

Overdale Infant School

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



Safeguarding & Child Protection Policy

Academic Year 2021/2022



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| Daniel Routledge | | Insert Signature | Insert Date |

Contents Page

| | Page No. |
|--|-----------------|
| <u>Safeguarding Staff Members List</u> | 3 |
| <u>Introduction</u> | 5 |
| <u>Overall Aims</u> | 6 |
| <u>Key Processes</u> | 7 |
| <u>Expectations;</u> | 7 |
| <u>Staff & Visitors</u> | 7 |
| <u>Statement for Parents/Carers</u> | 8 |
| <u>Extended School Activities</u> | 8 |
| <u>Procedures</u> | 8 |
| <u>Responsibilities;</u> | 9 |
| <u>Designated Safeguarding Lead</u> | 10 |
| <u>Headteacher</u> | 13 |
| <u>Governing Body</u> | 13 |
| <u>Supporting Children</u> | 15 |
| <u>Confidentiality</u> | 16 |
| <u>Supporting Staff</u> | 16 |
| <u>Allegations Against Staff</u> | 17 |
| <u>Whistleblowing</u> | 18 |
| <u>Preventing Abuse</u> | 18 |
| <u>Policy Specifics;</u> | |
| <u>Contextual Safeguarding & Child Criminal Exploitation</u> | 20 |
| <u>County Lines</u> | 20 |
| <u>Serious Crime, Gang Violence & Youth Violence</u> | 21 |
| <u>Knife Crime</u> | 21 |
| <u>Child Criminal Exploitation (CCE) & Cybercrime Involvement</u> | 21 |
| <u>Child Criminal Exploitation (CCE) & Child Sexual Exploitation (CSE)</u> | 22 |
| <u>Modern Slavery & Trafficking</u> | 22 |
| <u>Child on Child Sexual Violence & Harassment/Peer-on-peer Influence</u> | 23 |
| <u>Children and the Court System</u> | 23 |
| <u>Children with family members in prison</u> | 23 |
| <u>Homelessness</u> | 23 |
| <u>Other Forms of Abuse and Neglect</u> | 24 |
| <u>Child Sexual Exploitation (CSE) & Trafficking</u> | 24 |
| <u>Grooming & Sexting</u> | 25 |
| <u>Sexual Violence, Sexual Harassment & Peer-on-peer Abuse</u> | 26 |
| <u>Upskirting</u> | 27 |
| <u>Domestic Violence & Domestic Violence Between Young People</u> | 28 |
| <u>Child Missing From Education</u> | 29 |
| <u>Honour Based Abuse</u> | 29 |
| <u>Female Genital Mutilation (FGM) & Forced Marriage</u> | 29 |
| <u>Abuse linked to Faith, Beliefs and Culture</u> | 31 |
| <u>Early Help</u> | 31 |
| <u>Bullying and Safeguarding/The Law</u> | 32 |
| <u>Our Local Priorities</u> | 32 |
| <u>Private Fostering</u> | 33 |
| <u>Online Safety</u> | 33 |
| <u>What To Do When We Are Concerned</u> | 35 |
| <u>Policy Review</u> | 35 |
| <u>Other Relevant Policies in School</u> | 35 |
| <u>Useful Contacts</u> | 37 |

Appendices

| | Page No. |
|---|----------|
| <u>Appendix 1- Definition & Indicators of Abuse</u> | 38 |
| <u>Appendix 2- Procedures/Guidance; If you are concerned about a child</u> | 44 |
| <u>Appendix 3 – Procedures/Guidance; Managing Allegations (LADO)</u> | 46 |
| <u>Appendix 4- Procedures; Avoiding allegations of abuse for Staff/Volunteer</u> | 47 |
| <u>Appendix 5- Indicators of vulnerability to radicalisation</u> | 48 |
| <u>Appendix 6– Procedures/Guidance - Guidance on child on child sexual violence and sexual harassment</u> | 50 |

Safeguarding staff members of Overdale Infant School



Daniel Routledge – Chair of Governors



Hayley Holmes – Headteacher – Designated Safeguarding Lead



Paula Coplin-Deputy Designated Safeguarding Lead



Jenny Robinson - Deputy Designated Safeguarding Lead



Shona Scrimgeour – Deputy Designated Safeguarding Lead



Brogan Francis – Deputy Designated Safeguarding Lead



Helena Harding – Deputy Designated Safeguarding Lead



Ashley Girt –Deputy Designated Safeguarding Lead



Clare Elliott –Deputy Designated Safeguarding Lead



Harj Virk -Deputy Designated Safeguarding Lead



Molly O'Halloran - Deputy Designated Safeguarding Lead



Sangeeta Vaghelia – Deputy Designated Safeguarding Lead



Raj Batth – Deputy Designated Safeguarding Lead

Paula Coplin – Designated Teacher for Looked After Children

Shona Scrimgeour – Designated Teacher for Mental Health

Jude Atkinson – Local Authority Designated Officer

Sonia Bakari – Attendance Officer / Welfare Officer

Introduction

1.1 Overdale Infant School¹ fully recognises the contribution it can make to protect children and support pupils in school. Safeguarding and promoting the welfare of children is **everyone's** responsibility. Everyone who comes into contact with children and their families has a role to play. To fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child, identify concerns early, provide help for children, promote children's welfare, and prevent concerns from escalating. The aim of this policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate and our staff members working with pupils to maintain an attitude of **'it could happen here'** where safeguarding is concerned. This policy sets out how the school and the Governing Body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school.

Safeguarding 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 life chances.

1.2 No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information, and taking prompt action. **Overdale Infant School** is committed to safeguarding and promoting the welfare of all its students. We believe that:

- All children/young people have the right to be protected from harm & maltreatment.
- Children/young people need to be safe and to feel safe in school.
- Our staff must consider, at all times, what is in the best interest of the children/ young people.
- Children/young people need support which matches their individual needs, including those who may have experienced abuse.
- All children/young people have the right to speak freely and voice their values and beliefs.
- All children/young people must be encouraged to respect each other's values and support each other.
- All children/young people have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy, healthy, sociable child/young person will achieve better educationally.
- The staff within our school are prepared to identify children and young people who may benefit from Early Help intervention.
- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views, and risk-taking behaviours.
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

1.3 Overdale Infant School will fulfil local and national responsibilities and accepted best practice as laid out in the following documents: -

- Working Together to Safeguard Children 2018 (Rev Dec 2020).

¹ Refers to Overdale Infant School, Pre-school, and Wraparound care

- Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE Sept 2021).
- What To Do If You're Worried A Child Is Being Abused (March 2015).
- Education and Training (Welfare of Children) Act (2021).
- Sexual violence and sexual harassment between children in schools and colleges (DfE Sept 2021).
- The School Staffing (England) Regulations (2009) & Amended Regulations (2015); Safer Recruitment in Education including:
 - Guidance for Safer Working Practice (2019, Rev April 2020) Safer Recruitment consortium.
 - Prevent Duty (2015).
 - Information sharing: Advice for Practitioners providing safeguarding services to children, young people parents and carers (March 2015).
- Leicester Safeguarding Children's Partnership Board (LSCPb)
- The Children Act (1989 and 2004).
- The Education Act (2002) s175/s157.
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014).
- Framework for the Assessment of Children in Need and their Families (2000).
- Sexual Offences Act (2003) (Position of Trust offence).
- Voyeurism (Offences Act) (2019).
- Childcare (Disqualification) Regulations (2009).
- Counter Terrorism and Security Act (2015).
- Female Genital mutilation Act (2003)/Updated regulations (July 2020).
- Safeguarding & Child Protection education procedures in Leicester, notes, information, and training for Designated Safeguarding Leads (DSL) in schools.
- Children and Families Act (2014).
- Safeguarding and Vulnerable Group Act (2006).
- Sharing Nudes and Semi Nudes – UK Council for Internet Safety.

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

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

1.6 All staff² believe that our school should provide a caring, positive, safe, and stimulating environment that promotes the social, physical, and moral development of the individual child.

Overall Aims

This policy will contribute to safeguarding our students and promoting their welfare and mental health by supporting the child's development in ways that will foster security, confidence and resilience, at the same time considering the best interest of the child.

We will do this by:

- Providing an environment in which children and young people feel safe, secure, valued, respected and confident, enabling the children and young people to know how to approach adults if they are in difficulties.

² 'Staff' Covers ALL adult staff on site, including temporary, supply and ancillary staff, and volunteers working with children

- Raising the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Ensuring our staff identify concerns early, provide help for children, promote children's welfare, and prevent concerns from escalating.
- Providing a systematic means of monitoring children known, or thought to be at risk of harm, and ensuring we, the school, contribute to assessments of need and support plans for those children including Child Missing from Education.
- Acknowledging the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.
- Developing a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- Developing effective working relationships with all other agencies involved in safeguarding children, including Early Help and intervention.
- Working within the curriculum; raising awareness of and promoting safeguarding to our children/young people, including e-safety and online safety inside and outside of the establishment.
- Ensuring that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities.

Key Processes

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

4 Expectations

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

We will ensure all staff are up to date with our safeguarding procedures, by ensuring that:

- Staff have access to, a copy of, and are well versed in our Child Protection Policy, which will also form part of their induction and revisited annually through Whole-School Safeguarding Training.
- Staff are subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.
- Those regular external visitors/providers such as cleaners and caterers will have shown the school a copy of their H & S and Child Protection Guidelines as best practice and where applicable.
- The school has a statement in main Reception notifying external visitors who the School's DSL is and what to do if they have any concerns about a child's welfare.
- All staff and visitors involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans have access to all safeguarding documents and procedures where appropriate
- All staff and visitors are alert to signs and indicators of possible abuse (Appendix 1).
- All staff and visitors record concerns/disclosures report to the DSL; and record on CPOMS.
- All staff and visitors deal with a disclosure of abuse from a child in line with our school procedures; informing the DSL immediately and providing a written account as soon as possible.
- Recording safeguarding information using CPOMS. The record should include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved, alongside any notes of any actions taken. see (KCSIE 2021).

4.2 All parents will be familiar with this safeguarding policy.

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

4.3 Communicating with parents:

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

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

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

5 Extended School and Before and After School Activities

5.1 Where the Governing Body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply.

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

6 Procedures

6.1 Overdale Infant School will ensure that:

- The Governing Body understands and fulfils its safeguarding responsibilities.
- We have a Designated Safeguarding Lead and several Deputy Designated Safeguarding Leads for child protection and safeguarding, who have undertaken DSL training delivered by Safeguarding in Education, Leicester City Council; of which their training will be refreshed every two years.
- All members of staff are provided with opportunities **annually** to receive Safeguarding Training by the Safeguarding in Education team in order to develop their understanding of safeguarding and child protection, in particular the signs and indicators of abuse.
- All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse, and the procedure to be followed in appropriately sharing a concern of possible abuse, or a disclosure of abuse.
- All parents/carers are made aware of the school's responsibilities regarding child protection procedures through publication of the school's Safeguarding and Child Protection Policy, and reference to it in our prospectus/brochure and Home School Agreement.

- Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.
- Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures.
- Overdale Infant School is committed to safer recruitment as outlined in Keeping Children Safe In Education (2021). The school will ensure all appropriate checks are carried out for all staff and volunteers. Appropriate checks will be recorded on the Single Central Record (SCR) which will be audited half-terminally by the Headteacher, Hayley Holmes. The SCR will be maintained by the Academy SCR Lead, Jenny Robinson, who will make regular checks on its accuracy. Trust Central Services will also perform an 'external' audit of the SCR at least annually.
- The school will ensure at least one person who is safer recruitment trained will be part of the recruitment process. All volunteers will undergo a risk assessment. See also the Safer Recruitment policy.
- All governors / proprietors / trustees will undergo a DBS check and a S128 / Section 128 direction check as outlined in Keeping Children Safe in Education (2021).
- The name of any member of staff considered not suitable to work with children will be notified to either the Disclosure and Barring Service or the relevant Government Department/Agency (where appropriate) depending on the nature of the concern, with the advice and support of the Local Authority Designated Officer (LADO).
- A member of our SLT has attended LADO training (Managing allegations against staff members) and understands the harms threshold/low level concerns thresholds as set out in Keeping Children Safe in Education (2021).
- Our procedures will be annually reviewed and updated and ratified by the Governing Body / Proprietors / Trustees.
- The name of the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads will be clearly shown in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse. (Reception, Staff room, Website etc.).
- All adults, (including supply teachers, non-teaching staff and volunteers), new to our school will be given or directed to a copy of; our Safeguarding and Child Protection Policy, Staff Code of Conduct, the school's behaviour policy, the school's child missing protocols, the booklet 'What To Do if You're Worried A Child is Being Abused'³, Keeping Children Safe in Education 2021 Part 1 and Annex C⁴, and the name and contact details of the Designated Safeguarding Lead will be explained as part of their induction into the school. In addition to this, all such staff and volunteers will be made aware of the 'Guidance for safer working practice for those working with children and young people in education settings' (2020) (Safer Recruitment Consortium).⁵

7 Responsibilities

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

³ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

⁴ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014057/KCSIE_2021_September.pdf

⁵ <https://saferrecruitmentconsortium.org/>

7.2 If a staff member feels they cannot disclose information to their DSL, Headteacher or Governor(s), they must then follow our school's whistleblowing procedures to report their concerns. [Whistleblowing policy](#)

7.3 All staff will be well versed in our Whistleblowing procedure, understanding when it is appropriate to use the procedures and will be given details of the NSPCC whistleblowing helpline.

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

8 The Designated Safeguarding Lead (DSL) – Roles and Responsibilities

8.1 Keeping Children Safe in Education September (2021), Annex C, outlines specific responsibilities of a DSL (A member of the School's Leadership Team) and their responsibilities within this role. Our lead DSL will take lead responsibility for safeguarding and child protection (including online safety). This is also explicit in their job description. We also have a number of deputy designated safeguarding leads who are trained to the same standard and provide the same level of support. Their key areas of responsibilities include: -

Managing Referrals by:

- Referring cases of suspected abuse and neglect to children's social care/police.
- Supporting staff who make referrals to the Local Authority.
- Understanding how to use the Channel programme where there is a radicalisation concern and supporting staff with this.
- Referring cases in relation to allegations against staff members to LADO, including disclosure and barring.
- Referring cases where any crime may have been committed to the Police.

Working with Others:

- Acting as a source of support, advice, and expertise for all staff.
- Acting as a point of contact with the safeguarding partners.
- Liaising with the Headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act (1989) and police investigations.
- As required, liaising with the "case manager" (as per Part four) and the Local Authority Designated Officer(s) (LADO) for child protection concerns in cases which concern a staff member.
- Liaising with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and Special Educational Needs Co-Ordinators (SENCOs), or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety). When deciding whether to make a referral, the DSL will liaise with relevant agencies so that children's needs are considered holistically.
- Liaising with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.
- Promoting supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Working with the Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:
 - Ensuring that the school or college knows who its cohort of children who have, or have had, a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,

- Supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have, or have had, a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Information Sharing and Managing Child Protection Files

Our DSL(s) are responsible for ensuring that our child protection files are kept up to date and that the information is kept confidential and stored securely. Our records will contain the following information:

- 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.

Our DSL(s) will also:

- Transfer child protection files (including in year transfers) to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term, ensuring secure transit and confirmation of receipt will be obtained.

Our DSL(s) will ensure the file is only accessed by those who need to see it and where the file or its contents are shared, this happens in line with information sharing advice outlined in the government guidance Keeping Children Safe in Education (2021).

Raise Awareness

The Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads will:

- Ensure each member of staff (new and part-time) has access to and understands our child protection policy and procedures.
- Ensure our child protection policy is reviewed annually, updated, and reviewed regularly, and will work with our Governing Bodies/ proprietors regarding this.
- Ensure our child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- Link with the safeguarding partners, ensuring our staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have, or have had, a Social Worker are experiencing, with teachers and school and college leadership staff.

Training, Knowledge and Skills

The Designated Safeguarding Lead and Deputy Designated Safeguarding leads will:

- Understand the assessment process for providing Early Help and statutory intervention, and social care referral arrangements.
- Have a working knowledge of how local authorities conduct a child protection case conference/review conference and attend to these effectively.
- Understand the importance DSL(s) have in providing information and support to children's social care in order to safeguard and promote the welfare of children.
- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health, and wellbeing, and what is needed when responding to this, promoting educational outcomes.
- Be alert to the specific needs of children in need, those with Special Educational Needs and Disabilities (SEND), those with relevant health conditions and young carers.
- Understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations, and practitioners.

- Understand and support the school or college staff with regards to the requirements of the Prevent duty and protecting children from the risk of radicalisation.
- Are able to understand the unique risks associated with online safety and be confident to keep children safe whilst they are online at school or college.
- Recognise additional risks that children with Special Educational Needs and Disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings among all staff, in any measures the school or college may put in place to protect them.

In addition to the formal training set out above, our DSL(s)' knowledge and skills are revisited at regular intervals to allow them to understand and keep up to date with any developments relevant to their role.

Providing Support to Staff

The Designated Safeguarding Lead and Deputy Designated Safeguarding leads will:

- Ensure our staff are supported during the referrals processes.
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the Views of Children

The Designated Safeguarding Lead and Deputy Designated Safeguarding leads will:

Understand that it is important that children feel heard and understood. Therefore, our DSL(s) will be supported in developing knowledge and skills to:

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them.
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

Holding and Sharing Information

Our DSL(s) will be equipped to:

- Understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer, including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations, and practitioners.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act (2018) and the UK General Data Protection Regulation (UKGDPR).
- Be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

Availability

- During term time, our DSL(s) will always be available on school site. The school will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities and trips and in exceptional circumstances, availability will be made via mobile phone and/or Skype/Teams.

8.2 Roles and responsibilities of the Headteacher

The Headteacher of Overdale Infant School will ensure that:

- The policies and procedures adopted by the Governing Body/ proprietors/ trustees are fully implemented, and followed by all staff:
- Specifically, the Safeguarding & Child Protection Policy, Behaviour Policy, Staff Code of Conduct, LADO Procedures, Peer-on-peer Abuse/Sexualised Behaviour Policy, Safer Recruitment Policy and other relevant policies are updated annually, ratified by the Governing Body proprietors/ trustees annually and that policies are available publicly either via the school website, parents' evening, open days or by other means.
- That staff undergo and attend annual Whole-School Safeguarding Training (INSET).
- That all staff undergo appropriate online safety training.
- That all staff receive regular updates in relation to safeguarding, child protection and online safety.
- Sufficient resources and time are allocated to enable DSLs and other staff to discharge their responsibilities, including taking part in inter-agency meetings and contributing to the assessment of children.
- The Headteacher is aware of Local Authority Designated Officer (LADO) processes regarding allegations about other staff members, specifically the 'harms' and 'low-level concerns' thresholds.
- The Headteacher has attended LADO Training and this is refreshed no later than every 2 years.
- The Headteacher has attended Safer Recruitment Training and that training is refreshed no later than every 5 years; and that at least 1 member of the Governing Body proprietors/ trustees has attended Safer Recruitment Training.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children and processes, and such concerns are addressed sensitively and effectively in a timely manner. (Whole-school approach, child-centred practice and culture of vigilance)
- All staff consider the best interests of a child and are made aware that they have an individual responsibility for referring child protection concerns promptly and using the proper channels.
- All staff have an understanding of Early Help and have the ability to identify children who would benefit from Early Help intervention.
- Regular external visitors/providers such as cleaners and caterers have shown the school a copy of their H & S and Child Protection guidelines as best practice and where applicable; and that the school has a statement in main Reception notifying external visitors who the School's DSL(s) are and what to do if they have any concerns about a child's welfare.
- All Designated Safeguarding Leads will undergo safeguarding and child protection training, which is updated regularly, with advice from the LSCP, Safeguarding in Education and in line with Keeping Children Safe in Education (September 2021) Annex C.
- New members of staff (temporary or permanent), including volunteers, are given a full induction that includes Safeguarding and Child Protection Guidelines and names of DSL(s).
- All staff are made aware of their right to whistleblow, have a copy of the whistleblowing procedures, are well versed with the procedures and have been made aware of the NSPCC whistleblowing helpline. [Whistleblowing Policy](#)

8.3 Roles and responsibilities of the Governing Body / Proprietors/ Trustees

Overdale Infant School's Governing Body/proprietors have a strategic leadership responsibility for our school's/college's safeguarding arrangements and comply with their duties under legislation. Our Governing Body ensures policies, procedures and training in our school/college are effective and comply with the law at all times. Our Lead Governor for Safeguarding is (Daniel Routledge).

In addition to this, the governors/proprietors/trustees of our school/college will ensure that:

- Our school has a Safeguarding and Child Protection Policy and procedures in place, the policy is made available to parents on request and available on the school website [Overdale Infant School - Policies \(overdale-inf.leicester.sch.uk\)](http://overdale-inf.leicester.sch.uk).

- That all school staff members working with children consider the best interests of children and are advised to maintain an attitude of *'it could happen here'* where safeguarding is concerned.
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection – Lead DSL.
- There is an appointed deputy(s) for child protection, in the event of the unavailability of the Lead DSL
- Where there is a safeguarding concern, the child's wishes and feelings are considered when determining what action to take and what services to provide for them.
- That systems are in place, well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
- The DSL and the appointed deputy(s) for child protection undertake training for Designated Safeguarding Leads, in addition to inter-agency child protection training, that is provided by, or to standards agreed by, LSCP, and attend refresher DSL training at two-yearly intervals.
- Clear systems and processes are in place for identifying and responding to potential mental health problems to a child including routes to escalate, referrals and accountability systems.
- The Headteacher, and all other staff and volunteers who work with children, undertake appropriate training which is kept up to date through Whole-School Training (annually); and that new staff, temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities through the induction process.
- The Headteacher, and all other staff and volunteers who work with children, undertake appropriate online safety training.
- There are procedures for dealing with allegations of abuse against members of staff and volunteers (LADO) and that the thresholds for allegations (Harms Thresholds/Low Level Concerns) against staff and volunteers are understood and reported appropriately by all staff members. (Appendix 3)
- The school's Code of Conduct is up to date, maintained and adhered to by staff so as not to bring the school into disrepute.
- The chair of governors/ proprietors/ trustees (or, in the absence of a chair, the vice chair) deals with any allegations of abuse made against the Headteacher, in liaison with the Local Authority Designated Officer. (Appendix 3)
- At least 1 member of the Governing Body has attended LADO Training as a minimum and training is refreshed regularly.
- At least 1 member of the Governing Body has attended Safer Recruitment Training as a minimum and training is refreshed regularly.
- The Governing Body / proprietors/ trustees nor individual governors / trustees will have a role in dealing with individual cases or a right to details of cases except when exercising their disciplinary functions in respect of allegations against a member of staff.
- Any deficiencies or weaknesses brought to the attention of the Governing Body / proprietors/ trustees are rectified.
- Policies and procedures are reviewed annually, and information is provided to the Local Authority on how the Governing Body / proprietors/ trustees discharges its duties regarding safeguarding and child protection.
- There is an individual member of the Governing Body / proprietors/ trustees who will champion and lead on issues to do with safeguarding children and child protection within the school, liaise with the DSL, and provide information and reports to the Governing Body / proprietors/ trustees, and that the person is appropriately trained to discharge their responsibilities effectively. Our school's Lead Governor for Safeguarding is Daniel Routledge.
- The school creates a culture of safe recruitment and, as part of that, adopts recruitment procedures that help deter, reject, or identify people who might abuse children (Part three: Safer Recruitment, Keeping Children Safe in Education September 2021).
- The Chair of the Governing Body / proprietors/ trustees completes the Annual Safeguarding Return, supporting schools to exercise their duties in relation to Safeguarding & Child Protection, and return the document to the Local Authority in a timely manner.
- There is a Lead Governor for Antbullying and behaviour in the school. Our lead Governor for Antbullying and behaviour is Matt Stevenson.

- There is a Lead Governor for Mental Health in the School. Our lead Governor for Mental Health is Heather Powell

Our Governing Body/Proprietors will ensure they facilitate a whole-school/college approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies will operate with the best interests of the child at their heart.

9 Supporting Children

Some children may need a social worker due to safeguarding or welfare needs. Children may need this help for various reasons and their experiences of trauma and abuse can lead them to becoming more vulnerable or educationally disadvantaged. When receiving information from the Local Authority that a child has a social worker, our DSL(s) will use this information so that decisions can be made in the best interest of a child's safety and welfare, as routine. Our DSL(s), where appropriate, will share information accordingly with relevant partner agencies to safeguard and promote the physical and mental health wellbeing of any child.

In addition to this:

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

9.1 Our school will support all students by:

- Ensuring that the child's wishes and feelings are considered when determining what action to take and what services to provide when dealing with a safeguarding concern.
- Ensuring that systems are in place, well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback
- Encouraging the development of self-esteem and resilience in every aspect of school life, including through the curriculum.
- Identifying children who are in need of extra mental health support which includes working with external agencies.
- Promoting a caring, safe, and positive environment within the school.
- Ensuring children are taught to recognise when they are at risk and know how to get help when they need it. This can be physically, mentally, and online.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children, including Early Help.
- Notifying Children's Social Care as soon as there is a significant concern.
- Ensuring that a named teacher is designated for Looked After Children/Children In Need (LAC & CIN) and that an up to date list of LAC/CIN is regularly reviewed and monitored.
- Providing continuing support to a student (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Headteacher and Lead DSL at the pupil's new school as a matter of urgency.
- Working with partner agencies to support and safeguard children within; Early Help, Children in Need, Child Protection and Looked After Children.

- Ensuring that children are taught about safeguarding, including online safety and peer-on-peer abuse and this will be a part of a broad and balanced curriculum. This will include covering relevant issues through Relationships Education and Relationships and Sex Education.

10 Confidentiality

We recognise that all matters relating to child protection are confidential and the best interest of a child should be considered at all times. However, The Data Protection Act (2018) and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. 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.

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

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

10.3 All staff must be aware that they cannot promise a child that they will keep secrets which might compromise the child's own safety or well-being, or that of another child as this may ultimately not be in the best interest of the child.

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

11 Supporting Staff

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

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

11.3 We understand that staff should have access to advice on the boundaries of appropriate behaviour. Guidance for safer working practice for those working with children and young people in education settings, (2019/2020) (Safer Recruitment Consortium)⁶ provides advice on this and the circumstances which should be avoided, in order to limit complaints against staff of abuse of trust, and/or allegations of physical or sexual abuse. These matters form part of staff induction and are referred to in the staff handbook/code of conduct.

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

⁶ <https://saferrecruitmentconsortium.org/>

12 Allegations against staff

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

12.2 All staff including supply staff should be aware of the Whole School Behaviour Policy and Staff Code of Conduct.

12.3 All staff including supply staff should be aware of the Guidance for Safer Working Practices for Adults who work with Children and Young People (2019/2020)⁷

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

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

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

12.7 The Headteacher/senior teacher on all such occasions will immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO) and follow the process for managing the concern laid down in the LSCP B Procedures (<https://llrscb.proceduresonline.com/>). In addition to this, the Headteacher is aware of the harms thresholds and difference between low level concerns and harms as set out in Keeping Children Safe in Education (2021) and within the school's 'Managing Allegations Procedures'. (Appendix 3)

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

12.9 In all occasions identified in 12.7 & 12.8 above, the school will follow the LSCP B/Local Authority procedures for managing allegations against staff and volunteers, a copy of which can be found in the School's Managing Allegations Policy (Appendix 3).

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

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

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

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

⁷ <https://saferrecruitmentconsortium.org/>

12.14 Our school staff including supply staff and volunteers understand their responsibilities in raising an allegation against another staff member, following local authority and LSCPB guidance and procedures.

13 Whistleblowing

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

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

13.3 All staff are aware of and understand how to use our school's whistleblowing procedures.
[Whistleblowing Policy](#)

13.4 All staff have access to the NSPCC Whistleblowing Helpline.

14 Our Role in the Prevention of Abuse

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

14.2 The school community will therefore:

- Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to. This includes considering the best interest of a child and maintaining the ethos of *'it could happen here'*.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Provide opportunities for students to develop skills, concepts, attitudes, and knowledge that promote their safety and well-being.
- Address relevant issues through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, Relationship, Health and Sex Education (RSHE), mental/physical health, e-safety, and bullying.
- Address relevant safeguarding issues through other areas of the curriculum, for example, circle time, English, History, Drama, Art, ICT and E-Safety (includes online and offline safety).
- Ensure that all our policies which address issues of power and potential harm, for example bullying, equal opportunities, handling and positive behaviour will be linked to ensure a whole-school approach.
- Uphold the belief that our safeguarding policy cannot be separated from the general ethos of the school. This should ensure that students are treated with respect and dignity, as well as be taught to treat each other with respect, feel safe, have a voice and that they are listened to.

15 Safeguarding Students Who are Vulnerable to Extremism

15.1 Since 2010, when the Government published the Prevent Strategy⁸ and (Revised Prevent Duty Guidance 2015⁹), there has been an awareness of the specific need to safeguard children, young people, and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views, including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

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

15.3 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Overdale Infant School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 5.

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

15.5 LOCAL CONTEXT: the local risks to radicalisation are:

- The online space. This is high risk, not just in terms of radicalisation but also around harmful influences and platforms hosting hate speech/groups/individuals. This has increased significantly since COVID-19 with children and young people being exposed to these narratives, misinformation, disinformation, and conspiracy theories. We are also seeing problems with peer to peer sharing of this content.
- Extremism. The biggest threat is from Daesh and Al Qaeda influenced extremism- this is both locally and nationally. However, we know that the Extreme Right Wing and Far Right have capitalised on the fear and uncertainty of COVID and have used it to their advantage within their propaganda i.e., anti-immigration sentiment, Islamophobia, and anti-Semitic narratives to name a few.
- The risk around people travelling out to Syria and Iraq to engage in conflict. This is a lower risk than it has been and there should now be a consideration around returnees from Islamic state territories (both adults and children) and how the school would support them if they were identified as attending our school. We would also consider what support would be in place for asylum seekers from Afghanistan.
- Self-initiated terrorism (previously referred to as lone actor attacks on home soil). The propaganda being used by Daesh/Al Qaeda encourages this rather than travelling to Islamic state territories to engage in conflict.
- Mixed/unclear and unstable ideologies which are an emerging and increasing risk and should be given the same consideration for support by Prevent as other more clear and consistent

⁸ Prevent Strategy 2011 - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf & CONTEST Strategy 2011 - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97994/contest-summary.pdf

⁹ Revised Prevent Duty Guidance 2015 <https://www.gov.uk/government/publications/prevent-duty-guidance>

ideologies. Young people/children referred to Prevent with these ideologies often present with multiple and complex needs and there is a commonality in cases with an obsession with mass violence (school shooter interests, weapons, mass violence but without targeting a specific group in society).

15.6 Risk reduction

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

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

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

15.9 Our staff have undergone Prevent Awareness Training and understand the steps to follow, via discussions with the DSL, if a referral to the Channel Programme is required.

16 Contextual Safeguarding, Assessment of Risk Outside the Home, Extra Familial Abuse (Child Criminal Exploitation)

16.1 Child Criminal Exploitation (CCE) is a form of abuse and occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into criminal activity. Policy sSafeguarding incidents and CCE can be associated with factors outside the school and/or can occur between children outside of these environments. Overdale Infant School including our DSL(s) endeavour to consider the context within which such incidents and/or behaviours occur and will consider whether children are at risk of abuse or exploitation in situations outside 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. This is known as contextual safeguarding and assessment of risk outside the home, which simply means Overdale Infant School staff will take into consideration wider environmental factors that may be present in a child's life that are a threat to their safety and/or welfare. This way, schools and colleges are able to provide as much information as possible as part of the referral process to Children's Social Care as necessary. Environmental factors within Contextual Safeguarding include, but are not exclusive to:

- Mental health.
- Domestic abuse.
- Financial difficulties.
- Lack of support network.
- Drugs and alcohol misuse.
- Housing issues
- Immigration status
- Family members in prison

17 County Lines

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

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

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

18 Serious Violence, Gang Violence & Youth Crime

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

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

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

19 Knife Crime

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

- Carrying a knife or trying to buy one if you are under 18.
- Threatening someone with a knife.
- Carrying a knife that is banned.
- A murder where the victim was stabbed with a knife.
- A robbery or burglary where the thieves carried a knife as a weapon.

Within Leicester, May 2019 saw 237 reported incidents involving a knife or bladed instrument which was an increase of 30 from the previous month.

20 Child Criminal Exploitation (CCE) and Cybercrime Involvement

20.1 Organised criminal groups or individuals exploit children and young people due to their computer skills and ability, in order to access networks/data for criminal and financial gain. There are

a number of signs that may indicate a pupil is a victim, or is vulnerable to being exploited, which include.

- Being missing from education.
- Showing signs of other types of abuse/aggression towards others.
- Having low self-esteem and feelings of isolation, street gangs or fear.
- Lacking trust in adults and appearing fearful of authorities.
- Having poor concentration or being excessively tired.
- Becoming anti-social.
- Displaying symptoms of substance dependence.
- Being online for excessive amounts of time, especially on online computer/gaming forums.
- Displaying social Isolation in school with peers.
- Displaying high functioning abilities with an interest in computing.

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

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

22 Modern Slavery & Trafficking

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

- 'Slavery' is where ownership is exercised over a person.
- 'Servitude' involves the obligation to provide services imposed by coercion.
- 'Forced or compulsory labour' involves work or service extracted from any person under the menace of a penalty and for which the person has not offered himself voluntarily.
- 'Human trafficking' concerns arranging or facilitating the travel of another with a view to exploiting them.

Someone is in slavery if they are:

- Forced to work through mental or physical threat.
- Owned or controlled by an 'employer', usually through mental or physical abuse, or the threat of abuse.
- Dehumanised, treated as a commodity or bought and sold as 'property'.
- Physically constrained or have restrictions placed on his/her freedom.

22.2 Human trafficking

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

- Prostitution.

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

23 Child-on-Child Sexual Violence and Sexual Harassment (Peer-on-peer Abuse)

Keeping Children Safe in Education (2021), Part 5 is explicit in their definition of Child-on-Child Sexual Violence and Sexual Harassment/peer-on-peer abuse and its forms. However, within the context of contextual safeguarding, peer-on-peer abuse and peer influence has a massive impact on the child and young person (CYP). If CYP are exposed to other CYP who are known for being exploited, they are more likely to experience peer-on-peer abuse and be 'influenced'/'swayed' to participate in illegal activity, criminal activity, and sexual activity. Further information on peer-on-peer abuse/child-on child abuse and sexual violence and sexual harassment is outlined in our school's guidance (Appendix 6 of this Policy).

24 Children and the Court System

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

24.2 Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool <https://helpwithchildarrangements.service.justice.gov.uk/> with clear and concise information on the dispute resolution service. This may be useful for some parents and carers. If a child or young person from our school is in a situation where they are required to give evidence, school staff members will support the child and family members where appropriate.

25 Children with family members in prison

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

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

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

26 Homelessness

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

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

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

26.4 Furthermore, Overdale Infant School staff also promote Early Help and support so that children and families can be identified and supported at an early stage. If a parent or carer and/or their children find themselves in this situation, we strongly urge them to speak to our DSL or member of school staff so that support can be provided.

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

- Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities, mental health, and forms of exploitation.
- Our staff are supported to recognise warning signs and symptoms in relation to specific issues and include such issues in an age-appropriate way in their curriculum.
- Our staff are aware of emerging issues and contextual safeguarding and take this into consideration when assessing children and young people's needs.
- Our school works with and engages our families and communities to talk about such issues.
- Our school staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.
- Our DSL knows where to seek and get advice as necessary.
- Our school brings in experts and uses specialist material to support the work we do.
- Our school staff fully understand how to raise a concern using the appropriate channels.

26.6 As **Overdale Infant School** staff are aware that safeguarding issues can manifest themselves in many different ways, our staff have received annual safeguarding training and additional information to better equip themselves in the knowledge of other forms of abuse as per Keeping Children Safe in Education (2021). These are outlined in **Appendix 1**.

27 Other Forms of Abuse and Neglect

27.1 Child Sexual Exploitation (CSE) & Trafficking.

CSE is a form of abuse and occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. Sexual exploitation can take many forms ranging from seemingly consensual relationships to serious gang and group exploitation.

27.2 Overdale Infant School staff are aware that sexual exploitation can take many forms and that pupils may not exhibit external signs of abuse. Our staff are also aware that it is an offence carrying a maximum sentence of two years imprisonment where an adult (any adult) intentionally communicates (for example, by e-mail, text message, written note or orally) with a child under 16 (whom the adult does not reasonably believe to be aged 16 or over) for the purpose of obtaining sexual gratification. This act forms part of Section 67 of the Serious Crime Act (2015)¹⁰ (offence of Sexual Communication with a Child) and came into force on 3 April 2017.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/604931/circular-commencement-s67-serious-crime-act-2015.pdf

27.3 Therefore, our staff are vigilant for the less obvious signs, such as lots of new electronic equipment, when before there was none, seeming to have extra money to spend, moving away from established friendship groups, and the use of language appropriate/inappropriate for the child's age.

27.4 Our school staff are also aware of some of the signs and symptoms of CSE through LSCP B Leaflets¹¹, staff induction and as part of annual whole-school safeguarding training which is in addition to the CSE & Trafficking Course delivered through Children's Workforce Matters¹² that the DSL has attended.

27.5 Our school staff follow guidance and procedures as outlined in 'Safeguarding Children and Young People from Sexual Exploitation in Leicester, Leicestershire and Rutland'¹³ available on the LSCP B website.

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

27.8 Sharing Nudes & Semi Nudes (formally Sexting) can also form part of CSE both online and offline

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

27.10 Groomers will hide their true intentions and may spend a long time gaining a child's trust through a range of mediums including social media platforms. Section 67 of the Serious Crime Act (2015) (offence of Sexual Communication with a Child) which came into force on 3 April 2017 also applies to Sexting, Sharing Nudes and Semi Nudes (including videos and live streams) and Grooming and our staff are fully aware of the legislation¹⁴.

Grooming Models include:

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

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

¹⁰ <https://www.gov.uk/government/publications/circular-201701-sexual-communication-with-a-child-implementation-of-s67-of-the-serious-crime-act-2015>

¹¹ <https://www.lcitylscb.org/safeguarding-leaflets/>

¹² <http://www.childrenworkforcematters.org.uk>

¹³ <https://www.lcitylscb.org/safeguarding-leaflets/>

¹⁴ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/604931/circular-commencement-s67-serious-crime-act-2015.pdf

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

Overdale Infant School takes a zero-tolerance approach if children are found to be sending sexual images of themselves or others whether intentionally or maliciously in our school. Overdale Infant School has a duty of care to inform the Police and Children's Social Care if such a case occurs. We will also notify parents directly if their children are involved. In addition to supporting our children with being safe in a digital world and highlighting the dangers, our staff have also been issued with the guidance on 'Sharing Nudes and Semi Nudes' from the UK Council for Internet Safety (Dec 2020) and have an understanding of how to handle such incidents if they arise in our school/college.

https://ineqe.com/wp-content/uploads/2021/01/UKCIS_sharing_nudes_and_semi_nudes_advice_for_education_settings_V2.pdf

27.13 Overdale Infant School staff follow school procedures in reporting such concerns and promote E-Safety and dangers of Sharing Nudes, Sexting, Grooming and CSE through lessons, PSHE and assemblies. Our pupils are taught how to keep safe on and offline and E-Safety is promoted throughout the school and home environment. Our school have also discussed local and national cases where grooming of young children has taken place such as the Kayleigh Haywood Story/Brecks Game to highlight the dangers.

27.14 Our E-Safety policy is highlighted to staff, pupils and parents and is available on our school's website, including our acceptable usage policy and our staff have undergone relevant online safety at induction and regularly throughout the year.

28 Child on Child Sexual Violence & Harassment including Peer-on-peer Abuse/Children using Harmful Sexual Behaviour (HSB)

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

- Bullying (including cyberbullying).
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence and sexual harassment.
- Sexual activity without consent.
- Consensual and non-consensual sharing of nudes and semi nudes/sexting.
- Upskirting.
- Initiation/hazing type violence and rituals.

28.1 Sexual violence and sexual harassment¹⁵ can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

28.2 Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously

¹⁵https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014224/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBTQ children are at greater risk.

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

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

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

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

28.7 Our school also refers to the LSCPB procedures¹⁶ which are written with particular reference to sexually abusive and inappropriate behaviours. Keeping Children Safe in Education (2021) (Part 5) also makes reference to Child on Child Sexual Violence & Harassment and where there are serious child protection concerns, as a result of non-sexual violence by a child or young person, leading to actual or possible significant harm, our safeguarding and child protection measures will be implemented.

29 Upskirting

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

29.2 At **Overdale Infant School**, all our staff are aware of the importance of:

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

29.3 If our staff have a concern that a child might have been abused by another child and/or is displaying inappropriate sexualised behaviour, staff will in the first instance refer their concerns to the DSL. The DSL will then directly contact Children's Social Care/DAS in accordance with the LSCPB Referrals Procedure to decide how the incident will be managed. Furthermore, our DSL will also seek advice from the Police where

¹⁶ https://lscpb.proceduresonline.com/p_sexually_harm_behav.html?zoom_highlight=children+using+abusive+behaviour

necessary. Our staff are aware of what peer-on-peer abuse and sexual violence/harassment is at national and local levels through our annual whole-school training and our DSL has attended CUSAB Training delivered by Safeguarding in Education to enhance their knowledge in this area further.

30 Domestic Violence and Abuse & Violence Between Young People (Teen relationships)

30.1 The cross-government definition of domestic violence and abuse is¹⁷:

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

- Psychological.
- Physical.
- Sexual.
- Financial.
- Emotional.

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

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

- 1 in 5 teenage girls have been assaulted by a boyfriend.
- Young women are more likely to experience sexual violence than other age groups.
- Young women with older partners are at increased risk of victimisation.
- Recent surveys (including NSPCC¹⁸, Zero Tolerance and End Violence Against Women campaign) reveal that approximately 40% of our young people are already being subjected to relationship abuse in their teenage years.

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

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

¹⁷ <https://www.gov.uk/guidance/domestic-violence-and-abuse>

¹⁸ <https://www.nspcc.org.uk/services-and-resources/research-and-resources/pre-2013/partner-exploitation-and-violence-in-teenage-intimate-relationships/>

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

31 Child Missing From Education

31.1 A Child Missing From Education forms part of the wider LSCPB procedures¹⁹ for children who go missing from school, home, care, education and includes families who go missing.

31.2 A pupil Missing From Education on a number of occasions is a potential indicator of abuse and neglect.

31.3 Should a pupil go missing from Overdale Infant School our Attendance Officer, Barbara Fittock, will inform the DSL/SLT and contact the Educational Welfare Service. The DSL will consider further actions and/or support should it be required to ensure they help identify any risk of abuse and neglect, including sexual exploitation and to help prevent the risk of them going missing in future.

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

31.5 We will notify all relevant partner agencies/services including Education Welfare, correct forms will be completed, information will be recorded, and the child's folders/information will be passed on to the appropriate person (where applicable).

32 Honor based Abuse (HBA)

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

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

33 Female Genital Mutilation (FGM)

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

¹⁹ <https://llrscb.proceduresonline.com/index.htm>

33.2 Definition of Female Genital Mutilation²⁰ (FGM):

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

Professionals in all agencies, and individuals and groups in relevant communities need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Therefore, our staff have been briefed on the importance of FGM through our whole-school safeguarding training on 23rd August 2021 are aware of some of the signs and symptoms.

Responding to FGM - The school will ensure that:

- We raise awareness of staff in regard to the issues of FGM through whole-school training.
- Staff have a clear understanding of what FGM is.
- FGM is within the school's Safeguarding Policy.
- Sex and Health curriculum supports pupils' understanding of their bodies and keeping themselves safe.
- We monitor absences.

33.3 As of October 2015, it became a mandatory responsibility of all staff members to report any suspicion of FGM to the police if the child is under 18 years of age. If any of our staff at Overdale Infant School are aware of such concerns, staff will, in the first instance, report their concerns to the DSL and/or Headteacher and then take appropriate steps to either directly contact the Police or seek advice from Duty & Advice, Children's Social Care.

33.4 Any concerns raised including any referrals made will be monitored closely and recorded following our school's procedures by the staff members raising the concern, the DSL or both.

33.5 Furthermore, our school staff are aware that guidance on FGM has been updated in July 2020 and the guidance is available to all staff.

34 Forced Marriage

34.1 A forced marriage is a marriage that is performed under duress and without the full and informed consent or free will of both parties. Duress cannot be justified on religious or cultural grounds. Victims of forced marriage may be the subject of physical violence, rape, abduction, false imprisonment, enslavement, emotional abuse, and murder. It is important not to confuse 'forced' marriage with 'arranged' marriage. In the instance of an 'arranged' marriage, both parties freely consent.

34.2 The Government's definition of a Forced Marriage²¹:

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

²⁰ FGM Revised Guidance July 2020 - <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

²¹ <https://www.gov.uk/guidance/forced-marriage>

34.3 Overdale Infant School staff, through induction and whole-school training are aware of the importance and impact on a child/student who is involved in such situations.

34.4 In addition, the Forced Marriage Unit have issued guidance on Force Marriage and vulnerable adults due to an emerging trend of cases with such marriages involving people with learning difficulties. This is not a crime which is perpetrated by men only, sometimes female relatives will support, incite, or assist. It is also not unusual for younger relatives to be selected to undertake the abuse as a way to protect senior members of the family. Sometimes contract killers and bounty hunters will also be employed.

34.5 In such cases, disclosures and concerns relating to Forced Marriage/Honour Based Abuse will be reported directly to the DSL and the Police due to the impact it could have on the child/student in the wider community. Information will be sought from Children's Social Care Duty & Advice and where appropriate, the Police and the Forced Marriage Unit.

35 Abuse Linked to Faith, Beliefs, and Culture

35.1 Child abuse is never acceptable in any community, in any culture, in any religion, under any circumstances. However, some children are subject to certain kinds of child abuse linked to their faith, belief, or culture and this includes abuse that might arise through a belief in spirit possession or other spiritual or religious beliefs.

This kind of abuse can also include:

- Belief in the concept of witchcraft, magic, or voodoo.
- Belief that demons or the Devil are acting through children or leading them astray.
- The belief in the Evil Eye or Djinnns and Dakini.
- Ritual or muti-murders.
- Breast Ironing.
- Female Genital Mutilation (FGM).
- Honour-based violence and Forced Marriage.
- Chastisement of a child in a Place of Worship.

35.2 Whilst this is not an exhaustive list, Overdale Infant School recognises that sadly, such cases are on the increase within the community and as a school, we take such incidents as seriously as any other kind of abuse perpetrated by an adult on a child.

35.3 If the school has been made aware of such a case, the school will follow LSCPB procedures and where appropriate, report the incident to Children's Social Care and/or the Police.

35.4 As a school, our staff are aware of some of the signs of this kind of abuse and have attended training to support them further. We also work closely with all our children to promote healthy relationships and British Values. Our code of conduct (Children/Teachers/Parents & Carers) also teaches our children mutual respect of other faiths, beliefs, and cultures in a positive manner rather than negative. We believe and respect each other in our school and maintain this ethos throughout the teaching and learning environment.

36 Early Help and Supporting Children and their Families

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

36.2 At Overdale Infant School, DSLs have attended our LSCPB's Early Help and Early Help Assessment Training and our staff are prepared to identify any children who may benefit from Early Help. (signpost/refer accordingly).

37 Bullying and Safeguarding

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

- Violence or assault.
- Theft.
- Repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails, or text messages.
- Hate crimes.

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

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

37.4 Overdale Infant School has a legal duty to ensure we have an Anti-Bully Policy in place and that all staff, children, and parents/carers are made aware of it. This document can be accessed on our Trust website ([Anti-bullying policy](#)) and sets out clear procedures in managing such incidents within the school. We also deliver work in school about anti-bullying through assemblies and lessons and our staff are trained in appropriately dealing with such incidents.

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

38 Local Priorities

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

38.2 Within our local community area, our priorities are:

- Domestic Violence.
- Substance Misuse.
- Neglect.
- Looked After Children.
 - Mental Health issues
 - Awareness of County Lines.
 - Awareness of Knife Crime.

- Awareness of FGM.
- Burglary
- Vehicle Crime
- Anti-social behaviour

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

39 Private Fostering

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

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

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

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

40 Online Safety

40.1 Technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases, abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content. An effective approach to online safety empowers a school or college to protect and educate the whole school or

college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

Overdale Infant School takes online safety and the well-being of staff and children seriously and all our staff are given including online safety at induction. In addition to this, all staff receive child protection, safeguarding and online safety updates via email, e-bulletins, and staff meetings at least annually to provide them with relevant skills and knowledge to safeguard children effectively. Our approach to online safety is reflected as required in all relevant policies and whilst planning the curriculum, teacher training, the roles and responsibilities of the Designated Safeguarding Lead and any parental engagement.

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

- **Content:** being exposed to illegal, inappropriate, or harmful material; for example, pornography, fake news, racist or radical and extremist views.
- **Contact:** being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending, and receiving explicit images, or online bullying.
- **Commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. The school will report to the Anti-Phishing Working Group if we feel pupils, students or staff are at risk.

40.2 Education

The school will do everything that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system. As part of this process, the school will teach children how to be safe online using the government guidance²² and other resources.

40.3 Filtering and monitoring

The school will ensure we have appropriate filters and monitoring systems in place.

The appropriateness of any filters and monitoring systems will be informed in part by the risk assessment required by the Prevent Duty. The UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might look like.

Guidance on e-security is available from the National Education Network.

Whilst filtering and monitoring is an important part of the online safety picture, it is only one part.

The school will consider a whole-school approach to online safety. This will include a clear policy on the use of mobile technology in the school. Many children have unlimited and unrestricted access to the internet via 3G and 4G and the school will carefully consider how this is managed on our premises. The policy will take into consideration the use of all handheld devices and smart watches.

²² https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf

40.4 Staff training

The school will ensure that online safety training for staff is integrated, aligned, and considered as part of the overarching safeguarding approach.

41 What We Do When We Are Concerned About a Child

41.1 Where risk factors are present but there is no evidence of a particular risk, then our DSL/SLT advises us on preventative work that can be done within school to engage the student into mainstream activities and social groups. The DSL/SLT may well be the person who talks to and has conversations with the student's family, sharing the school's concern about the young person's vulnerability and how the family and school can work together to reduce the risk.

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

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

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

41.4 In addition to the above, our school staff will refer to Appendix 2 'Procedure to follow in cases of possible, alleged or suspected abuse, or serious cause for concern about a child' when dealing with a child disclosure or an allegation of abuse.

42 Policy Review

The Governing Body of our school will review the Safeguarding and Child Protection Policy annually.

43 Other Relevant Policies

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

- Children's behaviour management.
- Staff behaviour and management (Code of Conduct; Safer Working Practice).
- Parents' behaviour and management (Code of conduct when in school).
- Racist incidents and Homophobic Behaviour (LGBTQ).
- Anti-bullying including Peer Abuse and Children Using Sexually Abusive behaviour.
- Sexual Violence and Sexual Harassment between children in schools and colleges (child-on-child) (Appendix 6).
- Special Educational Needs and Disabilities.
- Physical interventions.
- Special Educational Needs, Mental Health Issues and Disabled Children.
- Trips and visits.
- Work experience and work-related learning placements.
- First aid in school.
- Medical conditions and administration of medicines policy.

- Health and safety.
- RSHE Policy.
- Equal opportunities.
- ICT and E-safety, including on and offline and acceptable usage (Handheld devices and smart watches).
- Extended School Activities.
- Mobile phone and camera use (digital equipment).
- LAC/PLAC Policy.
- Safer Recruitment Policy.
- Managing Allegations Procedure / Local Authority Designated Officer (LADO) (Appendix 3).
- Monitoring, Recording, Retaining Safeguarding Records Guidance.
- Whistleblowing Procedures.

The above list is not exhaustive and when undertaking development or planning of any kind, Overdale Infant School and our governors will consider the best interest of our children and any implications for safeguarding children and promoting their welfare.

44. Useful contact numbers and links

| | |
|--|------------------------------|
| Leicestershire Police | 999 / 0116 2222222 |
| One Front Door Duty & Advice (Includes out of hours) das.team@leicester.gov.uk Early Help & Support/ early-help@leicester.gov.uk | 0116 454 1004 |
| Children's Safeguarding Unit | 0116 454 2440 |
| Safeguarding in Education Julie Chapaneri & Mohammed Patel Safeguardingineducation@leicester.gov.uk | 0116 454 2440 |
| Local Authority Designated Officer (LADO) Jude Atkinson | 0116 454 2440 |
| Leicester Safeguarding Children's Board (LSCPb) http://www.lcityLSCPb.org/ | 0116 454 6520 |
| Prevent (Advice / Referral) City: Ailsa Coull – Ailsa.coull@leicester.gov.uk | 01164 546923 07519 069833 |
| UAVA – United against violence and abuse (Domestic Violence, Abuse between Teenagers and Domestic Violence in BME community) info@uava.org.uk | 0808 80 200 28 |
| Forced Marriage Unit fm@fco.gov.uk | 020 7008 0151 |
| Female Genital Mutilation Helpline fgmhelp@nscppcc.org | 0800 028 3550 |
| NSPCC Whistleblowing Advice Line help@nspcc.org.uk | 0800 0280285 |

| |
|--|
| Useful websites and links |
| www.thinkuknow.co.uk www.disrespectnobody.co.uk www.saferinternet.org.uk www.internetmatters.org www.pshe-association.org.uk www.educateagainsthate.com www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation |

APPENDIX 1** - DEFINITION AND INDICATORS OF ABUSE

1. NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing, and shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate caregivers); 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.
- Fabricated or Induced Illnesses (Munchausen Syndrome by Proxy).
- Stealing, scavenging and/or hoarding food.
- Frequent tiredness or listlessness.
- Frequently looking 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.

Neglect is a priority for Leicester, Leicestershire & Rutland LSCPB. Neglect has been identified as a feature in national & local Serious Case Reviews (SCRs), local learning reviews and multi-agency audits. Our local LSCPB have developed a *Neglect Toolkit* to support practitioners to identify neglect earlier in families. Key staff members and DSLs in our school are versed with this document and understand when to use it.

<http://www.lcitylscb.org/information-for-practitioners/safeguarding-topics/neglect/>

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.
- Fabricated or Induced Illnesses (Munchausen Syndrome by Proxy).
- Fear of going home or parents being contacted.
- Fear of medical help.
- Fear of changing for PE.
- Inexplicable fear of adults or over-compliance.
- Violence or aggression towards others including bullying; or
- Isolation from peers.

3. SEXUAL ABUSE

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

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

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

3a. SEXUAL EXPLOITATION

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

The presence of any significant indicator for sexual exploitation should trigger a referral to children’s social care. The significant indicators are (this is not exhaustive):

- 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.

4. EMOTIONAL ABUSE

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

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

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

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

6. Sexual Harassment and Sexual Violence²³

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act (2003) as described below:

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

²³https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014057/KCSIE_2021_September.pdf - Part 5

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

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

What is consent?

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

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

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

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, and calling someone sexualised names.
- Sexual "jokes" or taunting.
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.¹⁰⁸ It may include:
 - Non-consensual sharing of sexual images and videos.
 - Sexualised online bullying.
 - Unwanted sexual comments and messages, including, on social media; and
 - Sexual exploitation; coercion and threats.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims 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.

6. RESPONSES FROM PARENTS

Research and experience indicate 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.
- Severe chastisement of a child including withholding food and using food as a form of punishment.
- Parents request removal of the child from home; or
- Violence between adults in the household.

7. Children with Special Educational Needs and Disabilities (SEND)

Overdale Infant School is an inclusive school and welcomes all pupils including those with SEND. We believe in providing every possible opportunity to enable our pupils to develop their full potential whilst promoting their self-esteem and valuing their individuality.

Some children have barriers to learning that mean they have special needs and require particular action by the school. Our dedicated SENCO and teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Key issues for safeguarding children with disabilities include:

- Social isolation.
- Reliance on others for personal care.
- Impaired capacity to resist or report abusive behaviour.
- Reduced access to someone to tell.
- Being especially vulnerable to bullying and intimidation.
- More frequently being away from home, e.g., in hospital, respite care or residential living.

Our SENCO and teachers have attended appropriate training as part of their CPD; whole-school safeguarding training. Our SENCO and teachers understand the vulnerability of SEND children and understand that SEND children may be at higher risk of abuse or neglect.

Some indicators for concerns could 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 e.g., deprivation of liquid, medication, food, or clothing.
- Unwillingness to try to learn a child's means of communication.
- Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting; misappropriation of a child's finances.
- Invasive procedures which are unnecessary or are carried out against the child's will.
- A lack of knowledge about the impact of disability on the child.
- A lack of knowledge about the child, e.g. not knowing the child's usual behaviour.
- Not being able to understand the child's method of communication.
- Confusing behaviours that may indicate the child is being abused with those associated with the child's disability.
- Denial of the child's sexuality.
- Behaviour, including sexually harmful behaviour or self-injury may be indicative of abuse.
- Being aware that certain health/medical complications may influence the way symptoms present or are interpreted.

Overdale Infant School has a specific SEND Policy. All our staff have access to this policy and key staff members are also aware of the LSCP Procedures²⁴ online. As best practice, our school will ensure we:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
- Help disabled children make their wishes and feelings known in respect of their care and treatment.
- Ensure that disabled children receive appropriate personal, health, and social education (including sex education).
- Advise all disabled children about how to raise concerns and provide them access to a range of adults with whom they can communicate.
- Facilitate those disabled children with communication impairments to have available to them at all times a means of being heard.
- Have close contact with families, and a culture of openness on the part of services.
- Have guidelines and training for staff on good practice in intimate care; handling difficult behaviour; consent to treatment; anti-bullying strategies; and sexuality and sexual behaviour among young people.
- Have guidelines and training for staff working with disabled children aged 16 and over to ensure that decisions about disabled children who lack capacity will be governed by the Mental Health Capacity Act once they reach the age of 16.
- Use specialist service needs/multi-agency approach if as a school we feel additional support resources and interventions are required.

²⁴ <http://www.lcitylscb.org/information-for-practitioners/safeguarding-topics/neglect/>

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

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

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

When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. You may ask questions of a clarifying nature – such as 'who, what, where, when, how?' or use the acronym TED – 'Tell me, Explain it to me, Describe it to me.'

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

As soon as possible, write a dated and timed note of what has been disclosed or noticed, said, or done and report to the Designated Safeguarding Lead (DSL). It is important to act swiftly to avoid delays.

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

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

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

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

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

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

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

REMEMBER - It takes courage and determination for a child to tell an adult that they are being, or have been, abused. When they do tell someone, it is usually a person who they feel they can trust and whom they feel is

reliable. For reasons of confidentiality, only those people who need to know about the abuse should be told, and conversations about the child should always be held in private.

If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the DSL/Headteacher must be informed asap. If the concern is in reaction to the Headteacher, the person must speak to school's Chair of Governors. If they feel they cannot speak with their governors, they must use their whistleblowing procedure and contact Duty & Advice/LADO for advice and support.

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

APPENDIX 3 - ALLEGATIONS ABOUT A MEMBER OF STAFF/VOLUNTEERS

Guidance on managing allegations procedures for Overdale Infant School

As per Keeping Children Safe in Education (2021), it is the responsibility of Overdale Infant School to ensure procedures are in place for dealing with concerns and/or allegations against those working in or on behalf of schools and colleges in a paid or unpaid capacity, including members of staff, supply teachers, volunteers, and contractors. Our procedures are consistent with local safeguarding procedures and practice guidance and Keeping Children Safe in Education (2021)²⁵.

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

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

Keeping Children Safe in Education (2021)²⁶ states that LADO procedures are categorised in to 2 main areas:

1. Allegations that may meet the harms threshold.
2. Allegations/concerns that do not meet the harms threshold – referred to as 'low level concerns'.

Please see the Trust policy on guidance on Managing Allegations and the reporting of Low-Level Concerns.

<https://www.oaktrust.org/page/?title=Policies&pid=19>

If a staff member is unable to raise a concern about the inappropriate behaviour of another staff member, or any other safeguarding concern, all staff are aware of Overdale Infant School's Whistleblowing Procedures.

²⁵ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014057/KCSIE_2021_September.pdf - Part 4 Managing Allegations

²⁶ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014057/KCSIE_2021_September.pdf - Part 4 Managing Allegations

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

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

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

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

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

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

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

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

APPENDIX 5 - INDICATORS OF VULNERABILITY TO RADICALISATION

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

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

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

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

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

- Accessing violent extremist websites, especially those with a social networking element.
- Possessing or accessing violent extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- 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.

APPENDIX 6 – OVERDALE INFANT SCHOOL'S GUIDANCE ON CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT

Keeping Children Safe in Education (2021) states that child-on-child sexual violence and sexual harassment forms part of the statutory guidance about how schools and colleges should respond to all reports and concerns of child-on-child sexual violence and sexual harassment, including those that have happened outside of the school or college premises, and/or online.

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. Overdale Infant School takes such incidents seriously and have strict measures in place to address this kind of behaviour and our staff are advised to maintain an attitude of 'it could happen here'.

Peer-on-peer sexual abuse

This can take many forms, such as:

Abuse in intimate personal relationships between peers

Sexual violence and sexual harassment

Upskirting, which involves taking a picture under a person's clothing without their permission to obtain sexual gratification or cause the victim humiliation, distress or alarm

Sexting, which covers both consensual and non-consensual sharing of nude and semi-nude images and/or videos

Causing someone to engage in sexual activity without consent, such as forcing them to strip, touch themselves sexually or engage in sexual activity with a third party

Sexual Violence

This means rape, assault by penetration, or sexual assault (intentional sexual touching).

Sexual harassment

This means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

Whilst our school/college strictly follows statutory guidance and information from the government's **Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (2021)**, the following measures are in place in order to support children and staff if such incidents are reported and received in our school/college.

Responding to a report

The school will reassure the child they are being taken seriously and that they will be supported and kept safe.

The school has a zero tolerance approach to sexual violence and sexual harassment and they are never acceptable and not tolerated.

All decision making following a report will be made on a case-by-case basis with the DSL (or deputies) taking a leading role and using their professional judgment, supported by other agencies such as Children's Social Care and the Police if required.

When a report is made to a member of staff, the following actions need to be taken:

- Do not promise confidentiality at this initial stage as it is very likely a concern will have to be shared further. Only share the report with those necessary in order to progress it. Tell the child what is going to happen and who the information will be shared with. (Name the DSL)
- Listen to the child, reflect back, use open ended questions, and use the child's language. Avoid using leading questions.
- Wait until the end of the report and immediately write up a thorough summary. Record the facts as the child presents them. Avoid personal opinions. Record on CPOMS.
- Inform the DSL as soon as practically possible.

Actions following a report of sexual violence and harassment

Risk Assessment

Where a report of sexual violence has been made, the DSL will make an immediate risk assessment.

The risk assessment will consider:

- The victim, especially their protection and support.
- Whether there may have been other victims.
- The alleged perpetrator.
- All the other children at school, especially any actions that are appropriate to protect them from the alleged perpetrator and from future harm.

The Risk Assessment will be electronic and will be kept under constant review.

The DSL will engage with Children's Social Care and specialist services as required.

When responding to a report, the school will consider:

- The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's or college's duty and responsibilities to protect other children.
- The nature of the alleged incident(s), including whether a crime may have been committed and/or whether harmful sexual behaviour (hsb) has been displayed.
- The ages of the children involved.
- The developmental stages of the children involved.
- Any power imbalance between the children. For example, is the alleged perpetrator(s) significantly older, more mature, or more confident? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature).
- That sexual violence and sexual harassment can take place within intimate personal relationships between peers.
- Whether there ongoing risks to the victim, other children, adult students, or school.
- Other related issues and wider context, including any links to Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE).

Managing a Report

All concerns, discussions and reasons for decisions will be recorded on CPOMS.

The school will consider four options when managing a report:

1. Manage Internally – The school takes the view that the children concerned are not in need of Early Help or referrals to statutory services. The incident will be handled internally through the behaviour policy and pastoral support.
2. Early Help – The school may feel a referral to Early Help is appropriate to prevent an escalation of sexual violence and to support the victim and/or the alleged perpetrator. The school may wish to manage a report internally and seek Early Help for both the victim and the perpetrator(s).
3. Referral to social care – Where a child has been harmed or is at risk of harm or is in immediate danger, the school could make a referral to social care. The school will inform parents of the decision to refer to social care (unless informing a parent or carer is going to put the child at additional risk). If a referral is made, social care will then make enquiries to determine whether any child involved is in need of protection or other services. The school will work alongside social workers and will respond swiftly to ensure protection of the victim and other children. The school will consider safeguarding the victim, alleged perpetrator(s), and other children immediately.
4. Reporting to the Police – Any report to the police will be in parallel with a referral to social care. The school will use [When to call Police](#) advice before making contact with the Police. Where a report has been made to the Police, the school will consult with the Police and agree what information can be disclosed to staff and others. They will also discuss the best way to protect the victim and their anonymity. The school will work closely with the Police to consider any additional measures or arrangements needed to be in place. If a child is convicted or receives a caution for a sexual offence, the school will update the risk assessment. If the report is determined to be unsubstantiated, unfounded, false, or malicious, the DSL should consider whether the child who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help.

How to support the pupils involved

The victim

Victims of this abuse will likely find the experience distressing, which can affect their progress in school. This can be made worse if the alleged perpetrator(s) attends the same school.

The school will reassure them that we will take them seriously and that they'll be supported and kept safe. Keep them a reasonable distance apart from the alleged perpetrator(s) on school premises, including at before and after-school activities

How the school supports the victim will depend on:

- The age and developmental stage of the victim, the nature of the allegations and the potential risk of further abuse
- The needs and wishes of the victim

The school will also consider:

- Victims may not disclose the whole picture immediately, so dialogue should be kept open and encouraged
- Girls are more likely to be victims and boys are more likely to be perpetrators
- There may be more than one perpetrator, which is why KCSIE refers to 'perpetrator(s)' rather than 'perpetrator'

See more in paragraphs 456 to 463 of KCSIE.

The alleged perpetrator(s)

It can be difficult to balance the need to safeguard the victim (and other children) with providing the alleged perpetrator(s) with an education and safeguarding support and implementing disciplinary sanctions.

The school will consider support (and sanctions) on a case-by-case basis. This includes:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the allegations and risk of harm to other children
- Any unmet needs that the alleged perpetrator(s) may have

Find further guidance in paragraph 464 of KCSIE.

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