peer Abuse is captured in four key definitions: The definition for domestic abuse (Home Office 2013) relates to young people aged 16 and 17 who experience

- physical,
  - emotional,
  - sexual
  - and/or financial abuse,
- and coercive control, in their intimate relationships

32.2 The definition for child sexual exploitation (DCSF 2009) captures young people aged under-18 who are sexually abused in the context of exploitative relationships, contexts and situations by a person of any age – including another young person

32.3 The definition for young people who display harmful sexual behaviour refers to any young person, under the age of 18, who demonstrates behaviour outside of their normative parameters of development (this includes, but is not exclusive to abusive behaviours) (Hackett 2011, NICE 2014)

32.4 Serious youth violence is defined with reference to offences (as opposed to relationships/contexts) and captures all those of the most serious in nature (Safeguarding Children's Board 2009)

32.5 The term peer-on-peer abuse can refer to all of these definitions. Any response to peer on peer abuse needs to cut across these definitions and capture the complex web of young people's experiences.

32.6 There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement. Eyres Monsell does not tolerate peer on peer abuse.

32.7 Peer on peer abuse may be seen through:

- Physical

<sup>27</sup> <https://www.nspcc.org.uk/services-and-resources/research-and-resources/pre-2013/partner-exploitation-and-violence-in-teenage-intimate-relationships/>

- Sexual
- Emotional
- Coercion
- Online and internet peer on peer abuse such as sexting.

32.8 If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, any concern must be referred to the DSL particularly if:

- There is a large difference in power (for example age, size, ability, gender, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

32.9 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.

32.10 The assessment of risk, and subsequent interventions with young people, needs to recognise that individual experiences do not cause the abuse that they experience, but may be used by others who have power over them.

32.11 Staff should utilise the Brook Toolkit for Sexual Behaviour, to understand the difference between age appropriate behaviours and behaviours which may give cause for concern. (See Appendix 7). Where there is a cause for concern, staff should follow procedures outlined in 20.13.

### **32.12 Exploratory Play**

School staff must discriminate between what constitutes exploratory play that is appropriate to the child's developmental stage and what may constitute peer sex abuse.

Factors affecting decision making should include:

- The possible impact on the child/victim.
- Any disparity in age between the abusing and abused child.
- Whether there is any element of coercion or violence.

Exploratory play should be dealt with in school, involving parents as appropriate, however, allegations of peer sex abuse must be referred to the designated senior lead to be referred on to Children's social care following the referral procedures outlined in the *Child Protection Policy*, for all of the children involved.

### **32.13 What to do if you are concerned.**

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you:

- Stay calm and listen carefully.
- Reassure them that they have done the right thing in telling you.
- Do not investigate or ask leading questions.
- Let them know that you will need to tell someone else.
- Do not promise to keep what they have told you a secret.
- Inform your Senior Designated Lead as soon as possible
- Make a written record of the allegation, disclosure or incident which you must sign, date and record your position.

If you are concerned that a member of staff or adult in a position of trust poses a danger to a child or young person or that they might be abusing a child or young person you should report your concerns to

the Head teacher. Where those concerns relate to the Headteacher however, this should be reported to the Chair of Governors using the schools Whistle blowing policy.

### **32.14 Managing Allegations**

Also, refer to Code of Conduct for Employees

We are aware of the possibility of allegations being made against members of staff or volunteers that are working or may come into contact with children and young people whilst in our school. Allegations will usually be that some kind of abuse has taken place. They can be made by children and young people or other concerned adults.

32.15 Allegations are made for a variety of reasons:

- Abuse has actually taken place.
- Something has happened to the child that reminds them of a past event – the child is unable to recognise that the situation and people are different; Children can misinterpret your language or your actions.
- Some children recognise that allegations can be powerful and if they are angry with you about something they can make an allegation as a way of hitting out.
- An allegation can be a way of seeking attention.

If an allegation is made against an adult in a position of trust whether they be members of staff or volunteers this should be brought to the immediate attention of the DSL who will advise the Head teacher. In the case of the allegation being made against the Head teacher this will be brought to the immediate attention of the Chair of Governors. The Head teacher/Chair of Governors will need to discuss with the Local Authority Designated Officer (LADO) the nature of the allegations in order for the appropriate action to be taken. This may constitute an initial evaluation meeting or strategy discussion depending on the allegation being made.

32.16 Head teachers will need to:

- Refer to the LADO immediately and follow up in writing within 48 hours. Consider safeguarding arrangements of the child or young person to ensure they are away from the alleged abuser.
- Contact the parents or carers of the child/young person if advised to do so by the LADO.
- Consider the rights of the staff member for a fair and equal process of investigation.
- Ensure that the appropriate disciplinary procedures are followed including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary.
- Act on any decision made in any strategy meeting.
- Advise the Independent Safeguarding Authority where a member of staff has been disciplined or dismissed as a result of the allegations being founded.

LINK: See Guidance for: Handling Allegations of Abuse made against Adults who Work with Children and Young people November 2009 DCSF

## **34 Child Missing From Education**

34.1 A Child Missing From Education forms part of the wider LSCB procedures<sup>28</sup> (Chapter 2) for children who go missing from School, Home, Care Education and includes Families who go missing.

34.2 A pupil missing from education on a number of occasions is a potential indicator of abuse and neglect.

22.3 Should a pupil go missing from school (education) our school's Attendance Officer will inform the DSL/SLT and contact the Educational Welfare Service. The DSL will consider further actions and/or support should it be

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<sup>28</sup> <http://llrscb.proceduresonline.com/chapters/contents.html>

required and to ensure they help identify the any risk of abuse and neglect, including sexual exploitation and to help prevent the risks of them going missing in future.

34.4 Where a child is no longer coming to school where the parent/carer has removed them, the school will ensure that appropriate steps are taken and measures are in place. I.e. we will follow our school guidelines in monitoring those parents/carers home tutoring, follow procedures where a child is taken out of school to go on holiday, where a child is removed from school as the family are moving away;

34.5 All relevant partner agencies/services will be notified including Education Welfare, correct forms will be completed and child folders/information will be passed on to the appropriate person (where applicable).

## **35 Female Genital Mutilation**

35.1 Female Genital Mutilation is an illegal operation under the Female Mutilation Act 2003, is a form of child abuse and as such, is dealt with under the school's Child Protection & Safeguarding Policy.

35.2 Definition of Female Genital Mutilation<sup>29</sup> (FGM):

FGM comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Therefore, our staff have been briefed on the importance of FGM through our Whole School Safeguarding on 5.9.2018 and online Home Office training annually completed, and are aware of some of the signs and symptoms.

Responding to FGM - The school will ensure;

- We raise awareness of staff in regard to the issues of FGM through Whole School Training
- Staff have a clear understanding of what FGM is
- FGM is within the schools Safeguarding Policy
- Sex and Health curriculum supports pupils understanding of their bodies and keeping themselves safe
- Monitoring absences

35.3 From October 2015, it is a mandatory responsibility of all staff members to report any suspicion of FGM to the police if the child is under 18 years of age. If staff are aware of such concerns, staff will, in the first instance report their concerns to the DSL and or Headteacher. A referral and advice from Children's Social Care will also be gained and a referral to the Police/DAS will made.

## **36 Honor based violence**

36.1. Honour-based Violence is a term that embraces a variety of crimes of violence (mainly but not exclusively against women) including domestic abuse, which is perpetrated in the name of so called 'honour'. The honour code which it refers to is set at the discretion of male relatives and women who do not abide by the 'rules' are then punished for bringing shame on the family. Infringements may include a woman having a boyfriend; rejecting a forced marriage; pregnancy outside of marriage; interfaith relationships; seeking divorce, FGM, Forced marriage, abuse linked to faith and culture, breast ironing, inappropriate dress or make-up and even kissing in a public place.

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<sup>29</sup> Multiagency Practice Guidelines: FGM -

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf)

36.2 HBV can exist in any culture or community where males are in position to establish and enforce women's conduct. However, males can also be victims, sometimes as a consequence of a relationship which is deemed to be inappropriate, if they are gay, have a disability or if they have assisted a victim.

### 37 Forced Marriage

37.1 A 'forced marriage', as distinct from a consensual 'arranged marriage', is a marriage conducted without the full consent of both parties and where duress is a factor. Duress cannot be justified on religious or cultural grounds."

37.2 The Government's definition of a Forced Marriage<sup>30</sup> is;

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

37.3 The staff in our school, through induction and whole school training are aware of the importance and impact on a child/student who is involved in such situations.

37.5 In such cases, disclosures and concerns relating to Forced Marriage/Honour Based Violence will be reported directly to the DSL and the Police due to the impact it could have on the child/student in the wider community. Information will be sought from Duty and Advice where appropriate.

36.6 When contacting the Police directly staff **must personally report to the Police** after informing the DSL. This ensures that the information is through first hand contact.

### 38 Child abuse linked to faith or belief

38.1 Child abuse linked to faith or belief refers to when some children are subjected to certain kinds of child abuse linked to faith or belief. This includes: belief in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray, the evil eye or djinns and dakini; ritual or multi murders where the killing of children is believed to bring supernatural benefits, or the use of their body parts is believed to produce potent magical remedies; and use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

38.2 **ALL** staff should take such cases and allegations of faith based abuse as seriously as any other safeguarding issue where children may be at risk of significant harm and reprisal from extended family and community. Staff will follow the schools' safeguarding procedures in raising concerns and Safeguarding Leads will follow school procedures with concerns raised and report to Children's Social Services.

38.3 Abuse linked to faith, culture or belief can include (but not exhaustive):

- belief in concept of witchcraft
- spirit possession
- demons or the devil acting through children or leading them astray
- the evil eye or djinns and dakani
- ritual or muti murders
- magic, witchcraft or voodoo
- Female Genital Mutilation

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<sup>30</sup> <https://www.gov.uk/guidance/forced-marriage>

- Breast Ironing
- Honour based violence and forced marriage

### 39 Early Help

39.1 Early Help and prevention is about how different agencies work together to help children, young people and their families at any point in their lives to prevent or reduce difficulties. This means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

39.2 At Eyres Monsell, key staff members and DSL's have attended our LSCB's Early Help and Early Help Assessment Training and our staff are prepared to identify any children who may benefit from Early Help. (signpost/refer accordingly).

### 40 Bullying and Safeguarding

40.1 **The Law** - Some forms of bullying are illegal and should be reported to the police. These include:

- violence or assault
- theft
- repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
- hate crimes

40.2 Bullying is defined as 'behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally'. Repeated bullying usually has a significant emotional component, where the anticipation and fear of being bullied seriously affects the behaviour of the victim.

40.3 It can be inflicted on a child by another child or an adult. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

40.4 Eyres Monsell has a legal duty to ensure we have an Anti-Bully Policy in place and that all staff, children and parents/carers are made aware of it. This document can be accessed on our schools website [www.eyresmonsell.leicester.sch.uk](http://www.eyresmonsell.leicester.sch.uk) and sets out clear procedures in managing such incidents within the school. We also deliver work in school about anti-bullying through assemblies and lessons and our staff are trained in appropriately dealing with such incidents.

40.5 However, at times, bullying such as Peer on Peer abuse; sexualised behaviour, serious incidents of harm, homophobic behaviours, cyber bullying and Sexting/Use of mobile phones will be taken seriously and as a serious safeguarding concern especially if the child is at risk of significant harm. In such cases, our Designated Safeguarding Lead and the Headteacher will assess the situation and seek advice and guidance from Childrens Social care or the Police especially in relation to illegal activity.

### 40 Gang and youth Violence

40.1 A gang is group of individuals that spends time in public and engages in criminal activity and violence. The group may also be territorial or in conflict with other gangs. Young people involved in gangs have an increased risk of experiencing violence and other types of abuse. Gang crime and serious youth violence is also often

synonymous with knife crime. It is illegal to carry knives and prohibited firearms to use as weapons. A longer sentence may be served if an offender was or is part of a gang.

40.2 Eyres Monsell takes a zero tolerance if our children are involved with gangs and youth violence and we recognise that children and young people can be involved or participate in these activities for a number of factors including peer pressure and bullying. If any of our children are involved in gangs, support will be provided and where necessary, if the child is at risk of significant harm or has committed a crime, Police and Social Care intervention will be sought.

#### 41 Local Priorities

41.1 Within Leicester City, the Local Authority and LSCB has have their own priorities which reflect the area in which Eyres Monsell is based. Some of these include being aware of Knife Crime, Gang Related Issues, Radicalisation, County Lines, Criminal Activity, Antisocial Behaviour, FGM and Contextual Safeguarding. (This is not an exhaustive list).

41.2 Within our local community area, our priorities are:

- Anti-social behaviour
- Knife crime and gang related issues
- Violent and Sexual Behaviour

41.3 Our SLT, DSL’s and staff are aware of these priorities and we aim to raise awareness through a whole school approach and staff training to ensure our children and young people are aware of such issues and that we implement the correct policies and procedures to ensure that our children and young people are safe within school and within the community we serve. We work closely with other agencies including the Police, Community Groups and Social care and where appropriate, Parents and Carers will also be a part of this whole school and whole community approach process.

#### 42 Private Fostering

42.1 A private fostering arrangement is one that is made without the involvement of the local authority to look after a child under the age of 16 (or under 18 if disabled) by someone other than a parent or close relative, for 28 days or more and can include those living with extended family members. So, this could be a child living with people as stated below:

Private Fostering <b>includes</b> a child living with:	Private Fostering <b>does not include</b> a child living with:
Godparents	Mother/Father
Great Grandparents	Brothers/Sister
Great Aunts or Uncles	Grandparents
Family Friends	Aunts/Uncles
Step parents where a couple isn’t married or in a civil partnership	Step Parents where a couple is married or in a civil partnership
Cousins	Children and young people who are being looked after by the Authority.
A host family which is caring for a child from overseas while they are in education here	

42.2 It's a legal duty (Children Act 1989) for parents or the private foster carer to notify the local authority of whenever a child is not living with a close relative. This should be done six weeks before the arrangement takes place or immediately if it is unplanned or already happening. This is so the local authority can work with private foster carers to keep children safe and also support anyone who is privately fostering.

42.3 Eyres Monsell staff are aware of what Private Fostering is and staff in our school understand their legal duty under the Children Act 1989 to notify the Local Authority/Childrens Social Care, they are made aware of such cases. Eyres Monsell understands the apprehension some carers may feel is raising such concerns and the difficulty that some carers may have if faced with this situation. As such, the school and staff will endeavour to support the cares and the child to ensure the wellbeing of the child is maintained and help and advice is made available.

### **43 Increased Vulnerabilities**

43.1 There are groups of individuals who may be more vulnerable to abuse and neglect. These include:

- Children with learning difficulties or disabilities (SEN-D)
- Looked After
- Excluded from Mainstream
- Those experimenting with drugs and alcohol
- Those whose parents misuse drugs and alcohol
- Those who have experienced or watched domestic violence
- Parents with mental health issues
- Lack of Parental Control

Eyres Monsell tries to maintain a whole picture of the child, to ensure all vulnerabilities are identified.

The school employs a parent link worker, who can provide additional support to families, to further promote the safety and welfare of children.

The school liaises with the local authority regarding any family issues or concerns (such as substance misuse, domestic violence etc).

Where children have increased vulnerability, it is important that they are identified at an early stage.

#### **43.2 Key Messages For Pupils With Increased Vulnerability**

- Be alert to the potential indicators of abuse and always discuss your concerns with your designated person.
- Know where and how to record concerns about children.
- Listen to what children have to say and make time to speak to them when there are concerns.
- Be aware of the 'rule of optimism' (things are getting better) when the evidence is to the contrary.
- Staff should be aware of pupils in their care who are LAC, SEN-D, Child Protection Register and Watching Brief.
- The school will maintain central records of pupils including Special Educational Needs Register, Looked After Pupils, Child Protection Orders and those at risk.
- Maintain a 'respectful uncertainty' about explanations given by parents who may seem plausible if the concerns continue. Discuss with the designated professional who can check out information and consult with others.
- When concerns about children are accumulating always consider whether a pattern is emerging and link concerns together.
- Be sure to share all the information you have about a child and their family when making a child protection referral to Children's Services or when contacted by Children's Services under s47 of the Children Act (1989).

### **44 What we do when we are concerned**

44.1 Where risk factors are present but there is no evidence of a particular risk then our DSL/SLT advises us on preventative work that can be done within school to engage the student into mainstream activities and social

groups. The DSL/SLT may well be the person who talks to and has conversations with the student’s family, sharing the school’s concern about the young person’s vulnerability and how the family and school can work together to reduce the risk.

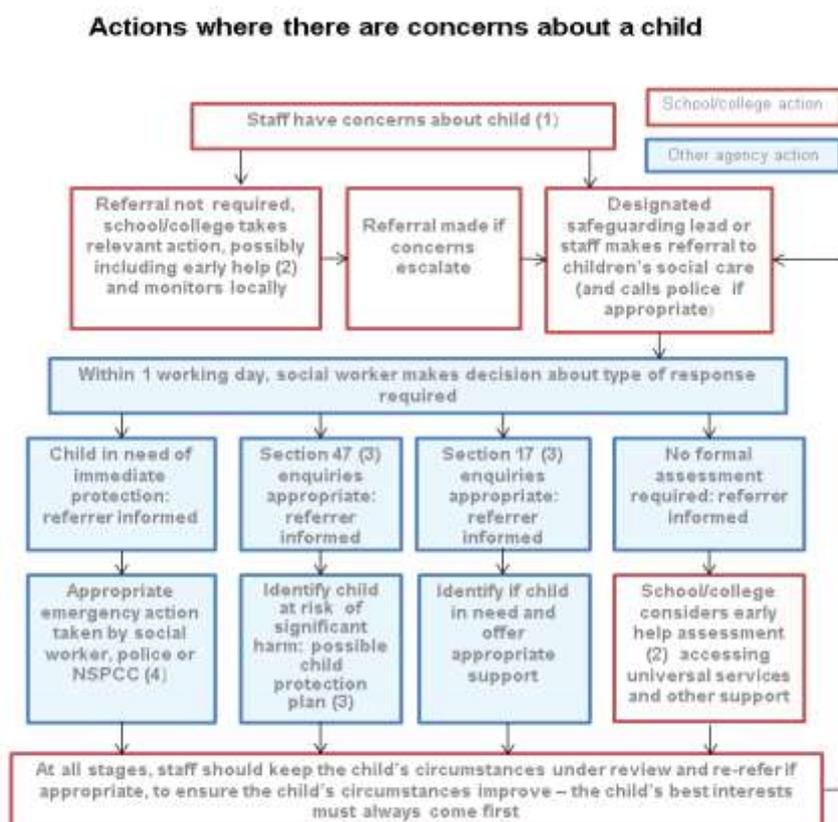
44.2 In this situation, depending on how worried we are and what we agree with the parent and the young person (as far as possible)

44.3 The DSL can decide to notify DAS, Early Help or Family Support Services so that a strategic overview can be maintained and any themes or common factors can be recognised; and  
The school will review the situation after taking appropriate action to address the concerns.

44.4 The DSL will also offer and seek advice about undertaking an early help assessment and/or making a referral to Early Help services.

44.5 In addition to the above, our School staff will refer to Appendix 2 ‘Procedure to follow in cases of possible, alleged or suspected abuse, or serious cause for concern about a child’ when dealing with a child Disclosure or an allegation of abuse.

**44.6 Flow Chart: What to do when we have concerns.**



**45 E Safety and Online Protection (including use of mobile devices) inc’ Filtering and Monitoring**

(\*To be read in conjunction with school specific E Safety Policy, Staff Code of Conduct and Staff Handbook)

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate.

**45.1** The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material
- **contact:** being subjected to harmful online interaction with other users
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm

**45.2 Managing School Technical Systems**

- School technical systems will be managed in ways that ensure that the school meet recommended technical requirements.
- There will be regular reviews and audits of the safety and security of school academy technical systems
- Servers, wireless systems and cabling must be securely located and physical access restricted
- All users will have clearly defined access rights to school / academy technical systems and devices.
- The headteacher / LA officer is responsible for ensuring that software licence logs are accurate and up to date and that regular checks are made to reconcile the number of licences purchased against the number of software installations
- Internet access is filtered for all users.
- School technical staff (ICT technician) regularly monitor and record the activity of users on the school technical systems and users are made aware of this in the Acceptable Use Agreement.
- School technical staff (ICT technician) regularly monitors the website for any breaches or safeguarding concerns.
- An appropriate system is in place for users to report any actual / potential technical incident / security breach to the relevant person, as agreed.
- Appropriate security measures are in place to protect the servers, firewalls, routers, wireless systems, work stations, mobile devices etc from accidental or malicious attempts which might threaten the security of the school systems and data. These are tested regularly. The school infrastructure and individual workstations are protected by up to date virus software.
- An agreed policy is in place for the provision of temporary access of “guests” (eg trainee teachers, supply teachers, visitors) onto the school systems.
- Personal data cannot be sent over the internet or taken off the school site unless safely encrypted or otherwise secured.

**45.3 Filtering and Monitoring**

EMPS has appropriate monitoring and filtering systems in place to safeguard and promote the welfare of children, and provide them a safe environment in which to learn.

The governors accept the responsibility to ensure appropriate filters and appropriate monitoring systems are in place. Children should not be able to access harmful or inappropriate material from the school IT system.

It is important to recognise that no filtering systems can be 100% effective and need to be supported with good teaching and learning practice and effective supervision.

**Illegal Online Content**

The school ensures that access to illegal content is blocked, specifically that the filtering provider used:

- Are IWF members and block access to illegal Child Abuse images and Content (CAIC)
- Integrate the ‘the police assessed list of unlawful terrorist content, produced on behalf of the Home Office.

At EMPS the filtering manages the following Online aspects:

Content	Explanatory notes – Content that:
Discrimination	Promotes the unjust or prejudicial treatment of people on the grounds of race, religion, age, or sex.
Drugs / Substance abuse	displays or promotes the illegal use of drugs or substances
Extremism	promotes terrorism and terrorist ideologies, violence or intolerance

Malware / Hacking	promotes the compromising of systems including anonymous browsing and other filter bypass tools as well as sites hosting malicious content
Pornography	displays sexual acts or explicit images
Piracy and copyright theft	includes illegal provision of copyrighted material
Self Harm	promotes or displays deliberate self harm (including suicide and eating disorders)
Violence	displays or promotes the use of physical force intended to hurt or kill

#### 45.4 Filtering System Features

The school's filtering system meets the following principles:

- Age appropriate, differentiated filtering – includes the ability to vary filtering strength appropriate to age and role
- Control - has the ability and ease of use that allows schools to control the filter themselves to permit or deny access to specific content
- Filtering Policy – the filtering provider publishes a rationale that details their approach to filtering with classification and categorisation as well as over blocking
- Identification - the filtering system should have the ability to identify users
- Mobile and App content – isn't limited to filtering web traffic and includes the blocking of inappropriate content via mobile and app technologies
- Network level - filtering should be applied at 'network level' i.e., not reliant on any software on user devices
- Reporting mechanism – the ability to report inappropriate content for access or Blocking e.g. online risk button on the website which links to CEOP.
- Reports – the system offers clear historical information on the websites visited by your users.

#### 45.5 Keeping Children Safe online; Teaching and Learning

To ensure children are safe online, EMPS:

- Teaches children about e safety including the role of CEOP through its computing curriculum as discrete lessons.
- Develops children's awareness of risks and how to stay safe through participation in events such as Internet Safety Week.
- Liaise with the Police and other agencies to provide awareness briefings for pupils and parents.
- Provides appropriate filtering to restrict pupils access to inappropriate content.
- Does not 'over block', thus limiting pupils life long ability to make safe choices.
- Ensure staff receive online / e safety training every year as part of the wider safeguarding training.
- Monitor internet usage.
- Report e safety concerns through CEOP and the Local Online Safety Police Unit

#### 45.6 Additional Sources of Information on E Safety

The following provide up to date information for practitioners.

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

[www.disrespectnobody.co.uk](http://www.disrespectnobody.co.uk)

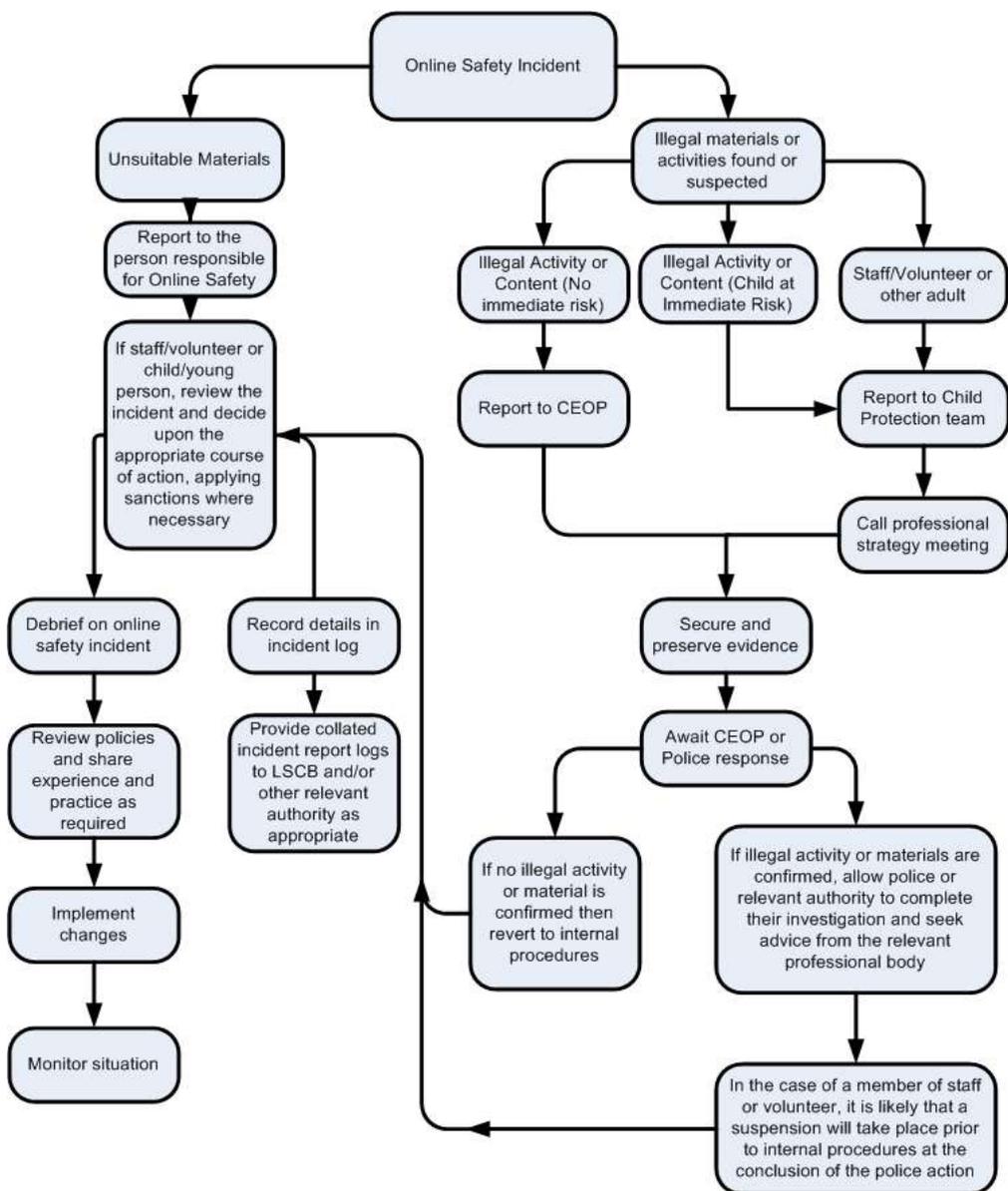
[www.saferinternet.org.uk](http://www.saferinternet.org.uk)

[www.internetmatters.org](http://www.internetmatters.org)

[www.pshe-association.org.uk](http://www.pshe-association.org.uk)

[www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation](http://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation)

#### 44.7 What we do when we are concerned ( Online / E Safety)



#### 46 Policy review

The Governing Body of our school will review the Safeguarding and Child Protection Policy on an annual basis.

#### 47 Other Relevant Policies

Our schools Governing Body’s legal responsibility for safeguarding the welfare of the children in our school goes beyond child protection. Their duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- Children’s behaviour management, including drug/alcohol use
- Staff behaviour and management (Code of Conduct; Safer Working Practice)
- Parents behaviour and management (Code of conduct when in school)
- Racist incidents and Homophobic Behaviour
- Anti-bullying including Peer Abuse and Children Using Sexually Abusive behaviour
- Physical interventions/restraint

- Special Educational Needs, Mental Health Issues and Disabled Children
- Trips and visits
- Work experience and work related learning placements
- First aid and the administration of medicines
- Health and safety & Site security
- Sex and Relationship Education/Underage Sexual Activity (Healthy Relationships and Domestic Violence in Young People)
- Equal opportunities
- ICT and E-safety (Acceptable Usage Policy)
- Extended School Activities
- Mobile phone and camera use (digital equipment)
- Whistleblowing Procedures (Appendix 6)

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

Leicestershire Police	999 / 0116 222222
One Front Door Duty & Advice (Includes out of hours) <a href="mailto:das.team@leicester.gov.uk">das.team@leicester.gov.uk</a> Early Help & Support/ <a href="mailto:early-help@leicester.gov.uk">early-help@leicester.gov.uk</a>	0116 454 1004
Children's Safeguarding Unit	0116 454 2440
Safeguarding in Education Julie Chapaneri & Mohammed Patel <a href="mailto:Safeguardingineducation@leicester.gov.uk">Safeguardingineducation@leicester.gov.uk</a>	0116 454 2440
Local Authority Designated Officer (LADO) Jude Atkinson	0116 454 2440
Leicester Safeguarding Childrens Board (LSCB) <a href="http://www.lcitylscb.org/">http://www.lcitylscb.org/</a>	0116 454 6520
Prevent (Advice / Referral) City: Ailsa Coull – <a href="mailto:Ailsa.coull@leicester.gov.uk">Ailsa.coull@leicester.gov.uk</a>	01164 546923 07519 069833
UAVA – United against violence and abuse (Domestic Violence, Abuse between Teenagers and Domestic Violence in BME community) <a href="mailto:info@uava.org.uk">info@uava.org.uk</a>	0808 80 200 28
Forced Marriage Unit <a href="mailto:fm@fco.gov.uk">fm@fco.gov.uk</a>	020 7008 0151
Female Genital Mutilation Helpline <a href="mailto:fgmhelp@nscpsc.org">fgmhelp@nscpsc.org</a>	<a href="tel:08000283550">0800 028 3550</a>
NSPCC Whistleblowing Advice Line <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>	0800 0280285

### Useful websites and links

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)  
[www.disrespectnobody.co.uk](http://www.disrespectnobody.co.uk)  
[www.saferinternet.org.uk](http://www.saferinternet.org.uk)  
[www.internetmatters.org](http://www.internetmatters.org)  
[www.pshe-association.org.uk](http://www.pshe-association.org.uk)  
[www.educateagainsthate.com](http://www.educateagainsthate.com)  
[www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation](http://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation)

## **APPENDIX 1 - DEFINITION AND INDICATORS OF ABUSE**

### **1. NEGLECT**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy 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.

The following may be indicators of neglect (this is not designed to be used as a checklist):

Constant hunger;  
Stealing, scavenging and/or hoarding food;  
Frequent tiredness or listlessness;  
Frequently dirty or unkempt;  
Often poorly or inappropriately clad for the weather;  
Poor school attendance or often late for school;  
Poor concentration;  
Affection or attention seeking behaviour;  
Illnesses or injuries that are left untreated;  
Failure to achieve developmental milestones, for example growth, weight;  
Failure to develop intellectually or socially;  
Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;  
The child is regularly not collected or received from school; or  
The child is left at home alone or with inappropriate carers

### **2. PHYSICAL ABUSE**

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

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

Multiple bruises in clusters, or of uniform shape;  
Bruises that carry an imprint, such as a hand or a belt;  
Bite marks;  
Round burn marks;  
Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;  
An injury that is not consistent with the account given;  
Changing or different accounts of how an injury occurred;  
Bald patches;  
Symptoms of drug or alcohol intoxication or poisoning;

Unaccountable covering of limbs, even in hot weather;  
Fear of going home or parents being contacted;  
Fear of medical help;  
Fear of changing for PE;  
Inexplicable fear of adults or over-compliance;  
Violence or aggression towards others including bullying; or  
Isolation from peers.

### **3. SEXUAL ABUSE**

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

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

Sexually explicit play or behaviour or age-inappropriate knowledge;  
Anal or vaginal discharge, soreness or scratching;  
Reluctance to go home;  
Inability to concentrate, tiredness;  
Refusal to communicate;  
Thrush, persistent complaints of stomach disorders or pains;  
Eating disorders, for example anorexia nervosa and bulimia;  
Attention seeking behaviour, self-mutilation, substance abuse;  
Aggressive behaviour including sexual harassment or molestation;  
Unusual compliance;  
Regressive behaviour, enuresis, soiling;  
Frequent or open masturbation, touching others inappropriately;  
Depression, withdrawal, isolation from peer group;  
Reluctance to undress for PE or swimming; or  
Bruises or scratches in the genital area.

#### **3a. SEXUAL EXPLOITATION**

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to children’s social care. The significant indicators are:

Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);  
Entering and/or leaving vehicles driven by unknown adults;  
Possessing unexplained amounts of money, expensive clothes or other items;  
Frequenting areas known for risky activities;  
Being groomed or abused via the Internet and mobile technology; and  
Having unexplained contact with hotels, taxi companies or fast food outlets.

## **5. EMOTIONAL ABUSE**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), 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. The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;  
Over-reaction to mistakes;  
Delayed physical, mental or emotional development;  
Sudden speech or sensory disorders;  
Inappropriate emotional responses, fantasies;  
Neurotic behaviour: rocking, banging head, regression, tics and twitches;  
Self-harming, drug or solvent abuse;  
Fear of parents being contacted;  
Running away;  
Compulsive stealing;  
Appetite disorders - anorexia nervosa, bulimia; or  
Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment

## **6. RESPONSES FROM PARENTS**

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

Delay in seeking treatment that is obviously needed;  
Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);

Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;  
Reluctance to give information or failure to mention other known relevant injuries;  
Frequent presentation of minor injuries;  
A persistently negative attitude towards the child;  
Unrealistic expectations or constant complaints about the child;  
Alcohol misuse or other drug/substance misuse;  
Parents request removal of the child from home; or  
Violence between adults in the household.

## **7. DISABLED CHILDREN**

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;  
Not getting enough help with feeding leading to malnourishment;  
Poor toileting arrangements;  
Lack of stimulation;  
Unjustified and/or excessive use of restraint;  
Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;  
Unwillingness to try to learn a child's means of communication;  
Ill-fitting equipment, for example callipers, sleep boards, inappropriate splinting;  
Misappropriation of a child's finances; or  
Inappropriate invasive procedures

## **APPENDIX 2 - PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD: FOR ALL STAFF MEMBERS**

Teachers are in a unique position to identify and help children who may be being abused. Although all schools are required to have a named designated teacher with responsibility for co-ordinating child protection, this should not diminish the role all teachers have in protecting children. Child abuse usually comes to the attention of teachers in one of four ways:

- a direct allegation from the child being abused,
- a third party (e.g. friend, classmate) report,
- through the child's behaviour
- or through observation of an injury to the child.

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. You may ask questions of a clarifying nature – such as 'who, what, where, when, how?' or use the acronym TED – 'Tell me, 'Explain it to me', Describe it to me.'

Remember, the way in which you talk to the child may have an effect on any subsequent legal proceedings. You need to be open and non-judgemental. Children making disclosures should be reassured and, if possible at this stage, should be informed what action will be taken next.

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 (DSL). It is important to act swiftly to avoid delays.

As a general guide, it is important to remember the following:

**SECRETS** - A child's trust can place a heavy responsibility on teachers, particularly if they want the abuse to remain a secret. You should tell the child that if he or she is being hurt you will need to tell other people. The child may need to be reassured that you will only speak to those who need to know and that they will treat the matter confidentially.

**LISTEN** - Listen carefully to the child. Take what he or she says seriously as it is rare for a child to make entirely false allegations.

**REASSURE** - Reassure the child that he or she was right to tell and is not to blame for what happened, but do not promise confidentiality.

**RECORD** - As soon as possible after talking with the child, make a written record of what was said at the time, when and where the conversation took place and who was present. This must be accurate and not interpretation or assumption. Note any colloquial/slang words used by students and any language/behaviour inappropriate for the child's age – do not convert them into proper terms. Remember this may be used in any subsequent legal proceedings so note down too, how the child was behaving and the way in which they told you what was happening. This may indicate how the child was feeling.

For injuries in specific areas, record the location accurately – DO NOT take photographs or examine the child yourself.

**SUPPORT** - Get support for yourself. Listening to abused children can be very upsetting, and giving the child help may be difficult, if you are not given support yourself. Experience of working with children is not, in itself, preparation for the distress abuse can raise.

**REMEMBER** - It takes courage and determination for a child to tell an adult that they are being, or have been, abused. When they do tell someone, it is usually a person who they feel they can trust and whom they feel is reliable. For reasons of confidentiality, only those people who need to know about the abuse should be told, and conversations about the child should always be held in private.

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 DSL/Headteacher must be informed asap; if the concern is in reaction to your Headteacher, you must speak to your Governor. If you feel you cannot speak with your Governors, you must use your whistleblowing procedure and contact Duty & Assessment/LADO for advice and support. (see information/flow chart on page \*\*)

**NB** It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

## APPENDIX 3 - ALLEGATIONS ABOUT A MEMBER OF STAFF/VOLUNTEERS

1. Inappropriate behaviour by staff/volunteers could take the following forms:

- **Physical**  
For example the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- **Emotional**  
For example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
- **Sexual**  
For example sexualised behaviour towards students, sexual harassment, sexual assault and rape.
- **Neglect**  
For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.

2. If a child makes an allegation about a member of staff, governor, visitor or volunteer the Headteacher should be informed immediately. The Headteacher should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Headteacher should not carry out the investigation him/herself or interview students.

3. The Headteacher must exercise, and be accountable for, their professional judgement on the action to be taken, as follows –

- If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Headteacher will notify the Local Authority Designated Officer (LADO) Team.
- The LADO Team will liaise with the Chair of Governors and advise about action to be taken, and may initiate internal referrals within children's social care to address the needs of children likely to have been affected.
- If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the student (s), these should be addressed through the school's own internal procedures.
- If the Headteacher decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child protection file.

4. Where an allegation has been made against the Headteacher, then the Chair of the Governing Body takes on the role of liaising with the LADO team in determining the appropriate way forward. For details of the procedure, please refer to the LSCB Website and refer to your Whistleblowing Procedures (Appendix.

## **APPENDIX 4 - GUIDELINES FOR AVOIDING ALLEGATIONS OF ABUSE: FOR ALL STAFF MEMBERS**

Whilst they may in common law be regarded as acting in loco parentis, teachers and carers in school should remember that they are not able to take the place of parents in providing physical comfort. This is not to say that all physical contact is inappropriate, rather that the professional context demands circumspection and a sense of fitness for purpose.

Teachers of very young children of nursery and Key stage 1 age will naturally need to engage in more physical contact than teachers of older children. Comforting a distressed child who may just have started school will not be an unusual occurrence. Similarly, in the special school setting, some children may tend towards demanding physical attention. In such circumstances, the contact by the adult will be for re-assurance and may involve physical closeness (e.g. holding the child's hand or placing hands on the child's shoulders). Hugging and kissing would be inappropriate for other than the parent, even though the child may want to initiate it.

Administration of medicines and first aid requires careful codes of conduct and procedures. These should be laid down by local authority or health authority or in individual school guidelines and followed meticulously. As a rule of thumb, teachers should not administer medicines. If the child had an adverse reaction to a medicine given by a teacher, the teacher could be held liable and charged with negligence.

Administration of first aid should be undertaken by a qualified first aider. Where none is available, the minimum steps should be taken to ensure the child's safety and the emergency services should be called.

Teachers may sometimes be called upon to intervene physically if a child or children are in danger of injuring themselves or others - as in a fight in the school yard. It is important that in such circumstances the minimum possible reasonable force is used. Where possible another colleague should be called upon to assist, both to minimise the risk of injury to the teacher intervening and to act as witness that reasonable force and no more was used. After such an event a clear record of what took place should be made, including where possible statements from witnesses. The Headteacher should be informed.

One-to-one situations with pupils need to be carefully and consciously managed. Some teaching, as with peripatetic music staff, may often suggest one-to-one organisation. Where pupils can be paired for such lessons, it is preferable. Where this is not possible and in other situations of individual interviews with pupils, it is advisable to use a room with a window where others can see in or to leave the door open. If confidentiality makes this difficult, then another member of staff should be informed that the interview is taking place.

If a child becomes distressed, support and re-assurance should be offered through calming words rather than through physical contact. Teachers should not become involved with children's personal problems beyond listening and being sensitive to them in order to refer the child to the most appropriate source of help or counselling.

## APPENDIX 5 - INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:

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

3. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
  - Seek to provoke others to terrorist acts;
  - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
  - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
  5. Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
  6. Indicators of vulnerability include:
    - Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
    - Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
    - Personal Circumstances – migration; local community tensions; and events affecting the student’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
    - Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life;
    - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration; and
    - Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
  7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
  8. More critical risk factors could include:
    - Being in contact with extremist recruiters;
    - Accessing violent extremist websites, especially those with a social networking element;

- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues; and
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and/or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

# **Eyres Monsell Primary School Whistleblowing Policy**

Reporting illegal or improper conduct

(Disclosures under the Public Interest Disclosures Act 1998)

or

concerns about safeguarding children & young people

## 1 Introduction

This policy applies to all employees and governors. Other individuals performing functions in relation to the organisation, such as agency workers and contractors, should have a copy of this also or have least read a copy.

It is important to Eyres Monsell Primary that any fraud, misconduct or wrongdoing by employees or governors of the school is reported and properly dealt with. The Governing Body will, therefore, respond to all individuals who raise any genuine concerns that they may have about the conduct of others in the school, **which are in the public interest**. This policy sets out the way in which individuals may raise any concerns that they have and how those concerns will be dealt with.

**1.1** Eyres Monsell Primary expects the highest standards of conduct from all employees and governors and will treat seriously any concern raised about illegal or improper conduct.

**1.2** Any individual covered by this policy will be expected, through agreed procedures and without fear of recrimination, to bring to the attention of the Headteacher (or the Chair of Governors if the concerns relate to the Headteacher) any serious impropriety or breach of procedure.

**1.3** Employees who do not follow the steps identified in this procedure or other agreed internal procedures, and take their concerns to other outside sources (e.g. the press), may be subject to a formal disciplinary investigation.

## 2 Background

The law provides protection for employees who raise legitimate concerns about specified matters. These are called 'qualifying disclosures'. A qualifying disclosure is one made in the public interest by the employee who has a reasonable belief that:

- A criminal offence
- A miscarriage of justice
- An act creating risk to health and safety
- An act causing damage to the environment
- Corruptly receiving any gift or advantage, thus failing to comply with the Bribery Act 2010
- Allowing private interests to override the interests of the school
- A breach of any legal obligation; or
- concealment of any of the above

is being, has been, or is likely to be, committed. It is not necessary for the employee to have proof that such an act is being, has been, or is likely to be committed, - a reasonable belief is sufficient. The employee has no responsibility for investigating the matter; it is the school's responsibility to ensure that an investigation takes place.

**2.1** Where the concerns are about **safeguarding children or young people**, the school's Designated Safeguarding Lead for Child Protection should be notified (See section 7.2).

**2.2** It is a procedure in which the Headteacher or Chair of Governors will be expected to act swiftly and constructively in the investigation of any concerns in accordance with the school's disciplinary procedure.

**2.3** Concerns about a colleague's professional capability should **not** be dealt with using this procedure (but see section 7 below).

### 3 When should it be used?

This procedure is for disclosures about matters other than a breach of an employee's own contract of employment. If an employee is concerned that his/her own contract has been, or is likely to be, broken he/she should use the school's Grievance procedures.

**Where a disclosure is merely an expression of opinion** that fails to show that a legal obligation has been or is likely to be breached, it **cannot** amount to a protected or qualifying disclosure for the purposes of the whistle blowing legislation

**3.1** So this procedure is not designed to replace or be used as an alternative to the grievance procedure, which should be used where an employee is only aggrieved about his/her own situation. Nor should this policy apply where the employee simply disagrees with the way the school is run.

**3.2** Employees must have reasonable grounds for believing the information they have is accurate and not just idle gossip or rumour.

**3.3** An employee who makes such a protected disclosure has the right not to be dismissed, subject to any other detriment, or victimised, because he/she has made a disclosure, provided it has not been made maliciously. Any employee who uses this procedure will not be penalised for doing so. The employer will not tolerate harassment and/or victimisation of any employee raising concerns.

**3.4** An employee who is not sure whether the conduct he/she is concerned about does constitute illegal or improper conduct or is unsure about how to proceed may contact the Leicester City Council HR Department – 0116 454 4310 or email: [hrpolicy@leicester.gov.uk](mailto:hrpolicy@leicester.gov.uk) or their Professional Association/Trade Union.

**3.5** Financial regulations require that any suspicion of fraud, corruption or other financial irregularity is reported to Internal Audit for possible investigation. Normally an employee must first report any suspicion of such an irregularity to the Headteacher or Chair of Governors (but see 5), who will in turn report it to Internal Audit. Similar principles apply to Academies where the funding agency must be informed.

### 4. Principles

**4.1** Any matter raised under this procedure will be investigated thoroughly, promptly and confidentially, and the outcome of the investigation reported back to the employee who raised the issue.

**4.2** No employee will be victimised for raising a matter under this procedure. This means that the continued employment and opportunities for future promotion or training of the employee will not be prejudiced because he/she has raised a legitimate concern.

**4.3** Victimisation of a worker for raising a qualified disclosure will be a disciplinary offence.

**4.4** If misconduct is discovered as a result of any investigation under this procedure the matter will be considered under the disciplinary procedure, in addition to any appropriate external measures.

**4.5** Maliciously making a false allegation is a disciplinary offence.

**4.6** An instruction to cover up wrongdoing is in itself a disciplinary offence. If told not to raise or pursue any concern, even by a person in authority, employees should not agree to remain silent.

## 5. Procedure

**5.1** In the first instance, unless the employee reasonably believes his/her Headteacher to be involved in the wrongdoing, any concerns should be raised with the employee's Headteacher. If he/she believes the Headteacher to be involved, then the employee should proceed straight to the Governing Body or point 5.3 below.

**5.2** The Headteacher/Chair of Governors will arrange an investigation into the matter (either by investigating the matter himself/herself or immediately passing the issue to someone in a senior position). The investigation may involve the employee and others involved giving written statements. Any investigation will be carried out in accordance with the principles set out above. The employee's statement will be taken into account and he/she will be asked to comment on any additional evidence obtained.

Employees who want to use the procedure but feel uneasy about it may wish to consult their Professional Association/Trade Union initially and bring a colleague or Professional Association/Trade Union Representative along to any discussions, so long as the third party is not involved in the issue.

Where anonymity is requested efforts will be made to meet the request where appropriate but that might not always be possible. The earlier and more open the expression of concern the easier it will be to take appropriate action.

**5.3** The Headteacher (or the person who carried out the investigation) will then report to the Chair of Governors/Governing Body who will take the necessary action, including reporting the matter to any appropriate department or regulatory agency. If disciplinary action is required this will be taken forward by the Headteacher/Chair of Governors/Governing body in consultation with the School's HR Advisory Team. On conclusion of any investigation, the employee will be told the outcome of the investigation and what the next steps will be. If no action is to be taken, the reason for this will be explained.

If the employee is concerned that his/her Headteacher is involved in the wrongdoing, has failed to make a proper investigation or has failed to report the outcome of the investigation, he/she should inform the Leicester City Council, HR Department. Employees who feel unable to follow this route, for whatever reason, have the option of contacting one of the following:

- HM Revenue and Customs
- The Financial Services Authority
- The Office of Fair Trading
- The Health and Safety Executive
- The Environment Agency
- The Director of Public Prosecutions
- The Serious Fraud Office
- The Education Funding Agency
- The Department for Education
- The National College for Teaching and Leadership

**5.4** Staff will also be made aware of confidential whistleblowing support including the **NSPCC Whistleblowing helpline on 0800 0280285**.

## 6. What should be done if an issue is raised with a member of staff?

**6.1** If a member of staff, other than the Headteacher, is approached by a colleague on a matter of concern as defined in this document, he/she is advised to take the matter to the Headteacher as above point 5.

## 7 Safeguarding Children and Young People

**7.1** All employees have a duty to report concerns about the safety and welfare of pupils/students.

**7.2** Concerns about any of the following should be reported to the Designated Safeguarding Lead for Child Protection (DSL):

- physical abuse of a pupil/student
- sexual abuse of a pupil/student
- emotional abuse of a pupil/student
- neglect of a pupil/student
- issues relating to Female Genital Mutilation, Child Missing from Education, Child Sexual Exploitation & Radicalisation
- an intimate or improper relationship between an adult and a pupil/student
- improper behaviour or conduct of staff towards children

**Eyres Monsell Primary School's DSLs are:**

Senior DSL lead: Sally Applebee-Lewis (Deputy Head teacher)

**DSLs** - Kerry Hill – Headteacher

Carolyn Boddice- Parent Link Worker

Chris Abdeladim- Snr TA/Behaviour Learning Mentor

Jane Tuckwell – Assistant Headteacher

Anmarie Reilly – Assistant Head teacher

Laura Nykolyszyn – Class Teacher

Harry Short – Y2 teacher, Science and Technology

Pippa Whitmore – Business Manager

Rahi Popat – Pastoral Manager (from October 2019)

**The Senior Designated Lead is Sally-Applebee-Lewis**

**Governor responsible for safeguarding: D Weaver**

**7.3** The reason for the concern may be the actions of a colleague (including a more senior colleague), a Governor, another pupil/student or someone outside the school. Whatever the reason, concerns must be reported. Failure to report a Child Protection related allegation will be in itself, a disciplinary matter.

**Law Relating To This Document**

Employment Rights Act 1996

Public Interest Disclosures Act 1998 (Whistleblowing)

Human Rights Act 1998 (Duty of care)

The legislation protecting individuals who makes a protected disclosure applies not only to employees, but also to any person who undertakes to do or perform personally (or otherwise) any work or service for the employer, regardless of the nature of the contractual relationship between them.

A Whistleblowing Policy should establish the procedure for an employee to follow if he/she has a genuine concern about a colleague's conduct or the organisation's practices. The Whistleblowing Policy should make clear what sort of allegations will count as a protected disclosure and should allow for the employee to raise these concerns with a nominated person and set out the steps that the employer will take in response.

A qualifying disclosure means any disclosure of information that in the reasonable belief of the worker is made in the public interest. The requirement that a whistleblower make a qualifying disclosure 'in good faith' has been removed. Therefore, while the employer can seek a declaration from the whistleblower that he or she is not knowingly making a false allegations, disciplinary action is likely to be appropriate only where there is clear evidence that the employee has misused the whistle blowing procedure. A consequence of the requirement that a disclosure be made in the public interest is that an employee will generally be precluded from being able to 'blow the whistle' about breaches of his or her employment contract.

Section 43J of the Employment Rights Act 1996 provides that a Settlement Agreement made between an employee and employer cannot prevent future protected disclosures.

Any confidentiality obligations in contracts of employment that would prevent an employee making a protected disclosure will be void.

## Behaviours: age 0 to 5

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

### What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

### Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies, doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

### What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

### Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

### What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

### What can you do?

Red behaviours indicate a need for immediate intervention and action.

### Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

## Behaviours: age 5 to 9

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

### What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

### Green behaviours

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

### What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

### Amber behaviours

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

### What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

### What can you do?

Red behaviours indicate a need for immediate intervention and action.

### Red behaviours

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

## Behaviours: age 9 to 13

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

### What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

### Green behaviours

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peers

### What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

### Amber behaviours

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

### What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

### What can you do?

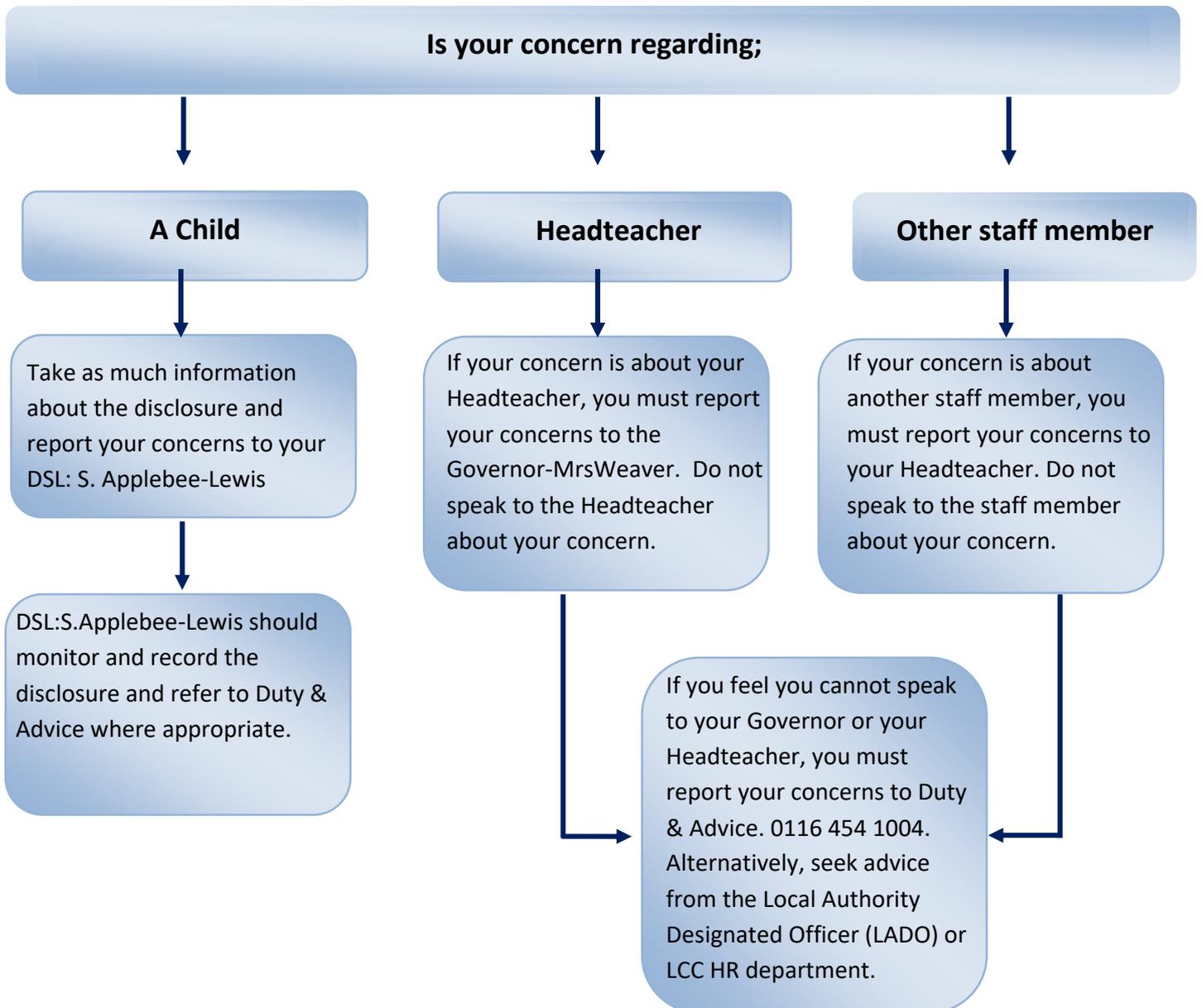
Red behaviours indicate a need for immediate intervention and action.

### Red behaviours

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

**Public Interest Disclosure Act 1998 (whistleblowing) protects workers in private, public and voluntary organisations, if in the public interest they blow the whistle on wrongdoing.**

If you want to raise a concern in your school/college and wish to whistle blow for wrongdoing, in the first instance, use the following diagram for guidance;



**Contact Numbers both internal and external to School:**

**Headteacher**

Name & Contact Details – Mrs Kerry Hill - 0116 2773855

**Chair of Governors**

Name & Contact Details – Mrs D. Weaver – 0116 2773855

**Designate Safeguarding Lead**

Name & Contact Details – Mrs Sally Applebee – Lewis – 0116 2773855

**Safeguarding Children’s Unit**

0116 454 2440

**LCC Duty & Advice (includes out of hours)**

0116 454 1004

**Safeguarding in Education**

0116 454 2440

[Safeguardingineducation@leicester.gov.uk](mailto:Safeguardingineducation@leicester.gov.uk)

**Local Authority Designated Officer (LADO)**

0116 454 2440

**SAFE Project (DV Support)**

0300 123 0918

**Forced Marriage Unit**

Telephone: +44 (0) 20 7008 0151

Email: [fmufco.gov.uk](mailto:fmufco.gov.uk)

Email for outreach work: [fmuoutreach@fco.gov.uk](mailto:fmuoutreach@fco.gov.uk)

**Prevent Coordinator Leicester - Will Baldet**

07403 727727