

Safeguarding And Child Protection Policy



Lealands
High School

Safeguarding and Child
Protection Policy

Lealands High School

Issue Date: September 2022

MODEL SAFEGUARDING POLICY FOR SCHOOLS AND EDUCATION SERVICES

Contents	Page number
1. Introduction	4
2. Legislation & Statutory Guidance	5
3. Safeguarding Definition	5
4. Equality Statement	6
5. Overall aims	7
6. Key Principles	8
7. Roles and Responsibilities	8
8. The Designated Safeguarding Lead	11
9. The Single Point of Contact (SPOC)	13
10. The Governing Body	13
11. A Safer School Culture	17
12. Confidentiality	17
13. Inspection	18
14. Safer Recruitment and Selection	18
15. Our Role in the Prevention of Abuse	22
16. The curriculum	23
17. Safeguarding in specific circumstances: Children who are vulnerable to radicalisation	23
18. Safeguarding Children in Specific Circumstances: Female Genital Mutilation, Honour Based Violence, Forced Marriage or Modern Day Slavery	25
19. Safeguarding Children in Specific Circumstances: Child on Child abuse	30
20. Safeguarding Children in Specific Circumstances: Sexualised behaviours	32
21. Safeguarding Children in Specific Circumstances: Gang related violence	33
22. Safeguarding Children in Specific Circumstances: Youth Generated Sexualised imagery	34
23. Safeguarding Children in specific circumstances: Child Sexual Exploitation/Criminal Exploitation	38
24. Safeguarding Children in Specific circumstances: Domestic Abuse	41
25. Safeguarding Children in Specific circumstances: Homelessness	41
26. Safeguarding Children in Specific circumstances: Serious violence	41
27. Safeguarding Children in specific circumstances: Children Missing from Education (CME)	42
28. Safeguarding Children in specific circumstances: Mental Health Concerns	43
29. Children with Special Educational Needs, Disabilities or Health Issues	43
30. What we do when we are concerned about a child	44
31. Reporting system for our students	44
32. Online safety and the use of mobile technology	45
33. Recording and Reporting concerns about the safety and welfare of a child	46
34. Involving parents and carers	48
35. Multi Agency Work	48
36. Responding to an allegation or concern about a member of staff	49
37. Training	50
38. Monitoring, Evaluation and Review	
Appendix 1: Definitions and indicators of abuse	52
Appendix 2: Dealing with a disclosure of abuse	56
Appendix 3: Allegations about a member of staff (including supply staff) Governor, Volunteer or Contractor	57
Appendix 4: Information Sharing	65
Appendix 5: Model Setting Concern Process	66
Appendix 6: Prevent in Education Risk Assessment & Practice Action Plan	67
Appendix 7: Operation Encompass	69

Appendix 8, COVID-19 school closure arrangements for Safeguarding and Child Protection at Lealands High School – Updated Sept 2022	70
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PART ONE: SAFEGUARDING POLICY

Ratified by the Governing Body – September 2022

To be reviewed (annually) September 2023

Version: September 2022

1. INTRODUCTION

Lealands High School policies are designed to support the school ethos, aims and vision. Lealands is a positive learning community which is fully inclusive to ensure equality of opportunity for all.

Our aims are outlined in our Home School Agreement.

Our aims:

Excellence in everything we do	Everyone has responsibility	Respect for all
<ul style="list-style-type: none">Everyone achieves success and makes excellent progress	<ul style="list-style-type: none">To prepare young people for life and a positive future	<ul style="list-style-type: none">Everyone is valued for their contribution
<ul style="list-style-type: none">We all continually improve what we do and work hard	<ul style="list-style-type: none">To ensure that school is a safe place	<ul style="list-style-type: none">All are cared for and supported so that needs are met
<ul style="list-style-type: none">We care about being the best we can be and getting the best out of those around us	<ul style="list-style-type: none">To help and support others to grow and succeed	<ul style="list-style-type: none">We recognise and celebrate the talents, gifts and uniqueness of every individual

In order to achieve these aims students, parents and the school need to work in partnership.

Our vision is to be:

*Everyone **achieves excellence**, demonstrates **respect** for all and takes **responsibility** for their own actions, while helping others to be successful.*

We strive to achieve this vision in all that we do and staff, students, parents, governors, other school stakeholders and partners are all an important part of making this happen.

The culture of Lealands High School is one that is safe for children and unsafe for adults that may pose a risk to children. In accordance with the DfE document 'Keeping Children Safe in Education, September 2022' we follow a child centred and coordinated approach to safeguarding. We believe that safeguarding is the responsibility of **all** adults working or volunteering within the organisation and that all concerns will be reported to the designated safeguarding lead. Essential to this is professional curiosity, openness and transparency where the focus remains on the children attending the establishment. Safeguarding and promoting the welfare of children is **everyone's** responsibility and everyone who comes into contact with children and their families and carers has a role to play in safeguarding. When carrying out this duty, we consider, at all times, what is in the **best interests** of the child.

All staff and volunteers will, through induction and training, be aware of systems within the school which support safeguarding and will know how to recognise concerns about a child and know how to manage a disclosure made by a child.

We will not make promises to a child we cannot keep and we will not keep secrets. Every child will be told, by the adult they have chosen to talk to, what will happen next.

Lealands High School will endeavour to provide activities and opportunities throughout the curriculum that will equip our children with the skills they need to stay safe. This will also be extended to include material that will encourage our children to develop essential life skills.

At all times we will work to establish effective working relationships with parents, carers and colleagues from other agencies such as Health or Social Care, the police, health services, and other services to promote the welfare of children and protect them from harm.

All staff are expected to sign to confirm they have read the document 'Keeping Children Safe in Education (September 2022).

This document is integral to safeguarding children in Lealands High School and will always be used to underpin decision making.

2. LEGISLATION AND STATUTORY GUIDANCE

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2022\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). Lealands High School complies with this guidance and the arrangements agreed and published by our local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

3. SAFEGUARDING DEFINITION

3.1 Safeguarding and promoting the welfare of children is defined as –

- Protecting children from maltreatment;
- Preventing impairment of children's mental and physical health or development;
- Ensuring that children 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 outcomes.

3.2 Child Protection is defined as –

- The activity that is undertaken to protect specific children who are suffering or likely to suffer significant harm. (Working Together, DfE 2018)

3.3 Abuse is defined as

- **A form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm.**

This includes, but is not limited to safeguarding children in specific circumstances

Neglect - persistent failure to meet the child's basic physical and/or psychological needs likely to result in the serious impairment of the child's health or development.	Physical abuse
Emotional abuse	Sexual abuse
Teenage relationship abuse (domestic abuse in their own intimate relationship)	Harassment
Bullying, including online and prejudice-based bullying	Racist, disability and homophobic or transphobic abuse
Gender based violence / violence against women and girls	Radicalisation and /or extremist behaviour
Child Sexual Exploitation and trafficking	The impact of new technologies on sexual behaviour: e.g. Youth Produced Sexual imagery
Teenage relationship abuse	Substance abuse
Gang / youth violence including initiation / hazing	Domestic abuse / violence
Female Genital Mutilation	Forced Marriage
Fabricated / induced illness	Poor parenting
Online including grooming via social networking, online gaming, video messagings	Child on Child abuse
Sharing of nudes/semi nudes (also known as sexting or youth produced sexual imagery). This is where children share nude or semi-nude images, videos or live streams.	Children with mental health difficulties or illness
Self Harm behaviours	Contextual / extra familiar risks
Upskirting	Child abduction
Community Safety incidents	Children involved in the court system
Children with family members in prison	County lines
Modern slavery	Cybercrime
Domestic Abuse	Child Criminal Exploitation
Mental Health	Serious violence

Lealands High School is committed to safeguarding and promoting the welfare of all its children. We believe that:

- All children/young people have an equal right to be protected from harm;
- 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;
- It is our responsibility to contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours which may be perceived to be 'risky';
- All staff, volunteers and visitors have an important role to play in safeguarding children and protecting them from abuse.

4. EQUALITY STATEMENT

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We will not unlawfully discriminate against students because of their protected characteristics and must consider how they are supporting children because of their protected characteristics by making reasonable adjustments.

We consider equality implications whenever we make decisions or policies are developed.

We understand that students may be more at risk of harm from specific issues such as sexual violence, homophobic biphobic or transphobic bullying or racial discrimination.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after
- Are missing from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated

5. OVERALL AIMS

This policy will contribute to safeguarding our children and promoting their welfare by:

- Clarifying standards of behaviour for staff and children;
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect, and shared values;
- Creating an organisational culture that is safe for children;
- Introducing appropriate work within the curriculum;
- Encouraging children and parents to participate;
- Developing staff's awareness of the risks and vulnerabilities children face to enable them to recognise and respond to concerns;
- Addressing concerns at the earliest possible stage in the least intrusive way.
- Ensuring that clear procedures are communicated so that every child who is a registered student at our school is safe and protected;
- Giving clear direction to **all** staff, volunteers and regular visitors about how concerns are managed;
- Ensuring that **all** staff, (including those who are employed by external contractors eg Mitie), governors and stakeholders understand their roles in contributing to the safeguarding of children and the procedures that should be followed;
- Ensuring that all safer recruitment procedures are understood and followed;
- Ensuring that **all** staff are developed in their awareness of the risks and vulnerabilities children face;
- Ensuring that **all** staff understand the early help process and are prepared to identify children who may benefit from early help;
- Reducing the potential risks children face of being exposed to violence, extremism, exploitation, or victimisation;
- Ensuring that all educational visits procedures are understood and followed;
- Ensuring that all fire and emergency procedures are understood and followed.
- Communicate with parents and carers about children's access to online sites when away from school.

6. KEY PRINCIPLES

- Always see the child first and consider what life is like for the child maintaining a culture of vigilance.
- Provide support and intervention at the earliest possible opportunity in the least intrusive way in accordance with Luton LSCB Thresholds Framework. (The Local Safeguarding Children Board in Luton will be changing to a new set of Multi-Agency Safeguarding Arrangements (MASA). The new arrangements in Luton will still be named the **Luton Safeguarding Children's Board** (LSCB).
- Have conversations, build relationships and maintain professional curiosity.
- Focus on securing improved outcomes for children.
- Build a culture of openness and transparency where all staff are able to demonstrate understanding of their role and responsibility to safeguard and promote the welfare of children.
- Every child is entitled to a rich and rounded curriculum.
- Some students may be more at risk of harm from specific issues such as sexual violence, homophobic biphobic or transphobic bullying or racial discrimination.
- There is an emphasis on the preventative education that we provide within our curriculum.
-
- When issues arise, the Headteacher will speak out, addressing them internally where possible and engaging in a multi-agency response when required in accordance with interagency procedures.

7. ROLES AND RESPONSIBILITIES

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

All staff

All staff will read and understand part 1 of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.

All staff will sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.

All staff will be aware of:

- The guidance issued by Luton Safeguarding Children Board within the Threshold Framework in order to secure support and intervention for children and young people at the earliest possible opportunity in the least intrusive way. <http://lutonlscb.org.uk/multi-agency-safeguarding-arrangements-masa/> and (<http://lutonlscb.org.uk/pdfs/threshold-framework.pdf>);
- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies], the behaviour policy, the ICT and acceptable use policy and the safeguarding response to children who go missing from education;
- The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment;
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play;
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals;
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation;
- Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc;

- The implementation of individual education programmes, early help assessments and plans, child in need plans and interagency child protection plans;
- How to deal with a disclosure of abuse from a child in line with the guidance in Appendix Two.
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe.

All staff will receive single agency foundation training at the point of induction. This will be regularly updated at a minimum of three year intervals. The designated Safeguarding lead together with named deputies will undertake additional higher level training in order to ensure they have appropriate knowledge and skills to undertake the role and will utilise these training opportunities available from the LSCB and other organisations as agreed by the Governing Body. This training will be regularly updated at a minimum of two year intervals.

In addition to the above, all staff will receive annual safeguarding updates which may include online training, circulation of information and guidance internally, staff meetings, or inset training. The subject / topics for training and updates will take into consideration LSCB priorities, local context, needs of our pupils and identified training needs of staff.

Recognising abuse and taking action

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

Please note – in this and subsequent sections, you should take any references to the DSL to mean “the DSL (or deputy DSL)”.

If a child is suffering or likely to suffer harm, or in immediate danger

Make a referral to children’s social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or in immediate danger. **Anyone can make a referral.**

Tell the DSL or DDSL as soon as possible if you make a referral directly.

<https://www.gov.uk/report-child-abuse-to-local-council>

If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions;
- Stay calm and do not show that you are shocked or upset;
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner;
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret;
- Write up your conversation as soon as possible in the child’s own words. Stick to the facts, and do not put your own judgement on it;
- Log your report on CPOMS.

If you discover that FGM has taken place or a pupil is at risk of FGM

The Department for Education’s Keeping Children Safe in Education explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”.

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4.

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or

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

Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and report onto CPOMS.

If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Report your concern onto CPOMS.

Where necessary, speak to a member of the Safeguarding Team.

If in exceptional circumstances a member of the Safeguarding Team is not available this should not delay appropriate action being taken. Speak to a member of the senior leadership team. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

Early help

If early help is appropriate, the DSL/DDSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The DSL/DDSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL/DDSL will make the referral or support you to do so.

If you make a referral directly, you must tell the DSL/DDSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL/DDSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL/DDSL as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

Think someone is in immediate danger;

Think someone may be planning to travel to join an extremist group;

See or hear something that may be terrorist-related.

If you have a mental health concern

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, you should log the concern onto CPOMs.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

8. THE DESIGNATED SAFEGUARDING LEAD

- **Our Designated Safeguarding Lead, Mr Sam Ward**, is a member of the Senior Leadership Team and takes lead responsibility for coordinating all child protection activity within the school. He will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as the early help hub, children's social care, health, police etc. Sam Ward has lead responsibility and management oversight for safeguarding and child protection.

The Designated Safeguarding Lead is supported by the following Deputy Designated Safeguarding Leads:

Mrs Michelle O'Cahill

Miss Emma Watson

Mrs A Rust

- The Deputy Designated Safeguarding Leads are trained to the same level as the Designated Safeguarding Lead and will undertake this role operationally with direct oversight and management from the Designated Safeguarding Lead who maintains lead responsibility.
- When the school has concerns about a child, the Designated Safeguarding Lead or Deputy will decide what steps should be taken in accordance with the LSCB Thresholds Framework and initiate a response accordingly. This may include providing a single agency early help response, undertaking an early help assessment or referral to Children's Social Care for a statutory social work assessment. The Head Teacher will be kept informed of cases as appropriate.
- The Designated Safeguarding Lead or Deputy will support staff who make referrals to the Local Authority Children's Social Care and act as a source of support, advice and expertise for all staff.
- The Designated Safeguarding Lead or Deputies should liaise with the three safeguarding partners and work with agencies in line with Working Together to Safeguard Children (2018), the NPCC – when to call police should help the DSL understand when they should consider calling the police and what to expect if they do so.
- The Designated Safeguarding Lead or Deputy will refer cases to the Police where a crime may have been committed.

- The Designated Safeguarding Lead or Deputy will seek advice in regard to safeguarding matters related to radicalisation and make referrals to Channel as required.
- The Designated Safeguarding Lead or Deputy will liaise with the Designated Senior Manager for allegations to ensure where necessary referrals have been made to the Disclosure and Barring Service when a person is dismissed or resigned due to risk/harm to a child.
- The Designated Safeguarding Lead or Deputy will lead regular case monitoring reviews of vulnerable children. These reviews, together with any actions arising from the review and the rationale for decision making will be recorded in case files.
- The Designated Safeguarding Lead will ensure safeguarding information will be dealt with in a confidential manner and in accordance with the LSCB information sharing guidance. Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and / or family. A written record will be made of what information has been shared with whom, and when.
- The Designated Safeguarding Lead will ensure safeguarding records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files.
- The Designated Safeguarding Lead will ensure access to safeguarding records by staff other than by the Designated Safeguarding Leads will be restricted, and a written record will be kept of who has had access to them and when.
- The Designated Safeguarding Lead will ensure parents are usually (subject to the point below) aware of information held on their children and are kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility.
- **The Designated Safeguarding Lead will not disclose to a parent any information held on a child if this would put the child at risk of significant harm.** In such circumstances advice will be sought from Children's Social Care.
- If a child moves from our school, the Designated Safeguarding Lead will ensure safeguarding records are forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date. The practice guidance produced by Luton Safeguarding Children Board will be adhered to in relation to archiving child protection records.
- If sending by post, children's records will be sent by "Special/Recorded Delivery". For audit purposes a note of all children's records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.
- If a child is permanently excluded and moves to a Pupil Referral Unit, safeguarding records will be forwarded on to the relevant organisation.
- If a child is being removed from school roll in order to be home educated, the school will ensure all relevant safeguarding information is shared with the Local Authority Children's Services and Elective Home Education team.

- Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the student's wishes and feelings on their safeguarding information being passed on in order that the FE establishment can provide appropriate support.
- When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.
- In exceptional circumstances when a face to face handover is unfeasible, the Head Teacher will ensure that the new post holder is fully conversant with all procedures and case files.

9. THE SINGLE POINT OF CONTACT (SPOC)

The SPOC for Lealands High School is Sam Ward, who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting children from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing children from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Lealands High School in relation to protecting children from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting children from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to children who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable children into the Channel* process;
- Attending Channel* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel* Co-ordinator;
- Sharing any relevant additional information in a timely manner.

*Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to;

- Establishing an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguarding individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity;
- Providing early intervention to protect and divert people away from the risks they face and reduce vulnerability.

10. THE GOVERNING BODY and HEADTEACHER

The Governing Body's legal responsibility for safeguarding the welfare of children goes beyond basic child protection procedures. The duty is to ensure that safeguarding permeates all activity and functions. This policy, therefore, specifically incorporates the following policies:

- Educational Visits (including work experience)
- Fire Drill Procedures
- Minibus Safety
- Safer Recruitment
- Children missing Education
- Visitor / External speakers

and complements and supports:

- Behaviour management
- First Aid and the Administration of Medicines
- Health & Safety
- Curriculum
- Equal Opportunities
- ICT and Access to the Internet
- Drugs and Substance Misuse
- Sex and Relationships
- PSHE
- Physical Restraint & Restriction of Liberty
- Code of Conduct
- PSHE
- Disqualification
- Online safety
- Social Networking
- Whistleblowing
- Health and Safety
- Bullying
- Inclusion
- Code of Behaviour/conduct

The above list is not exhaustive but when undertaking development or planning of any kind the school will need to consider safeguarding matters.

The Governing Body will:

- Ensure that they comply with their duties under legislation. They will read and give regard to Keeping Children Safe in Education 2022 evaluating and approving the policies, procedures and training in our school to ensure that they are effective and comply with the law at all times.
- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.

The governing body will ensure that:

- The school contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children 2018. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.
- The school provides an appropriate safeguarding response in accordance with the Luton LSCB Thresholds Framework in order to safeguard children.
- Online safety is considered with increasing work online, which poses concerns around potentially harmful and inappropriate online material. The Governing Body will ensure that appropriate filters and monitoring systems are in place.
- The school pays due regard to the need to safeguard children in specific circumstances such as Child Sexual Exploitation (CSE), vulnerability to radicalisation, Female Genital Mutilation (FGM) or child on child abuse which can include gang related violence, cyberbullying, sexually harmful behaviours, sexual violence, sexual harassment or youth produced sexual imagery.

- The school maintains information about the legal status of all children including whether a looked after child is subject to S20 voluntary arrangements, interim or full care order, contact details for persons with parental responsibility, level of delegated authority, details of the social worker and the virtual head in the authority that looks after the child.
- There is a designated teacher with the appropriate training, skills and knowledge appointed to promote the academic achievement of looked after children and children previously looked after.
- The school's safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB). This includes working with Children's Social Care from other areas when children attend school in Luton however live outside of Luton.
- The school shares information with other professionals in the interests of safeguarding children in accordance with the guidance within Working Together to Safeguard Children 2018 and Information Sharing: Advice for Practitioners providing safeguarding services to children, young people, parents and carers, 2015.
- The school will follow local procedures for sharing intelligence in relation to Child Sexual Exploitation with Bedfordshire Police and the Single Point of Contact for CSE within Luton Borough Council.
- The school initiates appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse, exploitation or radicalisation and to help prevent the risks of their going missing in future.
- That the Head Teacher ensures that safeguarding policies and procedures which have been adopted by the Governing Body are consistently implemented
- The school has a staff code of conduct which should amongst other things include - staff/child relationships and communications including the use of social media and other online platforms.
- The school has procedures for managing allegations and concerns about adults that work or volunteer with children and that these include the procedures for making referrals to the Disclosure and Barring Service and NCTL as the teaching professional body where appropriate.
- The school operates, "safer recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers in accordance with Keeping Children Safe in Education 2022;
- The Designated Safeguarding Lead is a member of the Senior Leadership Team and has lead responsibility for safeguarding which is not delegated. This is clearly defined within the role holder's job description and that this person has the appropriate authority, time, training, funding and resources to undertake this role as per Appendix B Keeping Children Safe in Education, 2022
- The Designated Safeguarding Lead maintains management oversight of any work undertaken by the Deputy Designated Safeguarding Leads.
- That any Deputy Designated Safeguarding Leads have the appropriate training, skills and knowledge to undertake the operational function of the Designated Safeguarding Lead as per Keeping Children Safe in Education 2022.
- The Designated Safeguarding Lead and any Deputies undertake LSCB multi agency higher level training to ensure they have the appropriate training, skills and knowledge to carry out this role.

In addition, the designated safeguarding lead and any Deputies will update their knowledge by receiving safeguarding updates via the designated safeguarding officer network events, attendance at training and learning events offered by the LSCB, online updates via NSPCC or attendance at professional development events.

- The Head Teacher and all other staff who work with children undertake safeguarding training in accordance with Keeping Children Safe in Education 2022 and that they receive annual safeguarding updates to ensure their continued professional development. These updates take account of LSCB priorities, the local context, the needs of the pupils and other identified training needs.
- All training will incorporate safeguarding children in specific circumstances which includes, but is not limited to Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM), vulnerability to radicalisation and child on child abuse. The training will ensure that child on child abuse is never seen as 'banter' or part of growing up and incorporates issues of sexually harmful behaviours such as sexual touching or assault and gang initiation or hazing type violence. The training recognises how alcohol use, drug use, truanting and youth generated sexualised imagery increases risks of harm to children. In addition the training will also ensure that staff have the skills and knowledge about the additional vulnerability of Looked After Children. Training also includes information relating to signs and symptoms of abuse, how to manage a disclosure from a child, when and how to record a concern about the welfare of a child using CPOMs. This training is led by Michelle O'Cahill and Sam Ward
- The school has appropriate safeguarding responses for children who go missing from education which include requesting and holding more than one emergency contact number for pupils.
- Temporary staff and volunteers are made aware of the school's arrangements for child protection and their responsibilities.
- The school remedies any deficiencies or weaknesses brought to its attention without delay; and recognises the importance of utilising the expertise of the Designated Safeguarding Lead and Deputies in shaping safeguarding arrangements.
- There are appropriate online filtering and monitoring systems within the school which safeguards children from accessing inappropriate or harmful online material. Over blocking of material which could impair children's independent research and learning will be avoided.
- The curriculum is delivered in such a way as to include educating children about how to stay safe which includes Relationship, Sex and Health education, (RSHE), online safety and broader safeguarding messages within PSHE lessons delivered through Religion and Society, tutor periods and the assembly programme.
- Ensure that there are processes in place which enable children and young people to express their wishes and feelings and provide feedback.
- Ensure we provide a safe space for students speak out or share their concerns with members of staff.
- The policies/procedures are evaluated and approved according to the planned schedule.
- The Nominated Governor for child protection at the school is Mrs Caroline Littler. The Nominated Governor is responsible for liaising with the Head Teacher and Designated Safeguarding Lead over

all matters regarding child protection issues. The role is strategic rather than operational; they will not be involved in concerns about individual children.

- Ensure a member of the Governing Body, usually the chair, is nominated to liaise with the designated officer(s) from the relevant local authority and partner agencies in the event of allegations of abuse made against the Head Teacher.

The Headteacher:

The Headteacher responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers:
 - Are informed of our systems which support safeguarding, including this policy, as part of their induction.
 - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect.
- Communicating this policy to parents/carers when their child joins the school and via the school website.
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.
- Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.

11. A SAFER SCHOOL CULTURE

- The culture of this school is one that is safe for children and unsafe for adults that may pose a risk to children. There is a belief that safeguarding is the responsibility of all adults working or volunteering within the organisation and that all concerns will be reported to the Designated Safeguarding Lead or Head Teacher when concerns relate to an adult.
- The school has a culture of listening to, and hearing the voice of the child.
- Staff need to be aware that children are not always ready or able to talk about their experiences of abuse, exploitation or neglect and also may not even recognise that what they are experiencing is abuse. This should not prevent staff having a professional curiosity if they have concerns.
- Staff should always speak to the DSL if they have concerns and consider how trusted relationships can be built over time in order to facilitate communication over time.
- Children can be at risk of harm inside and outside of the school and inside or outside of the home. They can also be at risk online. Staff must exercise professional curiosity and act upon any concerns.

Op Encompass (formally Relay)

- At Lealands, we are working in partnership with Luton Council and Bedfordshire Police to identify and provide appropriate support to pupils who have experienced domestic abuse in their household; nationally this scheme is called Operation Encompass. In order to achieve this, Luton Council will share police information with the Nominated Op Encompass SPOC of all domestic incidents where one of our pupils has been affected. On receipt of any information, the Nominated Relay SPOC will decide on the appropriate support the child requires, this could be silent or overt

- All information sharing and resulting actions will be undertaken in accordance with the 'LC Protocol for Domestic Abuse – Notifications to Schools'. We will record this information and store this information in accordance with the record keeping procedures outlined in this policy

12. CONFIDENTIALITY

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)

13. INSPECTION

- From September 2019, Ofsted's inspections of early years, schools and post – 16 provision will be carried out under: [Ofsted's Education Framework](#).
- Lealands will be aware of the new inspection guidance and the requirements from Ofsted. Inspectors will always report on whether or not arrangements for safeguarding children and learners are effective

14. SAFER RECRUITMENT AND SELECTION

- The school pays full regard to 'Keeping Children Safe in Education' (DfE 2022). Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS) and prohibition order checks which will also include historic GTCE sanctions and EEA regulating authorities.
- All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of children. **When advertising roles, we will make clear:**
 - **Our school's commitment to safeguarding and promoting the welfare of children**
 - **That safeguarding checks will be undertaken**
 - **The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children**

The following staff have undertaken Safer Recruitment training. One of the below will be involved in **all** staff / volunteer recruitment processes and sit on the recruitment panel.

Mr Burridge	Headteacher
Mr Ward	Deputy Headteacher
Mrs Rust	Assistant Headteacher
Mr W Cullum	Assistant Headteacher
Mr J Hall	Assistant Headteacher
Jo Gosling	Business Manager
Simona Tanvuia	HR Manager

Shortlisting

Our shortlisting process will involve at least 2 people and will:

- Consider any inconsistencies and look for gaps in employment and reasons given for them
- Explore all potential concerns

Once we have shortlisted candidates, we will ask shortlisted candidates to:

Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:

- If they have a criminal history
- Whether they are included on the barred list
- Whether they are prohibited from teaching
- Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
- Any relevant overseas information

Sign a declaration confirming the information they have provided is true.

Seeking references and checking employment history

We obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references we will:

- Not accept open references
- Liaise directly with referees and verify any information contained within references with the referees
- Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations
- Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children
- Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- Resolve any concerns before any appointment is confirmed

Interview and selection

When interviewing candidates, we will:

- Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- Explore any potential areas of concern to determine the candidate's suitability to work with children
- Record all information considered and decisions made

Pre-appointment vetting checks

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. Where available, these will include:
 - For all staff, including teaching positions: criminal records checks for overseas applicants
 - For teaching positions: obtaining a letter of professional standing from the professional regulating authority in the country where the applicant has worked.

Existing staff

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- There are concerns about an existing member of staff's suitability to work with children; or
- An individual moves from a post that is not regulated activity to one that is; or
- There has been a break in service of 12 weeks or more
- We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:
- We believe the individual has engaged in relevant conduct; or

- We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or
- We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

- We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children
- We will obtain the DBS check for self-employed contractors.
- We will not keep copies of such checks for longer than 6 months.
- Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.
- We will check the identity of all contractors and their staff on arrival at the school.

Johanna Goslin holds responsibility for the Single Central Record (SCR) and will ensure that it is kept up to date and accurate and safe at all times. This will include all employed staff (including supply staff) and all others who work regularly with children (including volunteers). The SCR will include information on the following checks and the dates of their completion with the initials of the member of staff who made the check:

- An identity check;
- A barred list check;
- An enhanced DBS check;
- A prohibition from teaching check;
- Further checks on people living or working outside the UK;
- A check of professional qualifications;
- A check to establish a person's right to work in the UK.

An enhanced DBS check with barred list information will be undertaken for all employed staff engaging in regulated activity. The school will ensure that all staff at the school including volunteers will have an enhanced DBS check including those who are not employed by the school but have frequent contact with students. Supervised volunteers who do not work in the school frequently will not require a DBS check. In all these cases, the volunteer will be with a member of Lealands staff at all times.

In relation to contractors working in the school, Johanna Goslin will ensure that the contractor or any employee of the contractor, has been subject to the appropriate level of DBS check and if this has not been done, that they are appropriately supervised.

The school has contracts with a facilities management company; Mitie and a catering company; AIP. Staff employed by these companies to work at the school will be subject to an enhanced DBS check by their employer who will, in turn, provide details and assurance to the school that this has been completed. All staff working regularly in the school for other companies will complete a school based safeguarding induction to understand the school's procedures as well as completing safeguarding training with their employing organisation.

All governors will have an enhanced DBS check without barred list information. They will have an enhanced DBS check with barred list information if working in regulated activity. All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

Staff starting at the school will show a completed DBS certificate before they take up the post or as soon as practicable afterwards. If this is not possible during the first days, the member of staff will be appropriately and reasonably supervised to ensure the safety of children. No member of staff will start at the school unless a barred list check has been completed.

All staff involved in interviewing and selecting staff are responsible for incorporating appropriate procedures into the process, eg appropriate safer recruitment check and questions.

Johanna Goslin is responsible for the administrative procedures in the recruitment and selection process.

When a new member of staff is appointed, a number of pre-appointment checks will be carried out including:

- Verifying a candidate's identity;
- Obtaining a certificate for an enhanced DBS check with barred list information for those in regulated activity;
- Obtain a barred list check if an individual is to start work before a DBS certificate is available where they will be supervised at all times as part of a formal 'risk assessment';
- Check that the candidate is not subject to a prohibition order issued by the Secretary of State;
- Before and during the interview process and induction, verify the candidate's mental and physical fitness to carry out their work responsibilities.

During the interview process, the school will always ask for written information about previous employment history and check that information is not contradictory or incomplete. References will always be obtained and scrutinised and any concerns resolved satisfactorily before appointment is confirmed. Any information about past disciplinary action or allegations will be considered carefully when assessing the applicant's suitability for a post.

15. OUR ROLE IN THE PREVENTION OF ABUSE

In accordance with Working Together 2018, the school recognises the need to safeguard children from:

- Neglect
- Emotional Abuse
- Physical Abuse
- Sexual Abuse

Appendix one contains more information about definitions and indicators

In addition, the school is alert to the need to safeguard children in specific circumstances as defined within Keeping Children Safe in Education 2022.

Our safeguarding policy cannot be separated from the general ethos of the school, which should ensure that children are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

Other areas of work

All our policies which address issues of power and potential harm to ensure a whole school approach. These include

- Code of Conduct
- Behaviour
- Attendance
- ICT and Acceptable Use Social Networking
- Whistleblowing
- Anti-Bullying
- SEN
- Sex and relationship
- CCTV
- Curriculum
- Complaints
- Health and Safety
- Medical
- Drugs and substance misuse

16. THE CURRICULUM

- The emphasis of our curriculum is preventative
- We provide opportunities for children to develop skills, concepts, attitudes and knowledge that promote their safety and well-being together with preparing children for life in modern Britain and embedding Fundamental British Values
- Relevant issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, Relationship Sex and Health Education (RSHE) including LGBT+, online and bullying. This will be undertaken with reference to guidance around how to promote children's spiritual, moral, social and cultural development. Issues will also be addressed through other areas of the curriculum, for example, Tutor time, English, History, Drama, ICT and Art.
- Regulations have been put in place whereby the subjects Relationships Education (for primary pupils) and Relationships and Sex Education and Health Education (for secondary pupils) in state funded schools is mandatory from 2020.

17. SAFEGUARDING IN SPECIFIC CIRCUMSTANCES: CHILDREN WHO ARE VULNERABLE TO RADICALISATION

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

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.

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.

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.

Children 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.

Indicators of vulnerability include:

- Identity Crisis – the child is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the child 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 child’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 child 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;
- Special Educational Need – children may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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.

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;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and / or behaviour;

- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.
- Lealands High School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.
- In accordance with the Prevent Duty placed upon the school by the Counter Terrorism and Security Act 2015 we understand the specific need to safeguard children, young people and families from violent extremism. Lealands High School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- Lealands High School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both children and teachers have the right to speak freely and voice their opinions. However, 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. Essential to this school is the teaching of fundamental British values of Democracy, Rule of Law, Equality of Opportunity, Freedom of Speech and the rights of all Women and Men to live free from persecution of any kind and it would be expected that views and opinions expressed would be commensurate with these.

Risk reduction

- In consideration of the potential risk of students being influenced by messages related to radicalisation and extremism, the school governors, the Head Teacher and the Designated Safeguarding Leads assess the level of risk as part of our safeguarding responsibilities within the school and put actions in place to reduce that risk. Consideration will be taken of the school's Citizenship and RE curriculum, SEND policy, assembly programme, the use of school premises by external agencies, integration of children by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy. In addition, the school Prevent Procedures will demonstrate how the organisation is fulfilling the prevent duty.
- This procedures and potential risk will be reviewed as part of the bi-annual s175 return that is monitored by the local authority and the local safeguarding children board.
- In accordance with the Prevent Duty, Mr Sam Ward is the Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism.
- When any member of staff has concerns that a child may be at risk of radicalisation or involvement in terrorism, they should speak with Mr Sam Ward - Designated Safeguarding Lead/SPOC or in his absence to one of the Deputy Designated Safeguarding Leads or the Headteacher. If a child or Young Person is thought to be at risk of radicalisation, advice will be sought from the Early Help Hub, and if advised, information will be shared with the Channel Panel using the Early Help Assessment form.
- In all cases, in accordance with advice provided from the Early Help Hub the school will ensure appropriate interventions are secured which are in line with local procedures in order to safeguard children assessed as being vulnerable to radicalisation.
- If the school is concerned that a child may be at risk of significant harm in relation to radicalisation or involvement in violent extremism a child protection referral will be made to the Multi Agency Safeguarding Hub.

18. SAFEGUARDING CHILDREN IN SPECIFIC CIRCUMSTANCES: FEMALE GENITAL MUTILATION /SO called 'HONOUR BASED VIOLENCE/ FORCED MARRIAGE / MODERN DAY SLAVERY

Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done.

It's also known as "female circumcision" or "cutting", and by other terms such as sunna, gudniin, halalays, tahur, megrez and khitan, among others.

FGM is usually carried out on young girls between infancy and the age of 15, most commonly before puberty starts. It is illegal in the UK and is child abuse.

It's very painful and can seriously harm the health of women and girls. It can also cause long-term problems with sex, childbirth and mental health.

Effects of FGM

There are no health benefits to FGM and it can cause serious harm, including:

- constant pain;
- pain and/or difficulty having sex;
- repeated infections, which can lead to infertility;
- bleeding, cysts and abscesses;
- problems passing urine or incontinence;
- depression, flashbacks and self-harm;
- problems during labour and childbirth, which can be life-threatening for mother and baby.

Some girls die from blood loss or infection as a direct result of the procedure.

Why FGM is carried out

FGM is carried out for various cultural, religious and social reasons within families and communities in the mistaken belief that it will benefit the girl in some way (for example, as a preparation for marriage or to preserve her virginity).

However, there are no acceptable reasons that justify FGM. It's a harmful practice that isn't required by any religion and there are no religious texts that say it should be done. There are no health benefits of FGM.

FGM usually happens to girls whose mothers, grandmothers or extended female family members have had FGM themselves or if their father comes from a community where it's carried out.

Where FGM is carried out

Girls are sometimes taken abroad for FGM, but they may not be aware that this is the reason for their travel. Girls are more at risk of FGM being carried out during the summer holidays, as this allows more time for them to "heal" before they return to school.

Communities that perform FGM are found in many parts of Africa, the Middle East and Asia. Girls who were born in the UK or are resident here but whose families originate from an FGM practising community are at greater risk of FGM happening to them.

Communities at particular risk of FGM in the UK originate from:

Egypt	Yemen	Eritrea	Sudan
Ethiopia	Somalia	Gambia	Sierra Leone
Guinea	Nigeria	Indonesia	Mali
Ivory Coast	Malaysia	Kenya	Liberia

The law and FGM

FGM is illegal in the UK.

It is an offence to:

- perform FGM (including taking a child abroad for FGM);
- help a girl perform FGM on herself in or outside the UK;
- help anyone perform FGM in the UK;
- help anyone perform FGM outside the UK on a UK national or resident;
- fail to protect a girl for whom you are responsible from FGM;

Anyone who performs FGM can face up to 14 years in prison. Anyone found guilty of failing to protect a girl from FGM can face up to seven years in prison.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues

A girl:

- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues

A girl:

- Having a mother, older sibling or cousin who has undergone FGM
- Having limited level of integration within UK society
- Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period

- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

- Female Genital Mutilation Act 2003 (section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** (along with social workers and healthcare professionals) **to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. This is in addition to following the school's safeguarding reporting procedures. A Teacher means any person within the Education Act 2002 (section 141A(1)) employed or engaged to carry out teaching work at schools or other institutions.
- Those failing to report such cases will face disciplinary sanctions.
- If the school is concerned that a child / young person has experienced or is at risk of FGM a Child Protection referral will be made to the Multi Agency Safeguarding Hub in accordance with interagency procedures produced by the LSCB.
- In addition, all teachers will follow mandatory reporting duties.

If you discover that FGM has taken place or a pupil is at risk of FGM

Any teacher who

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

must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

- Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.
- Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures.
- The duty for teachers mentioned above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.
- Any member of staff who suspects a pupil is at risk of FGM or suspects that FGM has been carried out [if relevant, insert: or discovers that a pupil aged 18 or over appears to have been a victim of FGM] must speak to the DSL and follow our local safeguarding procedures.

Further information can be obtained from:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf

So called honour based violence

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

Forced marriage

Forcing a person into marriage is a crime. 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 recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

The Anti-social Behaviour, Crime and Policing Act 2014 makes it a criminal offence to force someone to marry. This includes:

- Taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- Marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)
- Breaching a Forced Marriage Protection Order

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Modern Slavery

- Modern Slavery is the term used within the UK and is defined within the Modern Slavery Act 2015. The Act categorises offences of Slavery, Servitude and Forced or Compulsory Labour and Human Trafficking (the definition of which comes from the Palermo Protocol).
- These crimes include holding a person in a position of slavery, servitude forced or compulsory labour, or facilitating their travel with the intention of exploiting them soon after. Although human trafficking often involves an international cross-border element, it is also possible to be a victim of modern slavery within your own country.

Types of human trafficking

There are several broad categories of exploitation linked to human trafficking, including:

- Sexual exploitation
- Forced labour
- Domestic servitude
- Organ harvesting
- Child related crimes such as child sexual exploitation, forced begging, illegal drug cultivation, organised theft, related benefit frauds etc
- Forced marriage and illegal adoption (if other constituent elements are present)

19. SAFEGUARDING CHILDREN IN SPECIFIC CIRCUMSTANCES: CHILD ON CHILD ABUSE

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and /or can occur between children outside of these environments.

All staff, but especially the Designated Safeguarding Lead and Deputies should consider whether children are at risk of exploitation or abuse outside of their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including, but not limited to, sexual exploitation, criminal exploitation and serious youth violence.

All staff should recognise that children are capable of abusing other children. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of child on child abuse. However, all child on child abuse is unacceptable and will be taken seriously. All staff must challenge inappropriate behaviour between students and recognise that downplaying such behaviour can lead to an unsafe culture and the normalising of abuse.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

Procedures for dealing with allegations of child on child abuse

If a pupil makes an allegation of abuse against another pupil:

- Staff must record the allegation and tell the DSL, but do not investigate it
- Staff must record the allegation on Cpoms.
- If appropriate, the DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

Creating a supportive environment in school and minimising the risk of child on child abuse

We recognise the importance of taking proactive action to minimise the risk of child on child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems
- Ensure staff reassure victims that they are being taken seriously

Ensure staff are trained to understand:

- How to recognise the indicators and signs of child on child abuse, and know how to identify it and respond to reports
- That even if there are no reports of child on child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
- That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to
 - A friend may make a report
 - A member of staff may overhear a conversation
 - A child’s behaviour might indicate that something is wrong
 - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
 - That a pupil harming another child could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
 - The important role they have to play in preventing child on child abuse and responding where they believe a child may be at risk from it
 - That they should speak to the DSL if they have any concerns

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex
- Through a group of children sexually assaulting or sexually harassing a single child or group of children
- Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

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 and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

Staff are reminded that LGBT+ inclusion is part of our statutory RSHE Curriculum and that children who identify as LGBT+ or who are perceived to be LGBT+ may be more vulnerable to potential abuse.

Staff are trained to understand that child on child abuse may include:

- Cyber-bullying
- Harassment
- Domestic abuse within teenage intimate relationships
- Sending or posting sexually suggestive images including nude or semi-nude photographs via mobiles or over the internet by persons aged under 18 (referred to as Youth Produced Sexual Imagery)
- Sexual assault
- Sexual violence or harassment
- Upskirting
- Sexually harmful or problematic behaviour
- Gang initiation or hazing type violence

The school will follow Sexual Violence and Sexual Harassment guidance (DfE, 2017) when responding to such issues alongside local interagency procedures and the Harmful Sexual Behaviours strategy. This includes responding to any reports in a child centred manner and undertaking an immediate risk and needs assessment in relation to the victim, the alleged perpetrator and other children. The school will respond to reports of sexual violence and sexual harassment on a case by case basis considering the LSCB thresholds framework, whether a criminal offence may have been considered and whether a report to the Multi-Agency Safeguarding Hub is necessary. The school will also consider seeking specialist advice, guidance and assessment and will work with partner agencies in relation to management of information and what should be shared with staff, parents and carers.

- up skirting is an illegal offence which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Lealands high school understands serious violence and what may signal that children are at risk from, or are involved in serious violent crime. Indicators may include increased absences, a change in friendships/relationships with older individuals or groups, a significant decline in performance, self-harm, significant change in wellbeing or signs of assaulted/unexplained injuries. Unexplained gifts or new possessions could indicate that children have been appropriated, or are involved with, individuals associated with criminal networks or gangs

- contextual safeguarding/extra familial risk as referenced in KCSIE (2022) highlights that *'assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process*
- Lealands High School understands contextual safeguarding and will make a referral in the first instance if apparent

20. SAFEGUARDING CHILDREN IN SPECIFIC CIRCUMSTANCES: SEXUALISED BEHAVIOURS

- Where children display sexualised behaviours, the behaviours will be considered in accordance with the children's developmental understanding, age and impact on the alleged victim. Tools such as Brook Traffic Light Tool will be used to assist in determining whether the behaviour is developmental or a cause for concern. This will assist in ensuring the child/ren receive the right support at the right time either via an Early Help response or referral to Children's Social Care (MASH).
- In all cases of child on child abuse the school will consider the vulnerability of all children including those alleged to have caused the harm and those alleged to be victims and provide a safeguarding response consistent with the LSCB Thresholds Framework. Consideration will be applied to violence in young people's relationships.
- Where necessary, the school behaviour policies will be invoked and any sanctions applied will be consistent with these procedures.
- Where issues indicate that a criminal offence may have been committed a report will be made to Bedfordshire police.

21. SAFEGUARDING CHILDREN IN SPECIFIC CIRCUMSTANCES: GANG RELATED VIOLENCE

There are particular risk factors and triggers that young people experience in their lives that can lead to them becoming involved in gangs. Many of these risk factors are similar to involvement in other harmful activities such as youth offending or violent extremism.

Risk indicators may include:

- Becoming withdrawn from family;
- Sudden loss of interest in school - decline in attendance or academic achievement;
- Starting to use new or unknown slang words;
- Holding unexplained money or possessions;
- Staying out unusually late without reason;
- Sudden change in appearance - dressing in a particular style or 'uniform';
- Dropping out of positive activities;
- New nickname;
- Unexplained physical injuries;
- Graffiti style tags on possessions, school books, walls;
- Constantly talking about another young person who seems to have a lot of influence over them;
- Broken off with old friends and hanging around with a new group;
- Increased use of social networking sites;
- Starting to adopt codes of group behaviour e.g. ways of talking and hand signs;
- Expressing aggressive or intimidating views towards other groups of young people some of whom may have been friends in the past;
- Being scared when entering certain areas;

- Being concerns by the presence of unknown youths in their neighbourhood.

This is not an exhaustive list and should be used as a guide, amended as appropriate in light of local knowledge of the risk factors in a particular area.

- The school recognises the risks posed to children in relation to involvement in gang related activity which may be street gang, peer group or organised crime. Young people who are involved in gangs are more like to suffer harm themselves, through retaliatory violence, displaced retaliation, and territorial violence with other gangs or other harm suffered whilst committing a crime. In addition children may experience violence as part of an initiation or hazing practices.
- The school understands that Early Help can be crucial in the early identification of children who may need additional support due to gang related activity and as such will provide an early help response when concerns are raised about indicators of gang activity.
- If, however information suggests a child may be at risk of significant harm due to gang related activity, a referral will be made to the Multi Agency Safeguarding Hub within Children’s Social Care.
- Where there are concerns that a child or young person may be, or is at risk of becoming involved in gang related activity, a referral will be made to the MAG panel in accordance with Local procedures as part of the safeguarding response.
- Lealands High School understand the process of completing an information sharing form which highlights broader concerns contextually occurring outside of the child’s home.

22. SAFEGUARDING CHILDREN IN SPECIFIC CIRCUMSTANCES: YOUTH GENERATED SEXUALISED IMAGERY

This section refers to incidents of under 18’s sending or posting sexually suggestive images, including nude or semi-nude photographs via mobile devices or the internet.

Incidents covered by this policy:

- Person under 18 creates a sexual image of themselves and shares it with another person under 18.
- A person under 18s shares an image of another under 18 with another person under 18 or an adult.
- A person under 18 is in possession of sexual imagery created by another person under 18.

Incidents not covered by this guidance:

- Under 18s sharing adult pornography.
- Under 18s sharing sexual texts without sexual imagery.
- Adults sharing sexual imagery of under 18s. (This is child sexual abuse and must always be reported to police.)

The Law

Making, possessing, and distributing any imagery of someone under 18 which is indecent is illegal. This includes imagery of yourself if you’re under 18.

Indecent is not definitively defined in law, but images are likely to be considered indecent if they depict:

- a naked young person;
- a topless girl;
- an image which displays genitals;
- sex acts including masturbation.
- indecent images may also include overtly sexual images of young people in their underwear

These laws were not created to criminalise young people but to protect them. Although sharing sexual images of themselves is illegal and risky, it is often the result of curiosity and exploration. We believe young people need education, support, and safeguarding not criminalisation.

National Police Chiefs Council has made clear that incidents of youth produced sexual imagery should be treated primarily as a safeguarding issue. However, the Police may need to be involved in cases to ensure thorough investigation including collection of evidence.

If a young person has shared imagery consensually, such as when in a romantic relationship, or as a joke, and there is no intended malice, it is usually appropriate for the school to manage the incident directly. In contrast any incidents with aggravating factors, for example, a young person sharing someone else's imagery without consent and with malicious intent, should generally be referred to police and/or children's social care.

If you have any doubts about whether to involve other agencies, you should make a referral to the police.

Assessing the risks

The circumstances of incidents can vary widely. If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL should conduct a further review (including an interview with the young people involved) to establish the facts and assess the risks.

- When assessing the risks the following should be considered:
- Why was the imagery shared? Was the young person coerced or put under pressure to produce the imagery?
- Who has shared the imagery? Where has the imagery been shared? Was it shared and received with the knowledge of the pupil in the imagery?
- Are there any adults involved in the sharing of the imagery?
- What is the impact on the young people involved?
- Do the young people involved have additional vulnerabilities?
- Does the young person understand consent?
- Has the young person taken part in this kind of activity before

Informing parents (or carers)

Parents (or carers) should be informed and involved in the process at an early stage unless informing the parent will put the young person at risk of harm. Any decision not to inform the parents would generally be made in conjunction with other services such as children's social care and/or the police, who would take the lead in deciding when the parents should be informed.

DSLs may work with the young people involved to decide on the best approach for informing parents. In some cases DSLs may work to support the young people to inform their parents themselves.

Searching devices, viewing and deleting imagery

Adults should not view youth produced sexual imagery unless there is good and clear reason to do so. Wherever possible responses to incidents should be based on what DSLs have been told about the content of the imagery.

If a decision is made to view imagery, the DSL would need to be satisfied that viewing:

- is the only way to make a decision about whether to involve other agencies (i.e. it is not possible to establish the facts from the young people involved);
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report;

- is unavoidable because a young person has presented an image directly to a staff member or the imagery has been found on a school device or network.

If it is necessary to view the imagery then the DSL should:

- Never copy, print or share the imagery; this is illegal;
- Discuss the decision with the Headteacher;
- Ensure viewing is undertaken by the DSL or another member of the safeguarding team with delegated authority from the Headteacher;
- Ensure viewing takes place with another member of staff present in the room, ideally the Headteacher or a member of the senior leadership team. This staff member does not need to view the images;
- Wherever possible ensure viewing takes place on school or college premises, ideally in the Headteacher or a member of the senior leadership team's office;
- Ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery;
- Record the viewing of the imagery in the school's safeguarding records including who was present, why the image was viewed and any subsequent actions and ensure the safeguarding recording procedures for the school are followed.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized, a teacher who has been formally authorised by the Headteacher can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If during a search a teacher finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, they can decide whether they should delete the material or retain it as evidence of a criminal offence or a breach of school discipline. They can also decide whether the material is of such seriousness that the police need to be involved.

Further details on searching, deleting and confiscating devices can be found in the DfE Searching, Screening and Confiscation advice (note this advice is for schools only).

- The school recognises the impact of online social communication and the issue of sending or posting sexually suggestive images including nude or semi-nude photographs via mobiles or over the internet. We pay due regard to the Guidance issued by the UK Council for Child Internet Safety in relation to how we respond to incidents.
- In all cases where an incident of youth produced sexual imagery is reported the following actions will be undertaken:
 - The incident should be reported to the Designated Safeguarding Lead or Deputy as soon as possible.
 - The Designated Safeguarding Lead or Deputy should hold an initial review discussion or meeting with appropriate school staff.
 - There should be subsequent interviews with the young people involved (if appropriate).
 - Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
 - At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care (MASH) and/or the police immediately.
- An immediate referral will be made to the Police and Social Care (MASH) in the following circumstances:
 - The incident involves an adult;

- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs);
 - The imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent;
 - The imagery involves sexual acts and any pupil in the imagery is under 13;
 - There is reason to believe a young person is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming;
- If none of the above applies the school may choose to deal with the incident without involving the police or social care. This will usually be the case where the Designated Safeguarding Lead is confident that they have enough information to assess the risks to the pupils involved and the risks can be managed within the school pastoral support and disciplinary framework. All decisions and rationale for decision making will be recorded. All decisions will be based on the best interests of the child/ren.
 - The school will pay due regard to the Department for Education guidance: Searching, Screening and Confiscation advice.
 - Adults in the school will not view youth produced sexual imagery unless there is a good and clear reason to do so. Wherever possible the designated safeguarding lead will respond to an incident based on what they have been told about the imagery.
 - All incidents will be recorded.

Staff responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved
- You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment

- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)
- The DSL will make an immediate referral to police and/or children's social care if:
 - The incident involves an adult
 - There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
 - What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
 - The imagery involves sexual acts and any pupil in the images or videos is under 13
 - The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through the DSL or DDSL.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded on Cpoms.

Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our Religion and Society Curriculum and assembly programme. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality
- The risk of damage to people's feelings and reputation
- Pupils also learn the strategies and skills needed to manage:
 - Specific requests or pressure to provide (or forward) such images
 - The receipt of such images
- This policy on the sharing of nudes and semi-nudes is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

23. SAFEGUARDING CHILDREN IN SPECIFIC CIRCUMSTANCES: CHILD SEXUAL EXPLOITATION (CSE) and CRIMINAL EXPLOITATION (CCE)

Child sexual exploitation takes different forms - from a seemingly 'consensual' relationship where sex is exchanged for attention, affection, accommodation or gifts, to serious organised crime and child trafficking. Child sexual exploitation involves differing degrees of abusive activities, including coercion, intimidation or enticement, unwanted pressure from other children to have sex, sexual bullying (including cyber bullying), and grooming for sexual activity. There is increasing concern about the role of technology in Sexual Abuse, including via social networking and other internet sites and mobile phones. The key issue in relation to child sexual exploitation is the imbalance of power within the 'relationship'. The perpetrator always has power over the victim, increasing the dependence of the victim as the exploitative relationship develops.

Many children and young people are groomed into sexually exploitative relationships but other forms of entry exist. Some young people are engaged in informal economies that incorporate the exchange of sex for rewards such as drugs, alcohol, money or gifts. Others exchange sex for accommodation or money as a result of homelessness and experiences of poverty. Some young people have been bullied and threatened into sexual activities by other children or gangs which is then used against them as a form of extortion and to keep them compliant.

The key indicators of child sexual exploitation include:

Health

- Physical symptoms (bruising suggestive of either physical or sexual assault);
- Chronic fatigue;
- Recurring or multiple sexually transmitted infections;
- Pregnancy and/or seeking an abortion;
- Evidence of drug, alcohol or other substance misuse;
- Sexually risky behaviour.

Education

- Truancy/disengagement with education or considerable change in performance at school.

Emotional and Behavioural Issues

- Volatile behaviour exhibiting extreme array of mood swings or use of abusive language;
- Involvement in petty crime such as shoplifting, stealing;
- Secretive behaviour;
- Entering or leaving vehicles driven by unknown adults;
- Reports of being seen in places known to be used for sexual exploitation, including public toilets known for cottaging or adult venues (pubs and clubs).

Identity

- Low self-image, low self-esteem, self-harming behaviour, e.g. cutting, overdosing, eating disorder, promiscuity.

Relationships

- Hostility in relationships with staff, family members as appropriate and significant others;
- Physical aggression;
- Placement breakdown;
- Reports from reliable sources (e.g. family, friends or other professionals) suggesting the likelihood of involvement in sexual exploitation;
- Detachment from age-appropriate activities;
- Associating with other young people who are known to be sexually exploited;
- Known to be sexually active;
- Sexual relationship with a significantly older person, or younger person who is suspected of being abusive;
- Unexplained relationships with older adults;
- Possible inappropriate use of the Internet and forming relationships, particularly with adults, via the Internet;

- Phone calls, text messages or letters from unknown adults;
- Adults or older youths loitering outside the home;
- Persistently missing, staying out overnight or returning late with no plausible explanation;
- Returning after having been missing, looking well cared for in spite of having no known home base;
- Missing for long periods, with no known home base;
- Going missing and being found in areas where they have no known links.

Please note: Whilst the focus is often on older men as perpetrators, younger men and women may also be involved and staff should be aware of this possibility.

Social Presentation

- Change in appearance;
- Going out dressed in clothing unusual for them (inappropriate for age, borrowing clothing from older young people).

Family and Environmental Factors

- History of physical, sexual, and/or emotional abuse; neglect; domestic violence; parental difficulties.

Housing

- Pattern of previous street homelessness;
- Having keys to premises other than those known about.

Income

- Possession of large amounts of money with no plausible explanation;
- Acquisition of expensive clothes, mobile phones or other possessions without plausible explanation;
- Accounts of social activities with no plausible explanation of the source of necessary funding.

This list is not exhaustive.

- Both CSE and CCE are forms of child sexual abuse and both occur where an individual or group takes advantage of imbalance in power or coerces, manipulates or deceives a child into sexual or criminal activity. Whilst age may be the most obvious factor, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. This abuse can be perpetrated by individuals or groups, males or females and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement based methods of compliance and maybe accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.
- Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (DfE, 2017)
- Child sexual exploitation can occur through use of technology without the child's immediate recognition, for example the persuasion to post sexual images on the internet/mobile phones with no immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being

characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

- The school recognises that both boys and girls can be vulnerable to Child Sexual Exploitation and as such ensure staff are alert to signs and indicators.
- The school recognises that there are various 'models' of CSE which include but are not limited to:

Gangs and groups	Boyfriend/Girlfriend model
Child on Child	Familial
Online	Abuse of authority

- Where concerns are identified in relation to Child Sexual Exploitation the LSCB thresholds framework will be consulted in order to ensure the child receives support at the earliest possible opportunity.
- An Early Help multi agency response may be initiated by completing an Early Help Assessment form and engaging with the Early Help Hub or Stronger Families' team. Where parental consent cannot be obtained, advice will be sought from the Early Help Hub.
- If a child is thought to be at risk of significant harm through child sexual exploitation a referral will be made to the Multi Agency Safeguarding Hub within children's social care.
- In all cases intelligence will be shared with Bedfordshire Police using the information sharing form which will also be copied to the Single Point of Contact for CSE within Luton Borough Council.

24. SAFEGUARDING CHILDREN IN SPECIFIC CIRCUMSTANCES: DOMESTIC ABUSE

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse can have a long term detrimental impact on a child's health, well-being and ability to learn.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home.

Older children may also experience domestic abuse and/or violence in their own personal relationships.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day as part of the procedures of Operation Encompass.

25. SAFEGUARDING CHILDREN IN SPECIFIC CIRCUMSTANCES: HOMELESSNESS

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and DDSs are aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity.

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

26. SAFEGUARDING CHILDREN IN SPECIFIC CIRCUMSTANCES: SERIOUS VIOLENCE

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

27. SAFEGUARDING CHILDREN IN SPECIFIC CIRCUMSTANCES: CHILDREN MISSING FROM EDUCATION (CME)

All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. All staff understand that a child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. Clear procedures for unauthorised absence and for dealing with children that go missing from education are followed.

- Electronic registers are taken in every lesson during the day and absence is followed up promptly by the school attendance officer. All staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage.
- When a new student starts at Lealands they are placed on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on this day, the school will notify the local authority at the earliest opportunity to prevent the child from going missing from education. Our attendance officer, working closely with the Education Welfare Officer will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.
- Where a parent notifies school that a pupil will live at another address, we record in the admission register:
 - the full name of the parent with whom the pupil will live;
 - the new address;
 - the date from when it is expected the pupil will live at this address.

- We notify the local authority when a pupil's name is to be deleted from the admission register under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 and amended 2016 according to this regulation
- Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, the school will record in the admission register the name of the new school and the date on which the pupil first attended or is due to start attending that school and inform the local authority.
- A pupil's name will only be deleted from the admission register if the school and the local authority have failed to establish the pupil's whereabouts after jointly making reasonable enquiries.
- If we notify the local authority that a pupil's name is to be deleted from the admission register, we will provide the local authority with:
 - the full name of the pupil
 - the full name and address of any parent with whom the pupil lives;
 - at least one telephone number of the parent with whom the pupil lives;
 - the full name and address of the parent with whom the pupil is going to live and the date the pupil is expected to start living there;
 - the name of pupil's destination school and the pupil's expected start date there.

28. SAFEGUARDING CHILDREN IN SPECIFIC CIRCUMSTANCES: MENTAL HEALTH CONCERNS

- All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. However, staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is vital that staff are aware of how these experiences can impact on children's mental health, behaviour and education.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken following their child protection policy including discussion with the Designated Safeguarding Lead or deputy.
- The school will access a range of advice to help them identify children in need of extra mental health support. This includes working with external agencies as described in [Preventing and Tackling Bullying 2017](#).

29. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS, DISABILITIES or HEALTH ISSUES

We recognise that pupils with special educational needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges

Lealands High School recognises that while all children have a right to be safe, some children may be more vulnerable to abuse, for example a young carer, a child frequently missing from home/care, children with disabilities, special educational needs or health issues, a child living with domestic abuse, parental mental ill health, or substance abuse or has returned home to their family from care.

When the school is considering excluding, either fixed term or permanently, a vulnerable child and/or a child who is the subject of a child protection plan or where there is an existing child protection file, further discussions and careful consideration takes place in relation to the child's individual needs take place before any decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, a risk assessment *will* be completed prior to convening a meeting of the Governing Body.

In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment must be completed prior to convening a meeting of the Governing Body.

30. WHAT WE DO WHEN WE ARE CONCERNED ABOUT A CHILD

- All concerns will be viewed alongside the LSCB Thresholds Framework in order to ensure the appropriate support or intervention is provided at the earliest opportunity in the least intrusive way. The school also places due regard to the guidance contained in 'What to do if you are worried a child is being abused, 2015'.
- If, in consultation with the LSCB Thresholds Framework the level of concern sits at Level 2 or 3 an Early Help Assessment should be completed with the consent of the parent/carer. Early help may also be provided on a single agency basis by the school, or additional support or advice for this work may be sought from the Early Intervention Hub / Stronger Families team as a multi-agency response. In cases where it is not possible to obtain consent from the Parent / Carer the school will seek advice from the Early Help Hub.
- The school will review each case to ensure that any support or intervention provided has impacted positively on the welfare/safety of the child or young person and that improvement is sustained.
- In the event that provision of Early Help has not led to improvements for the child/young person, or concerns escalate, the school will follow the step-up procedures published by the LSCB.
- In consultation with the LSCB Thresholds Framework, if the concerns about the child or young person indicate that they may be at risk of or suffering significant harm a referral will be made to the Multi Agency Safeguarding Hub. The parent will be informed of the referral unless informing the parent may place the child/young person at increased risk of harm.
- In the event of a professional disagreement in relation to a specific concern, the school will follow the LSCB procedures for resolution of professional disagreements, also known as escalation procedures.

31 REPORTING SYSTEMS FOR OUR STUDENTS

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for pupils to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback

The school makes it clear to students how they report concerns and who to report concerns to. Students may report concerns to any trusted adult in school including, but not exclusively:

- Tutors
- Teachers
- Support Staff
- Pastoral Support MAnagers
- Heads of Year
- Senior Leadership Team
- Safeguarding Team

Process for informing students of these systems are communicated through Tutor time, Religion and Society lessons, plasma screen information, notices in all classrooms and around school.

Students are informed that disclosures will be dealt with sensitively and in line with our school culture and that they are reassured that they can feel safe in submitting any concerns.

32. ONLINE SAFETY AND THE USE OF MOBILE TECHNOLOGY

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

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

To meet our aims and address the risks above we:

Educate pupils about online safety as part of our curriculum. For example:

- The safe use of social media, the internet and technology
- Keeping personal information private
- How to recognise unacceptable behaviour online
- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim

Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation.

Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety

Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:

- Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
- Staff will not take pictures or recordings of pupils on their personal phones or cameras

Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology

Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones

Make sure all staff, pupils and parents/carers are aware that school staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation

Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk from the school's IT systems

Carry out regular reviews of our approach to online safety.

This section summarises our approach to online safety and mobile phone use. For comprehensive details about our school's ICT and acceptable use policy and Staff Code of Conduct.

33. RECORDING & REPORTING CONCERNS ABOUT THE SAFETY & WELFARE OF A CHILD

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, are recorded in writing using the Cpoms system.

Records include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved

- A note of any action taken, decisions reached and the outcome

Any non-confidential records will be readily accessible and available. Confidential information and records are held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children are retained for a reasonable period of time after they have left the school.

Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL ensures that their safeguarding file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

All staff, volunteers and visitors have a responsibility to be alert to signs and indicators of possible abuse and to take prompt action if they are concerned about the safety and welfare of a child. If a child is suffering or likely to suffer 'significant harm' action must be taken immediately including informing the Designated Safeguarding Lead.

All concerns about the safety and welfare of a child must be taken seriously.

All staff, volunteers and visitors should:

- record the concern, using the school's safeguarding children recording system, CPOMs and share this concern with the Designated Safeguarding Lead. (In certain circumstances as described above, individuals may refer to children's social care (MASH) directly).
- speak to the school's Designated Safeguarding Lead or the person who acts in their absence.

All concerns about a child should initiate some form of action.

- Staff, volunteers & visitors at the school will be watching for signs that a student is under stress. Students are normally under stress from time to time, arising from pressures at school or at home. This stress may manifest itself in unusual behaviour – a quiet student becoming boisterous, a student becoming quiet and withdrawn, sometimes even tearful.
- Concerns that are of a non-urgent or low-level nature should still be recorded centrally by the concerned member of staff using the school's safeguarding children recording system (CPOMs). The Designated Safeguarding Leads will decide if parents/carers should be informed of the concern. In the majority of cases this will happen, **unless** informing them would put the child at risk of harm.
- Recording and acting upon low level or non-urgent concerns about a child is important in order to recognise the cumulative effect of some types of abuse, or if any patterns emerge.

Internal Contacts

Designated Safeguarding Officer:

Mr S Ward Ext 315232

Deputy Designated Safeguarding Leads:

Mrs O' Cahill Ext 315233

Mrs A Rust Ext 315216

In the absence of both of the above, then please contact any of the SLT as follows:

Mr J Burridge Ext 315223

Mr J Hall Ext 315273
Mr W Cullum Ext 315446

Governor responsible for Safeguarding Children: Mr P Troughton

External Contacts

Paul James – Designated Officer (LADO) 01582 548069
MASH 01582 547653 (Out of hours - 0300 3008123)
Assessment Team 01582 547773
Early Help 01582 548231
CAMHS 01582 708140
West Team 01582 547562
North Team 01582 547607
ASB Team 01582 394272
YOS 01582 547900
Police Child Abuse Investigation Team 01582 394103
Safeguarding Children in Education Officer 01582 548984

Lealands High School recognises the stressful and traumatic nature of safeguarding and child protection work. We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate.

34. INVOLVING PARENTS / CARERS

In general, we will discuss any safeguarding and child protection concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the Designated Safeguarding Lead. However, there may be occasions when the school will contact another agency **before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

Parents / carers will be informed about our safeguarding policy through the school website.

35. MULTI-AGENCY WORK

- The school understands its role in the three safeguarding partner arrangements. Governing bodies, proprietors and the senior leadership teams, especially the designated safeguarding leads, will make themselves aware of and follow their local arrangements.
- Lealands High School works in partnership with other agencies in the best interests of the children. The school will, where necessary, liaise with the school nurse, initiate an Early Help Assessment, and make referrals to children's social care. Referrals and contacts should be made by the Designated Safeguarding Lead or Deputy to either the Early Help Hub, or the Multi Agency Safeguarding Hub depending on the level of need. Where the child already has a social worker, the request for service will go immediately to the social worker involved, or in their absence to their team manager or Duty Worker.
- We will co-operate with any child protection enquiries conducted by children's social care: the school will ensure representation at appropriate inter-agency meetings such as team around the family meetings, initial and review child protection conferences, together with core group meetings.

- We will provide reports as required for these meetings in accordance with the LSCB interagency procedures. If the school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.
- Where a child is subject to an inter-agency child protection plan, child in need plan or early help assessment, the school will contribute to the preparation, implementation and review of the plan as appropriate.
- If a child is subject to a referral to a multi-agency safeguarding panel such as MARAC, MAGPAN or CHANNEL the school will contribute to such arrangements.

36. RESPONDING TO AN ALLEGATION OR CONCERN ABOUT A MEMBER OF STAFF

- The school will comply with the LSCB procedures for managing allegations and concerns about adults that work or volunteer with children in all circumstances.
- This procedure should be used in any case in which it is alleged that a member of staff (including supply staff), governor, visiting professional or volunteer has:
 - Behaved in a way that has harmed a child or may have harmed a child;
 - Possibly committed a criminal offence against or related to a child;
 - Behaved in a way that indicates s/he may pose a risk of harm to children.

Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse or mistreat children.

- All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately. Allegations or concerns about colleagues and visitors must be reported directly to the Headteacher unless the concern relates to the Headteacher. If the concern relates to the Headteacher, it must be reported immediately to the Chair of Governors. Alternatively, concerns can be reported directly to the Local Authority Designated Officer (LADO) in children's social care, who will liaise with the Chair of Governors and they will decide on any action required.
- If the Headteacher is not available, the member of staff should report their concerns to the most senior member of staff available who will make contact with the LADO and discuss the concerns. Contact into the LADO should happen at the earliest possible opportunity and within 1 working day.

The LADO in Luton can be contacted on 01582 548069.

- The LADO may request a referral. If this is requested the referral will be completed and submitted within 1 working day.
- The school will engage with the LADO at all stages of the management of the allegation/concern and comply with the Statutory Guidance contained within Keeping Children Safe in Education (2022) and the local procedures published by the LSCB. In this regard, the school will consider whether it is necessary to suspend the member of staff while the allegation or concern is investigated, however all reasonable alternatives to manage the risk will be considered. Due consideration will be given to the view of the LADO in relation to suspension or in-work safeguards while a matter is investigated.
- Should the school dismiss a member of staff/volunteer as a result of a substantiated allegation, or should a member of staff/volunteer resign before an investigation has been completed, in accordance with Statutory Duty a referral to the Disclosure and Barring Service will be made. If the member of

staff is engaged in teaching work, the school will, in accordance with published guidance from the Department for Education, consider whether a referral to the National College of Teaching and Leadership (NCTL) should be made.

- The school will adhere to the Statutory Guidance contained within Keeping Children Safe in Education (2022) with regard to record keeping, references and compromise or settlement agreements.

If a member of staff, student or volunteer has any concerns about poor, unsafe practice or failures of the safeguarding regime they are encouraged to raise this with the Head Teacher, Senior Leadership Team or Governing Body following the Whistle Blowing Procedures of the school.

The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email help@nspcc.org.uk.

37. TRAINING

All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect.

This training will be regularly updated and will:

- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- Be in line with advice from the 3 safeguarding partners
- Have regard to the Teachers' Standards to support the expectation that all teachers:
 - Manage behaviour effectively to ensure a good and safe environment
 - Have a clear understanding of the needs of all pupils

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually (for example, through emails, bulletins and staff briefings).

Mitie Staff will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

The DSL and DDSLs

The DSL and DDSLs will undertake child protection and safeguarding training as appropriate.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

Governors

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

Recruitment – interview panels

At least one person conducting any interview for any post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

38. MONITORING, EVALUATION & REVIEW

This policy will be reviewed annually by the Deputy Headteacher and the Governing Body. The Headteacher has overall responsibility for the successful implementation of this policy. Subject team leaders are responsible for monitoring the successful implementation of this policy within their subject teams.

The Business Manager and Human Resource manager are responsible for monitoring the safer recruitment process.

The Deputy Headteacher is responsible for monitoring safeguarding and child protection procedures.

The Business Manager is responsible for monitoring fire drill procedures and mini bus safety.

The Deputy Headteacher, and EV Coordinator are responsible for monitoring educational visits.

The Business Manager and Headteacher's PA is responsible for the Single Central Register and all associated checks.

APPENDIX ONE

DEFINITIONS 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.

4. 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.

The intelligence reporting form on the LSCB website will be used to share information with Police and children's social care that raises a concern around CSE.

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;
- Behaviours such as 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 vulnerabilities to abuse and neglect such as:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers.

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 TWO

DEALING WITH A DISCLOSURE OF ABUSE

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know. Do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked.
- Do not add any opinions or interpretations.

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.

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children's social care (MASH) without delay, by the Headteacher or the Designated Safeguarding Lead.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead or Headteacher.

APPENDIX THREE

ALLEGATIONS ABOUT A MEMBER OF STAFF (including supply staff), GOVERNOR, VOLUNTEER or CONTRACTOR

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, has:

- Behaved in a way that has harmed a child, or may have harmed a child, and/or
- Possibly committed a criminal offence against or related to a child, and/or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school
- We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

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 inappropriate 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. Excessive or aggressive shouting.

- **Sexual**

For example sexualised behaviour towards peers or other children, sexual harassment, sexual communication including via social networking, email, text, grooming behavior, sexual assault and rape.

- **Neglect**

For example failing to act to protect a child or children, failing to seek medical attention or failure to meet a child's basic needs.

Behaviours that may take place outside of the workplace that present a transferable risk in their professional role with children. For example, alleged perpetrator of domestic abuse, offences demonstrating a sexual interest in children, abuse or neglect of their own children or behaviours that are incompatible with a professional role working with children.

If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the headteacher immediately. If the concerns/allegations are about the headteacher, speak to the chair of governors.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the headteacher, speak to the Designated Safeguarding Lead or report it directly to the local authority designated officer (LADO).

If the allegation or concern may fall within the following criteria the LADO will be contacted at the earliest possibly opportunity and within 1 working day.

- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved in a way that indicates s/he may pose a risk of harm to children.
- Behaved in a way that suggests that they are unsuitable to work with children.

The Headteacher will not carry out the investigation him/herself or interview pupils.

If a child makes an allegation of physical abuse against an adult that works with children and there are visible bruises, marks or injuries or if a child makes an allegation of sexual abuse against an adult that works with children Child Protection procedures will be followed and a referral made to the Rapid Interventions and Assessment Team. The LADO will also be informed.

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, are felt likely to fall within the scope of the interagency allegation management procedures, the Headteacher will notify the Local Authority Designated Officer (LADO) (Tel: 01582 548069). The LADO will liaise with the Head Teacher and advise about action to be taken which will be in accordance with the interagency procedures for managing allegations.

- If the Headteacher is uncertain whether the concern or allegation falls within the scope of the allegation management procedures a consultation with the LADO will take place and the advice provided will be acted upon. This consultation and the advice offered will be recorded and held on file.

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 this specific procedure see the Section on Allegations against Staff and Volunteers in the procedures of Luton Safeguarding Children Board

Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension of the accused until the case is resolved

Suspension of the accused will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents/carers have been consulted

If in doubt, the Headteacher will seek views from the school's personnel adviser and the designated officer at the local authority, as well as the police and children's social care where they have been involved.

- Definitions for outcomes of allegation investigations
- Substantiated: there is sufficient evidence to prove the allegation
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation
- False: there is sufficient evidence to disprove the allegation
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the case manager will take the following steps:

- Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below
- Discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate
- Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to children's social care
- If immediate suspension is considered necessary, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- If it is decided that further action is needed, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain

confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice

- Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the school will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Additional considerations for supply teachers and all contracted staff

If there are concerns or an allegation is made against someone not directly employed by the school, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard procedures.

We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome

The governing board will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation

We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required

We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Timescales

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week

If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days

If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated, unfounded, false or malicious reports

If a report is:

Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate

Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Unsubstantiated, unfounded, false or malicious allegations

If an allegation is:

Determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate

Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Confidentiality and information sharing

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the LADO, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality

- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case.

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, decisions reached and the outcome
- A declaration on whether the information will be referred to in any future reference

In these cases, the school will provide a copy to the individual, in agreement with children's social care or the police as appropriate.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

References

When providing employer references, we will:

- Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious
- Include substantiated allegations, provided that the information is factual and does not include opinions

Learning lessons

After any cases where the allegations are *substantiated*, the case manager will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of:

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual
- For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

Non-recent allegations

Abuse can be reported, no matter how long ago it happened.

We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations.

Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

Concerns that do not meet the harm threshold

The section is based on 'Section 2: Concerns that do not meet the harm threshold' in part 4 of Keeping Children Safe in Education.

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.

Concerns may arise through, for example:

- Suspicion
- Complaint
- Disclosure made by a child, parent or other adult within or outside the school
- Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

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

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating or offensive language
- Sharing low-level concerns
- We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns as per section 7.7 of this policy
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system

Responding to low-level concerns

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the staff Code of Conduct.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- Retained at least until the individual leaves employment at the school
- Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

APPENDIX FOUR

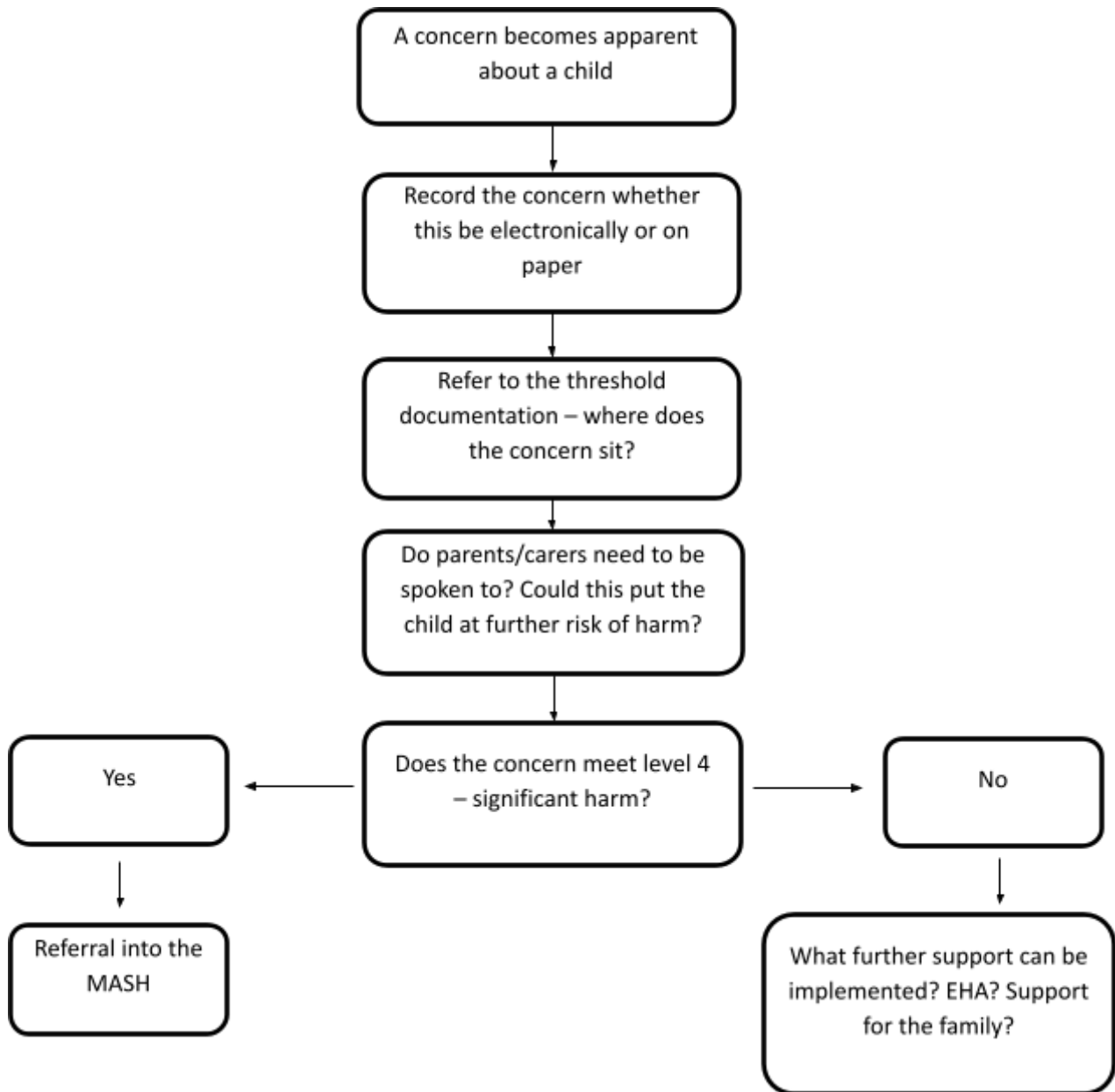
Information Sharing advice for practitioners providing safeguarding services to children, young people, parents and carers

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

This HM Government advice is non-statutory, and has been produced to support practitioners in the decisions they take to share information, which reduces risk of harm to children and young people and promotes their well-being.

This guidance does not deal with arrangements for bulk or pre-agreed sharing of personal information between IT systems or organisations other than to explain their role in effective information governance.

This guidance has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018, and it supersedes the HM Government *Information sharing guidance for practitioners and managers* published in March 2015.



APPENDIX SIX - Prevent in Education Risk Assessment and Practice Action Plan						
	YES	NO	Existing Controls	Further Action	Staff responsible	Due Date
Does your Safeguarding Policy make explicit that the school sees protection from radicalisation and extremist narratives as a safeguarding issue?						
Are the Lead Preventive responsibilities clearly identified in the policy?						
Prevent Single Point of Contact (SPOC)/ Safeguarding Lead						
Governor Safeguarding Lead						
Does Policy make explicit how PREVENT concerns should be reported within school?						
Prevent and Fundamental British Values considered in curriculum planning						
Does the school have clear guidance for visitors including faith related visiting speakers?						
Checks for speakers/visitors to the school?						
Checks for premises use by externals?						
Have ALL staff received appropriate training on PREVENT such as WRAP (Workshop to Raise Awareness of PREVENT)?						
Does this include support staff?						

<p>Are there provisions for new staff induction?</p> <p>Have Governors received a Governor PREVENT briefing?</p> <p>Do all staff know what to do if they have a PREVENT concern and to whom to report it?</p>						
	YES	NO	Comment/Evidence	Further Action	Staff responsible	Due Date
<p>Does the E-Safety Policy refer to the requirements of the Prevent guidance?</p> <p>Appropriate filtering is in place to ensure that staff and children are unable to access unauthorised or extremist websites online through school systems</p>						
<p>Protocols in place to manage the layout, access and use of any space provided for the purposes of prayer and Faith Facilities.</p>						
<p>Clear guidance on governing the display of materials internally at the school</p>						

APPENDIX SEVEN

Operation Encompass

Operation Encompass connects the police with schools to enable that the appropriate support is in place for children who are subject/witness incidents of domestic abuse. The school environment enabling rapid provision allows for appropriate safeguarding to be put in place against the short, medium and long-term effects of domestic abuse. Following an incident, children may arrive at school distressed, anxious or upset and operation encompass ensures that appropriate staff are aware early enough in order to support children in making them feel safe.

All Operation Encompass alerts are logged onto Cpoms and actioned appropriately.

Appendix Eight

COVID-19 school closure arrangements for Safeguarding and Child Protection at Lealands High School (updated Sept 2022)

From 20th March 2020, parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response.

This appendix will apply if this is necessary in the future

Schools and all childcare providers will provide face to face provision for a limited number of children: children who are vulnerable and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This addendum does not replace the school's Safeguarding and Child Protection policy and should be read in conjunction with the main policy.

Key safeguarding contacts

Role	Name	Contact number	Email
Deputy Headteacher /DSL	Sam Ward	01582 611600	<u>wards@lealands.luton.sch.uk</u>

Contingency safeguarding contacts

Role	Name	Contact number	Email
Deputy Safeguarding Leads	Michelle O Cahill	01582 611600	<u>ocahillm@lealands.luton.sch.uk</u> <u>watsone@lealands.luton.sch.uk</u> <u>rusta@lealands.luton.sch.uk</u>
	Emma Watson		
	Ali Rust		

This document details Lealands High School Procedures for safeguarding children during a period where the school is required to shut for the vast majority of students for a period of time - for example if Covid-19 procedures are in place due to Government guidelines for schools. It includes safeguarding for both students who are continuing to attend school due and also for students who are not attending school during this period.

In accordance with KSCIE 2022 and our Safeguarding Children Policy, safeguarding remains the responsibility of all staff and the best interest of the child are paramount in decisions that are made.

Whilst the procedures that are put in place in response to any closure are necessarily different due to the exceptional circumstances, they do not weaken or undermine our normal Safeguarding Children Policy.

Aim:

- To ensure all pupils can continue their education either by attending school or via the Google Classroom or online learning.
- To ensure staff continue to have an oversight of academic progress through monitoring.

- To ensure all vulnerable families have additional contact and support with any concerns reported and recorded.
- To ensure staff are safeguarded in relation to their well-being, whether working from home or in school.

Reporting of Concerns

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy.

Staff must report any concern immediately and without delay.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2022). The DSL will communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter the school, they will continue to be provided with a safeguarding induction. This may be conducted remotely where necessary.

Safeguarding partners

With effect from Monday 23rd March 2020 and onwards from September 2020, the Safeguarding and Quality Assurance service within Luton will convene **Virtual** Initial and Review Child Protection case conferences. Staff in school will submit reports to the SQAS inbox and, wherever possible, be available for conference calls or any other telecommunication application that specialises in providing video calls. Where it is not possible to convene a virtual conference meeting, the Child Protection Chair will determine whether a child should be subject to a Child Protection plan based on all of the information provided. This approach will enable Initial and Review case conferences to take place in line with the Council guidance regarding Covid-19. Our representative at these case conferences will usually be Michelle O Cahill and an alternative member of staff will attend if Michelle is not available.

The school will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The staff member responsible for looked after and previously looked after children is Mrs Alison Rust.

Vulnerable Students

The school is committed to ensuring the safety and wellbeing of all its students.

Vulnerable children include children who have a social worker and those with safeguarding and welfare needs, including:

- Pupils with child in need plans
- Pupils on child protection plans
- Looked after children
- Young carers
- Disabled children
- Pupils with education, health and care (EHC) plans

- Those who may be receiving support from external agencies, or are open to interventions such as Domestic Abuse Services, Channel Intervention/supports and Multi Agency Gang Panel service (this list is not exhaustive).

A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

School staff will be especially aware of the most vulnerable students to help protect them. This is especially important during the COVID-19 period.

Attendance

Lealands High School acknowledges that mandatory attendance rules apply for attending school in September 2022 – CME and EWO processes will be explored as normal regarding non-attendance.

Where parents/carers are concerned about the risk of the child contracting COVID19, staff talk through these anxieties with the parent/carer following the advice set out by Public Health England and may, on an individual needs basis, offer a time limited personalised timetable in order to aid a student's reintegration into school.

Children/families, who are shielding due to being extremely vulnerable because of specified underlying health conditions, will not be in a position to attend school even if identified as vulnerable. Where this is the case, regular contact is made to ensure the children/family receive appropriate educational support. This information is shared with the assigned social worker if the family have one.

The school has:

- created a list of students who are identified as being vulnerable.
- where the Safeguarding Team has identified a child to be on the edge of social care support, or who would normally receive support in school, ensured that a plan is in place for that child or young person.
- provided the Local Authority with a complete list of all identified students.

Procedures for all students remaining at home.

- All teaching staff have set up Google Classroom access for all their classes. This includes academic classes and year groups.
- Work will be provided on a lesson by lesson basis to all students off school for reasons related to COVID -19.
- Teachers will monitor the work submitted and record information where there is evidence of students not accessing their Google Classroom work so that this can be followed up in the interests of the child.
- Teachers are required to reward submitted work with "Step Points" via the Epraise platform to support and encourage students during this difficult time.
- Teachers are required to issue 'demerits' on Epraise to students who do not hand work in.
- Teachers can email to the student's school Gmail accounts via their own school Gmail accounts about the set work.
- Tutors are able to communicate with Tutees via the Google Classroom and 'check in' with individuals.
- Where there are concerns from any member of staff, they are required to log concerns onto CPOMS in accordance with the school Safeguarding Children Policy. CPOMS is always monitored during school hours and concerns are followed up by the DSL or DDSL in

- accordance with the school Safeguarding Children Policy.
- Where a student on a Child Protection or Child in Need Plan is remaining at home, contact with the Social Worker will be made and Social Workers have been involved with parents with regard to their child attending school.
- For students on a Child Protection Plan or Child in Need plan or Looked after children, the DSL, DDSL or SENCO remains available to liaise with professionals including social workers and the local authority virtual school and to input into review meetings or other relevant meetings in accordance with local arrangements during the period of social distancing and isolation.

Attendance of students in school during school closure

- The school is committed to ensuring the safety and wellbeing of all its students.
- The school refers to the Government guidance for education and childcare settings on how to maintain student health and safety in school and we follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.
- The attendance of students in school is monitored by the attendance officer on a daily basis in accordance with school policy and details of daily attendance is submitted to the DfE each morning when required.
- To support the above, the school will, when communicating with parents/carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.
- The school has checked that all students have two points of contacts and emergency contact numbers.
- Any cause for concerns will be recorded and reported through CPOMS unless there is an immediate danger/safety risk, in which case, in addition to the CPOMS recording, contact will be made with the DSL/DDSL on duty and normal safeguarding procedures will be applied including, where necessary, contact with the MASH team. This follows our normal safeguarding procedures.
- Whilst we will continue to have appropriate regard to data protection and GDPR, this does not prevent the sharing of information for the purposes of keeping children safe. However, we remain mindful of how this information is shared. Further advice about information sharing can be found in KCSIE 2022.
- The School's facilities management company will instigate a routine of more regular cleaning of hard surfaces in line with government guidance at this time as required.
- Posters and information about Covid-19 and precautions will be put up around the building, including in all toilets.
- 'Wash your hands' signs will be in place and hand sanitiser will be available throughout the building if needed. Students use sanitiser on leaving classrooms.

Information has been given to all parents in relation to supporting children with their well-being if they are working at home. This is being done as an ongoing process through letters and our website, facebook, instagram and twitter pages.

Contacting parents or students at home

Measures are in place DSL's and teaching staff will take due caution when conducting any form of virtual contact to the child, which may involve calling or video calling into the child's home.

- The school has provided a school mobile phone for all members of the Pastoral and Safeguarding Teams. Only these phones will be used to contact parents from home.
- Members of the SLT, Pastoral Team and Safeguarding Team are permitted to contact the parents of students on the Vulnerable Students lists whilst at home via the school's mobile phones. The number contacted will be the same as the contacts on the Sims system and if

these numbers change, school admin staff will be contacted to change the number officially on the school system.

- When making contact, it is essential that the mobile number has been blocked so caller ID is not revealed to the receiver.
- Staff are permitted to contact students using their own and the student's school Gmail account via the Google Classroom.
- Staff will not contact students via their own personal email addresses or to personal email addresses apart from the student's official school Gmail account which can be monitored.
- Staff will not respond to social media requests from students or parents and if requests are made, they will report these to the DSL or DDSL without responding to the request.
- No personal information of pupils to be taken from the premises (paper copies etc)
- The school policy of not contacting parents via email remains in place during this period.
- Teachers will monitor comments made in Google Classrooms regularly and report any concerns removing any offensive, inappropriate or bullying comments immediately.
- Directors of Subject have responsibility for monitoring the content of Google Classrooms managed by all members of their department and as part of this, should ensure that all staff using Google Classroom are following safeguarding procedures.
- Should staff place a video of themselves or speak on a presentation uploaded to Google classroom, they should ensure high levels of professionalism and that they are conforming to the School's Code of Conduct. Staff need to ensure that there are no inappropriate or non-age appropriate images or content visible in anything that may be seen by a student in their home.
- Any live chat or live stream lessons can only be delivered through the school platform of Google Classroom and must at all times adhere to the highest levels of professional conduct. No offensive language or swearing is permitted and staff must be aware that children of a younger age may be able to hear what is played/said in the student's home.
- Where live video lessons are being delivered, there will be two members of staff involved in the video call.
- Teachers may record online lessons but recordings will not include student images and will only be used to share with students who have missed the session.
- Any computers/devices used should be in appropriate areas for both the child and staff – for example, not in bedroom and where possible against a neutral background.

Mental Health

School staff understand and are aware that negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. This is taken into account in the work we are doing with students and parents and the education and work that is provided for them at this time. Staff making phone calls are also actively aware of this during their conversations and appropriate support is given where necessary as well as signposting to a range of relevant agencies. Support for parents and students may be delivered in different ways, for example over the phone or from specialist staff or support services.

Safety Online

Lealands High School will continue to ensure that appropriate filters and monitoring systems are in place to protect children when they are online on the schools IT systems or recommended resources.

At Lealands High School Mark Brown has the technical knowledge to maintain safe IT arrangements.

Lealands High School pay due regard to experiences children may have been exposed to during the period of partial closure in relation to online activity – appropriate referral methods remain in place should this become apparent or known.

Where students are using computers in school, appropriate supervision will be in place.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with in accordance with the Safeguarding Children Policy.

This annex to our Safeguarding Children policy does not weaken or undermine policies in relation to keeping children safe online, acceptable use of technologies or staff/student relationships and communication including the use of social media.

The requirements and guidelines for staff communicating remotely with students from their homes and to the homes of students is clear, robust and effective. All communication with students online is done using staff work emails and staff only contact students' school emails through Google Classroom.

The school has ensured any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements. Staff must ensure that they maintain security of their devices and data in line with GDPR including logging off when they leave a laptop/computer in their home. All laptops provided by the school are password protected.

Students have clear routes of communication with staff through the Google Classroom and know how to raise any concerns and who to raise them with by emailing a member of the pastoral team or safeguarding team.

Through Heads of Year and Tutors, students have been signposted to age appropriate practical support including Childline, Kooth and CEOP.

Clear communication has been provided for parents reinforcing the importance of helping their children's safety online. It has been made clear to parents and carers about what their children are being asked to do online, including the sites they have been asked to access and who in school their child is going to be interacting with online.

Extremist Narratives in Communities

The impact of COVID-19 on communities may give individuals and extremist organisations opportunities to promote hateful or harmful narratives. In some cases, education leaders or designated safeguarding leads may be aware of graffiti, leafleting and stickering that is of an extremist nature that children and young people may be exposed to. We will consider the impact this material may have and encourage pupils to share any concerns if they feel worried, upset or anxious.

Further support

If we experience any difficulties obtaining advice and guidance or have concerns about the management of any children and young people receiving Channel support, we will email counter.extremism@education.gov.uk.

The Department has also set up a helpline for queries about coronavirus in any education setting: 0800 046 8687 (Monday to Friday from 8am – 6pm and weekends 10am to 4pm) – email dfc.coronavirushelpline@education.gov.uk.

Child on Child Abuse

The school recognises that during any closure, a revised process may be required for managing any report of such abuse and supporting victims.

Where the school receives a report of child on child abuse, they will follow the principles as set out in part 5 of KCSIE 2022 and of those outlined within of the Child Protection Policy.

The school will listen and work with the young person, parents/carers and any multi- agency partner required to ensure the safety and security of that young person.

Measures taken to slow the spread of COVID-19 mean some children will be at home and spending increasing amounts of time online. There is a risk that extremists may exploit this situation by sharing harmful misinformation and conspiracy theories and targeting vulnerable children and young people directly.

Counter-Terrorism Police have produced guidance for parents on some of these risks and how to seek further support, which can be found on the [Let's Talk About It website](#).

If we come across online material promoting terrorism or extremism this can still be reported using the [online tool](#).

The Department for Education's safeguarding guidance also includes advice and guidance on online harms that we encourage settings to share with parents. In addition, [guidance for parents](#) has been published which includes resources to help keep children safe online:

- [NSPCC](#)
- [London Grid for Learning \(LGFL\)](#)
- [Parentzone](#)
- [Internet Matters](#)
- [Shout Out UK](#)
- [National Education Union](#)

Safer /volunteers and movement of staff

All existing staff have had safeguarding training and have signed to state that they have read and understood Part 1 of KCSIE 2022 and that they know what to do if they are worried about a child.

It remains essential that people who are unsuitable to work with children are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, the school will continue to follow the relevant safer recruitment processes set out in our Safeguarding Children Policy including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2022) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

If the school is using volunteers during this period, we will continue to follow the checking and risk assessment process as set out in KCSIE 2022. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Regarding members of the school workforce already engaging in regulated activity and who already have the appropriate DBS check, there is no expectation that a new DBS check should be obtained where that member of the workforce temporarily moves to another school or college to support the care of children. The type of setting on the DBS check, for example a specific category of school is not a barrier. The same principle applies if childcare workers move to work temporarily in a school setting. The school will risk assess as we would for a volunteer. The onus remains on the school to satisfy ourselves that someone in our setting has had the required checks, including as required those set out in part 3 of KCSIE, in the above scenario this can be achieved, via seeking assurance from the current employer rather than requiring new checks.

We will continue to follow our legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

Lealands High School will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's '[Teacher misconduct advice for making a referral](#)'. During the COVID-19 period all referrals will be made by emailing Misconduct.Teacher@education.gov.uk. All referrals received by the TRA will continue to be considered. Where referrals on serious safeguarding matters are received and it is deemed that there is a public interest in doing so consideration will be given as to whether an interim prohibition order (IPO) should be put in place. The TRA will continue to progress all cases but will not schedule any hearings at the current time.

Whilst acknowledging the challenge of the current environment, it is essential from a safeguarding perspective that we are aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, the school will continue to keep the single central record (SCR) up to date as outlined in KCSIE 2022.

DSL operations

Our DSL, DDSLs and school staff have a heightened awareness of the possibility of disclosure or behaviour changes that may present themselves following the disruptions connected with COVID-19.