

LEICESTER GRAMMAR SCHOOL TRUST

(LEICESTER GRAMMAR SCHOOL (LGS), LEICESTER GRAMMAR JUNIOR SCHOOL (LGJS),
LGS STONEYGATE (LGSS))

CHILD PROTECTION AND SAFEGUARDING POLICY

This policy will be reviewed by the Senior Designated Safeguarding Leads, Rachel Strong (LGJS), Angela Ewington (LGS) and Kate Wooldridge (LGSS), on a regular basis to ensure it remains current and incorporates all revisions made to local or national safeguarding guidance. This policy will be fully reviewed at least annually by the Board of Trustees.

Last reviewed by:

Designated Safeguarding Leads: Rachel Strong, Angela Ewington, Kate Wooldridge Date:
1st September 2026

Headteachers and Deputy Designated Safeguarding Leads: Sophia Ashworth Jones
(LGJS), Magnus Anderson (LGS), Christina McCullough (LGSS)
Date: 1st September 2026

Nominated Safeguarding Trustee: Dr Deenesh Khoosal
Date: 1st September 2026

Chief Executive of Leicester Grammar School Trust: Stephen Jeffries
Date: 1st September 2026

Approved by Trustees
Date: 1st September 2026

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NAMED STAFF AND CONTACTS

Role	Name	Contact Details
Designated Trustees for Child Protection/ Safeguarding	Dr Deenesh Khoosal	Correspondence to Martha Moger, Deputy Clerk to the Trustees mogerm@leicestergrammar.org.uk
LGS		
Headmaster	Magnus Anderson	andersonm@leicestergrammar.org.uk 0116 259 1900
Designated Safeguarding Lead (DSL)	Angela Ewington (Director of Wellbeing and Co-curriculum)	ewingtona@leicestergrammar.org.uk 0116 259 1900
Deputy Safeguarding Leads (DDSL)	Jen Young (Deputy Head Pastoral) Rebecca Dockree (Wellbeing Manager) James Hunt (Head of Sixth Form)	youngj@leicestergrammar.org.uk 0116 259 1900 dockreer@leicestergrammar.org.uk 0116 259 1900 huntj@leicestergrammar.org.uk 0116 259 1900
Names of additional staff who have completed DSL training	Joy Clapham (Director of Learning Development), Julia Parsons and Andrea Eid (School Nurses), Michael Jones (Head of IT), James McCann (Director of Sport), Charlotte Stocks (Assistant Head of Years 7 & 8), Aviyah Butt (Head of History), Nathan Grimadell (Head of Year 8), Jo Mould (Head of Prep and Trust EVC), Nikki Laybourne (Head of Year 11), Jane Tompkins (Head of Year 10), Linda Raine (SWIM@LGST), Kat Lovelock (Head of Psychology), Caitlin Jeffries (Head of Year 7), John Barker (Head of Year 9), Kat Fulton (Assistant Head), Magnus Anderson (Headmaster)	
LGJS		
Headteacher	Sophia Ashworth Jones	ashworthjones@leicestergrammar.org.uk 0116 259 1950
Designated Safeguarding Lead (DSL)	Rachel Strong (Deputy Head Pastoral)	strongr@leicestergrammar.org.uk 0116 259 1950

Deputy Safeguarding Leads (DDSL)	David Fulton (Deputy Head Academic) Sophia Ashworth Jones	fultond@leicestergrammar.org.uk 0116 259 1950 ashworthjones@leicestegrammar.org.uk 0116 259 1950
Names of additional staff who have completed DSL training	Rebecca Dockree (Well-being Manager), Joy Clapham (Director of Learning Development), Helen Pugh-Hall (Head of Learning Support LGJS), Julia Parsons and Andrea Eid (School Nurses), Michael Jones (Head of IT)	
LGSS		
Headteacher	Christina McCullough	mcculloughc@lgs-stoneygate.org.uk 0116 259 2282 (ext 202)
Designated Safeguarding Lead (DSL)	Kate Wooldridge	wooldridgek@lgs-stoneygate.org.uk 0116 259 2282 (ext 219)
Deputy Safeguarding Leads (DDSL)	Christina McCullough Lindsey Ashwin Victoria Balchin (EYFS)	mcculloughc@lgs-stoneygate.org.uk 0116 259 2282 (ext 202) ashwinl@lgs-stoneygate.org.uk 0116 259 2282 (ext 205) balchinv@lgs-stoneygate.org.uk 0116 259 2282 (ext 208)
Names of additional staff who have completed DSL training	Clare Charles (Head of Learning Development), Charlotte Wright (Well-being Mentor), Charlotte Pickaver (Academic Lead Y1-6), Kellie Hoult (KS4 Co-ordinator), Joy Clapham (Director of Learning Development), Julia Parsons and Andrea Eid (School Nurses), Michael Jones (Head of IT).	
LLR safeguarding Children Partnerships Procedures Manual		
Safeguarding Children in Education Team	Charlotte Davis	safeguardingineducation@leics.gov.uk 0116 454 2440

NSPCC help/whistleblowing line		0800 028 0285 line is available 8.00am to 8.00pm Monday to Friday help@nspcc.org.uk
Prevent		0800 011 3764 counter-extremism@education.gsi.gov.uk

RELATED POLICIES

This policy should be read alongside and in conjunction with other policies listed at the start of this policy and the statutory guidance regarding the safety and welfare of children, including those adopted from Leicestershire County Council and the Leicester, Leicestershire and Rutland Safeguarding Children Partnership. These together will make up the suite of policies to safeguard and promote the welfare of children in this school and includes:

- Pupil Behaviour Policy
- Use of Restrictive Interventions, Including Reasonable Force
- Staff Code of Conduct
- Anti-Bullying (including cyberbullying and racist incidents)
- Special Educational Needs & Disability
- Trips and Visits
- Volunteers in school
- First Aid and the Administration of Medicines
- Health and Safety
- Relationships Education, Relationships and Sex Education and Health Education
- PSHE
- Online safety
- Site Security
- Equal Opportunities
- Toileting/Intimate care
- Computing and Acceptable Use Policy
- Extended school activities
- Safer Recruitment
- Whistleblowing
- Pastoral Care
- Procedures for searching and confiscating
- Attendance
- EYFS Policy
- Pupil Supervision
- Mobile phone procedures
- Leicestershire and Rutland Safeguarding Children Partnership Policy, Procedures and Practice Guidance link: [LLR safeguarding Children Partnerships Procedures Manual](#)

The above list is not exhaustive but when undertaking development or planning of any kind the school needs to consider the implications for safeguarding and promoting the welfare of children.

1. Policy Statement and Principles

This policy is one of a series in the school's integrated safeguarding portfolio. The policy applies to all staff, trustees and volunteers working at Leicester Grammar School Trust and takes into account statutory guidance provided by the Department for Education and local guidance issued by the Leicestershire Safeguarding Children Partnership.

This policy is available to parents/carers on the school's websites and all staff and volunteers are made aware of our responsibilities regarding child protection procedures and how we will safeguard and promote the welfare of children through the implementation of this child protection policy. All staff and volunteers are required to read it and confirm they have read and understood the policy in writing before commencing work within the schools. This policy is also available upon request from the school offices across the Trust.

Child Protection Statement

Leicester Grammar School Trust fully recognises our moral and statutory responsibility to safeguard and promote the welfare of pupils and the contribution we can make. Through this policy and other associated policies we will endeavour to provide a safe and welcoming environment where all pupils (including those having protected characteristics under the Equalities Act 2010) are respected, valued, feel secure, are encouraged and given opportunities to talk to trusted adults who listen to them. The pupil's welfare is of paramount importance and we will be alert to signs of abuse, exploitation and neglect and follow our procedures to ensure that children receive effective support, protection, and justice. We are alert to the signs of abuse, exploitation and neglect and follow our procedures to ensure that all children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, volunteers and governors and are consistent with statutory guidance and those of the locally agreed multi-agency safeguarding arrangements put in place by Leicester, Leicestershire and Rutland Safeguarding Children Board (LLRSCB).

Policy principles:

- Safeguarding is everyone's responsibility.
- The responsibility to safeguard and promote the welfare of children is of paramount importance.
 - All children, regardless of age, gender, ability, culture, race, language, UK residence status, religion or sexual identity, have equal rights to be safe, feel safe, protection and to have their welfare promoted
- Children who are safe and feel safe are better equipped to learn.
- Leicester Grammar School Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, visiting professionals and parents/carers to share that commitment.
- Pupils are encouraged to talk to any member of staff about anything they are worried or distressed about. All adults working within the Trust are therefore expected to build trusted relationships with children, to take all welfare concerns seriously and always to act in the best interests of children; while remembering that children may not feel ready or know how to tell someone that they are

being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.

- Due to their day-to-day contact with pupils, staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse (including child-on-child abuse), neglect, exploitation and radicalisation. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that all staff are alert to the signs of abuse, exploitation and neglect; maintain a professional curiosity about children; are approachable and trusted by pupils/students; listen actively to them and understand the procedures for reporting any concerns.
- Each school will act on identified concerns and will provide early help to prevent concerns from escalating, including – but not limited to – putting in place interim risk mitigation measures, where appropriate.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm at home, in the community or in school.
- All staff members will maintain an attitude of 'It could happen here' where safeguarding is concerned. That includes incidents of child-on-child abuse.
- If, at any point, there is a risk of immediate serious harm to a child, a referral will be made to Children's Social Care and/or the Police immediately. Anybody can make a referral. If the child's situation does not appear to be improving, any staff member with concerns should press the Designated Safeguarding Lead (DSL) for re-consideration.
- If a member of staff remains concerned about a child, they can discuss their concerns with the headteacher or another DSL or seek advice from the professionals' advice line listed at the start of this policy.
- Pupils and staff involved in child protection issues will receive appropriate support.
- This policy will be reviewed at least annually unless an incident, new legislation or guidance suggests the need for an interim review. Representatives of the whole trust community will be involved in reviewing, shaping and developing the school's safeguarding arrangements and child protection policy

Policy aims:

- To provide all staff (see definition below) with the necessary information to enable them to meet their safeguarding and child protection responsibilities.
- To ensure consistent good practice.
- To inform pupils, parents and other stakeholders (e.g. partner agencies) about the Trust's arrangements for safeguarding pupils.
- To demonstrate the Trust's commitment with regard to safeguarding and child protection to pupils, parents/carers and other partners.
- To contribute to the Trust's safeguarding portfolio.

2. Safeguarding Legislation and Guidance

Academies, free schools, independent schools, alternative providers of education - Section 157 of the **Education Act 2002** and the **Education (Independent School Standards) Regulations 2014** require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

The **Teachers' Standards 2012** state that teachers, including headteachers, must have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions; and uphold public trust in the teaching profession as part of their professional duties.

The statutory guidance **Working Together to Safeguard Children (DfE 2026)** covers the legislative requirements and expectations of individual services (including schools) to safeguard and promote the welfare of children. It also provides the framework for the three local safeguarding partners (the local authority; a clinical commissioning group for an area, any part of which falls within the local authority; and the chief officer of Police for a Police area, any part of which falls within the local authority area) to make arrangements to work together to safeguard and promote the welfare of local children including identifying and responding to their needs. The guidance confirms that it applies, in its entirety, to all schools.

The statutory guidance **Keeping Children Safe in Education (KCSiE) (DfE 2026)** is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the NonMaintained Special Schools (England) Regulations 2015. Schools must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies, maintained nursery schools and pupil referral units. 'College' means further education colleges and sixth form colleges as established under the Further and Higher Education Act 1992, institutions designated as being within the further education sector under section 28 of the Further and Higher Education Act 1992 and providers of post 16 Education as set out in the Education and Training (Welfare of Children) Act 2021: 16-19 Academies, Special Post-16 institutions and Independent Training Providers. For colleges, Keeping Children Safe in Education relates to their responsibilities towards children who are receiving education or training at these institutions. Keeping Children Safe in Education 2026 highlights it is essential that everybody working in a school or college understands their safeguarding responsibilities. All staff must read Part One of KCSiE and, in addition, all staff who work directly with children must also read Part Five and Annex A. Staff can find a copy of Keeping Children Safe in Education 2026 in school on the one drive and/or CPOMS. As required by KCSiE 2026, the board of trustees will assist staff to understand and discharge their role and responsibilities as set out in the parts of KCSiE they are required to read by reviewing safeguarding quiz and training data.

What to do if you're worried a child is being abused 2015 - Advice for practitioners is non-statutory advice which helps practitioners (everyone who works with children) to identify abuse, exploitation and neglect and take appropriate action. Please see [Child abuse concerns: guide for practitioners - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/child-abuse-concerns-guide-for-practitioners)

Statutory framework for the early years foundation stage (DfE September 2026) – Section 3 outlines the safeguarding and welfare requirements for EYFS pupils. [EYFS statutory framework for group and school based providers](https://assets.publishing.service.gov.uk/media/6a5f8e4fb00f3323bf1a23a1/EYFS_group_and_school_based_from_September_2026.pdf) https://assets.publishing.service.gov.uk/media/6a5f8e4fb00f3323bf1a23a1/EYFS_group_and_school_based_from_September_2026.pdf

Guidance for Safer Working Practice for Those Working With Children and Young People in Educational Settings (Feb 2022) – published by the Safer Recruitment Consortium. It sets boundaries for staff when building warm supportive relationships without weakening safeguarding standards.

Prevent Duty Guidance for England and Wales (2023) and updated October 2026

Leicester, Leicestershire and Rutland Safeguarding Partnership Multi-Agency Safeguarding Arrangements

Terminology

Safeguarding and promoting the welfare of children is defined in *Working Together to Safeguard Children* as:

- Providing help and support to meet the needs of children as soon as problems emerge;
- Protecting children from maltreatment, whether that is within or outside the home, including online;
- Preventing impairment of children's mental and physical health or development;

- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children; and
- Taking action to enable all children to have the best outcomes in lines with the outcomes set out in the Children's Social Care National Framework.

Child protection refers to the processes undertaken to protect children who have been identified as suffering or likely to suffer significant harm.

Significant harm is defined in section 31 of the Children Act 1989 as follows:

- *Harm* means ill-treatment of the impairment of health or development.
- *Development* means physical, intellectual, emotional, social or behavioural development.
- *Health* means physical or mental health.
- *Ill-treatment* includes sexual abuse and forms of ill-treatment which are not physical.

Staff refers to all those working for or on behalf of the school, full-time or part-time, temporary or permanent, in either a paid or voluntary capacity.

Child/children includes everyone under the age of 18.

The school recognises that pupils who have reached their 18th birthday are not children in the eyes of the law and are technically adults. However, the school's commitment to and arrangements for keeping all pupils safe applies to those who have reached their 18th birthday. The school will take account of the status of those pupils as adults when taking any necessary action to safeguard them, including liaison with parents/carers and the Police.

Parent refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers and adoptive parents.

3. Roles and Responsibilities

3.1 The Designated Safeguarding Lead (DSL)

The DSL for LGJS is Mrs Rachel Strong (strongr@leicestergrammar.org.uk 0116 259 1950)

The DSL for LGS is Mrs Angela Ewington (ewingtona@leicestergrammar.org.uk 0116 259 1900)

The DSL for LGSS is Ms Kate Wooldridge (wooldridgek@lgs-stoneygate.org.uk 0116 259 2282)

The DSL

- is a senior member of staff from the school's leadership team and therefore has the status, authority, skills and experience to carry out duties of the post, including committing resources and supporting and directing other staff.
- takes lead responsibility for safeguarding and child protection in the school, which will not be delegated although the activities of the DSL may be delegated to appropriately trained deputies. That responsibility includes online safety and ensuring the school's ICT filtering and monitoring arrangements are effective in keeping pupils/students safe. The role and responsibility are explicit in the role holder's job description.
- is appropriately trained (including Prevent [in accordance with The Prevent Duty: Practical Guidance for DSLs](#) and online safety training), receives refresher training at two yearly intervals and regularly (at least annually) updates their knowledge and skills to keep up with any developments relevant to their role.

- acts as a source of advice, support and expertise to the school/college community.
- encourages a culture of listening to children and taking account of their wishes and feelings.
- is alert to the specific needs of children in need; those with special educational and mental health needs; children who are looked after or were previously looked after; children who have a social worker; and young carers, overseeing the provision of effective pastoral support to all of those children and promoting their educational outcomes by sharing information about their welfare, circumstances and needs with teachers and other staff as appropriate.
- works closely with pastoral support staff; the SENCo and Director of Learning Development; the designated teacher for children who are looked after or were previously looked after (if not the DSL); staff with designated responsibility for promoting children's mental health and emotional wellbeing; the ICT lead and any ICT support staff; and school nurses in relation to safeguarding matters (including online and digital safety) and deciding whether to make referrals to relevant partner agencies.
- has a working knowledge of locally agreed multi-agency safeguarding arrangements and procedures put in place by LLRSCB.
- has an understanding of the local community-based early help and family help processes to ensure effective support, assessment and understanding of children's additional needs in order to inform appropriate provision of help, support and intervention to pupils and their families when their needs do not require statutory intervention.
- keeps detailed and accurate written records of all concerns, ensuring that such records are stored securely and flagged; but kept separate from the pupil's general file.
- refers cases of suspected abuse, exploitation or neglect to Children's Social Care or the Police as appropriate; and, when a crime may have been committed, refers cases to the Police.
- refers cases using the prescribed pro forma to Children's Social Care and the Prevent policing team for a joint assessment when there is a concern that a child is at risk of radicalisation; and to the Channel panel if subsequently advised to do so.
- ensures that staff do everything they can to support social workers and contribute to assessments of children when Children's Social Care become involved.
- notifies Children's Social Care if a child with a child protection plan is absent without explanation at intervals as defined in the plan.
- ensures that, when a pupil under the age of 18 years leaves the school/college, their child protection file is transferred to the new school/college/education provider (separately from the main pupil file and ensuring secure transit) within five days for an in-year transfer or within the first five days of the start of a new term; and confirmation of receipt is obtained. If the child is the subject of an open case to Children's Social Care, the pupil's social worker will also be informed.
- considers whether to share any information about a child leaving the school with the receiving school/college/education provider in advance so that the receiving setting is appropriately informed in order to assess risk, support the child as effectively as possible and plan for her/his arrival.
- when child protection files are transferred, the school will include a clear, structured summary identifying current safeguarding concerns, relevant context and any ongoing support needs; distinguishing between current safeguarding concerns and historical information, ensuring that past issues are presented with appropriate context.
- when a pupil moves to the school from another school/setting and a child protection file is received, reviews the file (or ensures an experienced deputy DSL reviews the file) so that key risks and the pupil's needs are clearly understood. Safeguarding information will be used to support and not disadvantage the child. In the event that the reviewing DSL considers that the safeguarding information received is unclear or incomplete, they will seek clarification when necessary to support effective safeguarding.
- will ensure that key staff including deputy DSLs, the SENCo and Director of Learning Development, pastoral staff and the designated teacher for children who are looked after or have a social worker If not

the DSL) are briefed as necessary; and will consider what other information needs to be shared with other relevant staff in order for the pupil to be safeguarded effectively.

- attends and/or contributes to child protection conferences, strategy meetings, multi-agency exploitation meetings, child in need meetings and multi-agency meetings convened under local family help processes; or ensures that a suitably experienced deputy DSL represents the school in all such meetings.
- co-ordinates the school's contribution to child protection plans as part of core groups, attending and actively participating in core group meetings.
- develops effective links with relevant statutory and voluntary agencies including the local SP.
- ensures that all staff sign to indicate that they have read and understand the child protection policy; the online safety policy (including their responsibilities in relation to the school's ICT filtering and monitoring arrangements); the staff behaviour policy (code of conduct); the behaviour policy; the school/college's safeguarding response to children who are absent from education, particularly on repeat occasions and/or for prolonged periods; the role of the DSL (including the identity of the DSL and any deputies); and Part 1 of Keeping Children Safe in Education 2026 (and also Part 5 and Annex A in relation to staff who work directly with children)
- ensures that all staff understand that if they have any concerns about a child's welfare, they should act on them immediately, either by speaking to the DSL (or a deputy) or, in exceptional circumstances such as a child being at immediate risk and no DSL being available, taking responsibility to make a referral to Children's Social Care.
- ensures that all staff make a full record of any safeguarding concerns CPOMS
- ensures that all staff know how to make a referral as in sections 30-32 of this policy.
- has a working knowledge of relevant national guidance in respect of all specific safeguarding issues highlighted in paragraphs 29-54 (pages 14-20) and Annex A (pages 155-180) of Keeping Children Safe in Education 2026, ensuring that all staff receive regular updated safeguarding and online safety training, which includes their responsibilities for supervising pupils' use of internet-enabled technology and reporting any concerns to the DSL; and also reporting any failure of the school's ICT filtering and monitoring arrangements to prevent pupils/students accessing or viewing harmful or inappropriate content.
- understands the unique risks associated with online safety - including the increasing risks associated with artificial intelligence (AI) - and ensures that staff are trained to have the requisite knowledge and up to date capability to keep children safe whilst they are online.
- ensures that reporting arrangements are in place so that all safeguarding and child protection concerns identified by the school's ICT filtering and monitoring systems are reported to the DSL or a deputy; in order that any such concerns are addressed in a timely and appropriate way in order to safeguard pupils and promote their welfare.
- understands the relevance of data protection legislation and regulations, especially the Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR) and the Data (Use and Access) Act 2025 in respect of safeguarding children.
- ensures that the child protection policy and procedures are reviewed and updated at least annually, working with the whole school/college community of pupils, parents, staff, volunteers and governors and/or proprietors regarding this.
- liaises with the nominated governor, chief executive of the trust and headteacher as appropriate.
- ensures that all members of the senior leadership team read Keeping Children Safe in Education 2026, as specified on page 7 of that guidance.
- informs the headteacher of any serious safeguarding enquiries, especially under section 47 of the Children Act 1989 and any Police. This includes ensuring that the headteacher and all relevant staff are aware of the requirement for children to be accompanied by an Appropriate Adult should they need to be interviewed by the Police (please refer to PACE Code C 2019 (accessible) - GOV.UK (www.gov.uk)).

- keeps a record of staff attendance at child protection training and ensures that all certificates (or copies) providing evidence that staff have attended any external safeguarding courses are readily available for inspection.
- makes the child protection policy available publicly on the school's website.
- ensures parents are aware of the school's role in safeguarding and that referrals about suspected abuse, exploitation and neglect may be made.
- ensures that the school holds more than one emergency contact number for every pupil.
- ensures that the headteacher is aware of the responsibility under Working Together 2026 to refer to the Local Authority Designated Officer (LADO) in the Local Authority all allegations about the conduct of a member of staff, volunteer or anybody else working with children on school premises or on school business that meet the harm threshold as defined in Part 4 of KCSiE; within one working day prior to any internal investigation.
- ensures that the headteacher is aware of the responsibility under the Protection of Freedoms Act 2012 to refer to the Disclosure and Barring Service (DBS) whenever a decision is made to stop using the services of an individual (including supply staff and individuals not employed by the school but working with children on school premises subject to a hiring or rental agreement) because they are considered to be a risk to children.

3.2 Deputy Designated Safeguarding Lead

LGJS

Deputy DSL: Mrs Sophia Ashworth Jones (ashworthjones@leicestergrammar.org.uk, 0116 259 1950)

Deputy DSL: Mr David Fulton (fultond@leicestergrammar.org.uk, 0116 159 1950)

LGS

Deputy DSL: Miss Jennifer Young (youngj@leicestergrammar.org.uk, 0116 259 1900)

Deputy DSL: Mrs Rebecca Dockree (dockreer@leicestergrammar.org.uk, 0116 159 1900)

Deputy DSL: Mr James Hunt (huntj@leicestergrammar.org.uk, 0116 259 1900)

LGSS

Deputy DSL: Mrs Christina McCullough (mcculloughc@lgs-stoneygate.org.uk, 0116 259 2282)

Deputy DSL: Mrs Lindsey Ashwin (ashwinl@lgs-stoneygate.org.uk, 0116 259 2282)

Deputy DSL: Mrs Victoria Balchin (balchinv@lgs-stoneygate.org.uk, 0116 259 2282)

The Deputy Safeguarding Leads receive the same training as the DSL (including Prevent and online safety training including ICT filtering and monitoring arrangements) and support the DSL with safeguarding matters as appropriate. In the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. The role and responsibility are explicit in all role holders' job descriptions. In the event of the long-term absence of the DSL, a deputy will assume all the functions of the DSL as above.

3.3 Trustees

The board of trustees has a strategic leadership responsibility for safeguarding arrangements at Leicester Grammar School Trust and must ensure they comply with their duties under legislation, having regard to KCSiE 2026, and ensuring policies, procedures and training are effective and always comply with the law including the Human Rights Act 1988 and the Equality Act 2010 (including the Public Sector Equality Duty).

The board of trustees will:

- facilitate a trust wide approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development; and that ultimately, all systems, processes and policies operate with the best interests of children at their heart.
- promote an inclusive, anti-discriminatory culture where racism and other forms of discriminatory behaviour are recognised, challenged and addressed as part of their safeguarding responsibilities.
- ensure that systems which are well promoted, easily understood and easily accessible for pupils are in place for them to report abuse confidently, knowing that their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
- appoint a Designated Safeguarding Lead who is a senior member of staff from the leadership team of each school within the trust who undertakes training appropriate to the role and is given the additional time, funding, training, resources, and support needed to carry out the role effectively
- ensure that the DSL role is explicit in the role holder's job description (and also the job description of any Deputy Designated Safeguarding Leads) and that safeguarding responsibilities are identified explicitly in the job/role descriptions of every member of staff and volunteer.
- ensure that the trust has policies and procedures in place in order to safeguard and promote children's welfare (both face to face and online). Those policies include an effective child protection policy; a behaviour policy which includes measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying); a staff behaviour (code of conduct) policy and appropriate safeguarding arrangements to respond to children who are absent from education, particularly on repeat occasions and/or for prolonged periods; and that all of those policies are consistent with local and statutory requirements, reviewed annually and made available publicly on the school's website or by other means.
- ensure that the child protection policy reflects the whole trust approach to child-on-child abuse, describes procedures in accordance with government guidance and refers to locally agreed multiagency safeguarding arrangements put in place by the Safeguarding Partner.
- ensure the child protection policy is reviewed at least annually and updated if needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt; and that the most up-to-date version is available publicly either via the school or college website or by other means.
- develop an induction strategy that ensures all staff, including the headteacher, temporary staff and volunteers, are provided with copies of or access to Part one of KCSiE, this child protection policy, the behaviour policy, the staff behaviour (code of conduct) policy, the safeguarding response to children who are absent from education as above and the role and identity of the DSL and deputy DSL's as part of their induction before they start work at the school.
- ensure that the DSL or a Deputy DSL is always available during school or college hours for staff to discuss any safeguarding concerns. The DSL or a Deputy DSL will generally be expected to be available in person but in exceptional circumstances availability will be via telephone and/or Microsoft Teams or other such media.
- ensure that a DSL or a Deputy DSL is always available at least via telephone or other media as above during any out of hours/out of term school activities; and that staff are aware that in the unlikely event of the DSL and all deputy DSL's not being available, they should speak to a member of SLT and/or take advice from local Children's Social Care if they are concerned about a child's safety.
- ensure that child protection files are maintained as set out in Annex B of Keeping Children Safe in Education 2026.
- ensure that the school follows safer recruitment procedures and maintains the single central record in accordance with Part 3 of Keeping Children Safe in Education 2026.
- ensure that the school/college has procedures for dealing with allegations of abuse made against and 'low level concerns' about the conduct of staff, volunteers, trainee teachers and visiting professionals (encompassing any breach of the staff behaviour policy); including allegations made against and 'low level concerns' about the conduct of the headteacher.

- develop a training strategy that ensures all staff, including the headteacher, temporary staff and volunteers, receive appropriate and regularly updated safeguarding and child protection training (including online safety, incorporating an understanding of the expectations, applicable roles and responsibilities in relation to the school's ICT filtering and monitoring arrangements and reporting system); and updates as required (at least annually) to provide them with the relevant skills and knowledge to safeguard children effectively in line with any requirements of the SP. The training strategy will also ensure that the DSL receives refresher training and regular updates as defined under the DSL's duties above.
- appoint a designated teacher to promote the educational achievement of children who are looked after by the Local Authority; have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales; or have a social worker; and ensures that the designated teacher has appropriate training.
- ensure that the DSL has contact details for and liaises with the Virtual Headteacher in the local authority as part of promoting the education of children who are looked after, were previously looked after and/or have a social worker.
- ensure that the school/college contributes to inter-agency working and plans.
- ensure that the school/college provides effective pastoral care as part of community-based early help; and participates in the Family Help process for pupils/students with additional needs in order to provide a co-ordinated offer of early help.
- ensure that the school provides effective preventative education by teaching pupils about child-on-child abuse; healthy and respectful relationships; misogyny/misandry; grooming; online safety including online harms and risks linked to artificial intelligence; how to identify risk; how to get help when they need it; and other topics as specified in paragraphs 156-166 of Keeping Children Safe in Education 2026 as part of a broad and balanced curriculum; and that children with particular needs such as those who are known to be vulnerable, those who have experienced abuse, exploitation or neglect and those with SEN/D are provided with an appropriately customised safeguarding curriculum.
- as part of ensuring staff undergo regular updated safeguarding training and children are taught about safeguarding, ensure that safeguarding training for staff (including online safety) and the safeguarding curriculum (including online safety) are integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.
- ensure the school has appropriate filtering and monitoring systems in place in order to limit children's exposure to illegal, harmful and inappropriate content, contact, conduct and risks such as online gambling, inappropriate advertising, phishing and or financial scams via the school's IT system; and participates through a nominated governor in an annual written review of the effectiveness of those systems with reference to a self-assessment using a reputable mechanism that confirms filtering is working on all internet-connected devices in all locations where devices are used by staff or pupils.
- ensure that the SLT, DSL and all DDSs have an awareness and understanding of the filtering and monitoring systems, manage them effectively and know how to escalate concerns when they are identified.
- ensure that all trustees receive mandatory safeguarding and child protection (including online) training at induction which equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in school are effective and support the delivery of a robust whole school approach to safeguarding. Their training will be updated regularly.
- nominate a member (normally the chair) to be responsible for liaising with the Local Authority and other agencies in the event of an allegation being made against the headteacher.
- identifies a named trustee to take leadership responsibility for the school/college's safeguarding arrangements. That trustee will maintain regular contact with the DSL and will ensure that the board of trustees receives regular reports about safeguarding activity at each school within the trust.

- ensure that the school's safeguarding, recruitment and allegations management procedures take into account the procedures and practice of the Local Authority, local safeguarding partnership and national guidance.

3.4 The Headteacher

The Headteacher of each school within the trust will:

- ensure that the child protection policy and procedures are understood and implemented by all staff.
- allocate sufficient time, training, support and resources, including cover arrangements, when necessary, to enable the DSL and deputy DSLs to carry out their roles effectively, including participation in interagency meetings under the auspices of local safeguarding procedures set by the SP.
- support the designated teacher for looked after children to promote the educational achievement of any pupils who are looked after by the Local Authority; and who have left care through adoption, special guardianship or child arrangement orders or were adopted from state care outside England and Wales; and have a social worker.
- ensure that all staff have the skills, knowledge and understanding necessary to keep looked after children, previously looked after children and children with a social worker safe.
- ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedure.
- ensure that the culture of the school supports the provision of effective pastoral care, community-based early help and co-ordinated support through the local Family Help process for pupils with additional needs.
- ensure that staff do everything they can to support social workers when Children's Social Care become involved.
- ensure that the school provides effective preventative education by teaching pupils about child-on-child abuse; healthy and respectful relationships; misogyny/misandry; grooming; online safety including online harms and risks linked to artificial intelligence; how to identify risk; how to get help when they need it; and other topics as specified in paragraphs 156-166 of Keeping Children Safe in Education 2026 as part of a broad and balanced curriculum; and that children with particular needs such as those who are known to be vulnerable, those who have experienced abuse, exploitation or neglect and those with SEN/D are provided with an appropriately customised safeguarding curriculum.
- in partnership with the DSL, HR department, and the Chief Executive, ensures that the school follows safer recruitment procedures and maintains the single central record in accordance with Part 3 of Keeping Children Safe in Education 2026.
- refer to the Local Authority Designated Officer (LADO) all allegations about the conduct of a member of staff, volunteer, trainee teacher or anybody else working with children on school premises or on school business that meet the harm threshold as defined in Part 4 of KCSiE; within one working day prior to any internal investigation.
- refer to the Disclosure and Barring Service (DBS) whenever a decision is made to stop using the services of an individual (including trainee teachers, supply staff and individuals not employed by the school but working with children on school premises subject to a hiring or rental agreement) because they are considered to be a risk to children, as required by the Protection of Freedoms Act 2012.
- appoint a case officer - who will usually be a member of the senior leadership team - to investigate allegations concerning members of staff and volunteers and/or act as a point of contact for the member of staff/volunteer against whom the allegation is made.
- record and respond to all 'low level concerns' about the conduct of staff and volunteers (encompassing any breach of the staff behaviour policy) in a timely and proportionate manner, taking advice from the LADO and the school's HR provider as appropriate.

4. Good practice guidelines and staff code of conduct

The staff code of conduct is in Appendix 1

To meet and maintain our responsibilities towards pupils, we identify standards of good practice and set out our expectations of staff in the staff behaviour (code of conduct) policy, which all members of staff, trainee teachers and volunteers are required to read and sign before starting work in the school. In summary, our expectations of staff include:

- treating all pupils with respect;
- setting a good example by conducting themselves appropriately;
- involving pupils in decisions that affect them;
- encouraging positive, respectful and safe behaviour among pupils;
- being a good listener;
- being alert to changes in pupils' behaviour and to signs of abuse, exploitation and neglect;
- recognising that challenging behaviour and mental health difficulties may be an indicator of abuse, exploitation or neglect;
- reading and understanding the school's child protection policy, staff behaviour (code of conduct) policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact, criminal and sexual exploitation, extremism, online safety and information-sharing;
- asking the pupil's permission before initiating legitimate physical contact, such as assisting with dressing, physical support during PE or administering first aid;
- applying the use of reasonable force and physical intervention only as a last resort and in compliance with school procedures and SP guidance;
- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language;
- not participating in, tolerating or dismissing sexual harassment or sexual violence as "banter", "part of growing up", "just having a laugh" or "boys being boys";
- making clear that sexual harassment and sexual violence are not acceptable, will never be tolerated and are not an inevitable part of growing up;
- challenging behaviours (potentially criminal in nature) which constitute sexual harassment, such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts;
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse and exploitation;
- referring all concerns about a pupil's safety and welfare to the DSL or, if necessary, directly to the Police or Children's Social Care;
- following the school's rules regarding communication and relationships with pupils, including via social media; and
- referring all allegations against members of staff, trainee teachers, volunteers or other adults that work with children and any concerns about staff conduct which breaches the Staff Behaviour (code of conduct) policy directly to the headteacher; and any similar allegations against or concerns about the headteacher directly to the chair of governors.

Abuse of position of trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a

position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

5. Support before statutory intervention including school-led early support and targeted family help

Keeping Children Safe in Education 2026 highlights that school staff are in a position to identify concerns about children at an early stage, help them, promote their welfare and prevent concerns from escalating.

The schools within the Leicester Grammar School Trust recognise that providing timely early support is more effective in promoting the welfare of children than reacting later.

Early support is defined as support that is provided as soon as a problem emerges for children of all ages that improves their lived experience, their family's resilience and the child's outcomes; or reduces the chances of a problem getting worse.

Each school will seek to work collaboratively with children, their families and partner agencies to build on strengths and protective factors, understand the child's lived experience, and respond proportionately to identified needs, vulnerabilities, and risks. Interventions will be reviewed and adapted as circumstances, needs and risks change.

However, where concerns are more complex or require a co-ordinated multi-agency response, needs and progress may be assessed and reviewed through targeted family help, which is co-ordinated through local partnership arrangements to provide a structured response to emerging needs, reduce vulnerability and prevent concerns from escalating. (NB Keeping Children Safe in Education 2026 clarifies that family help means both targeted family help and support and services delivered under section 17 of the Children Act 1989.) Keeping Children Safe in Education 2026 emphasises that all staff should be aware of early support and targeted family help processes and understand their role in them. All school staff are therefore trained and required to do everything possible to make the school a safe environment for children, proactively looking out for signs of change, distress and vulnerability and making themselves as approachable as possible in order to give children every possible opportunity to let a trusted adult know they need support, help or are in some sort of difficulty; and taking action when they identify a concern.

Staff are further trained and expected to record all concerns that a child and/or their family may need early support or family help CPOMS (see section 24 below); and to share those concerns with the DSL (or a Deputy DSL), who is most likely to have a complete picture and be the most appropriate person to decide how best to respond to any concerns.

Staff are also trained to recognise racism, faith-based prejudice, and other discrimination as harm in its own right.

Whilst recognising that any child and/or their family may benefit at any time from support before statutory intervention, either through early support provided just by the school or targeted multi-agency family help, the school will be particularly alert to the potential need for such support or help for any child who:

- is disabled; or has certain medical conditions with specific additional needs;
- has special educational needs (whether or not the child has a statutory education, health and care plan (EHCP);
- has a mental health need;
- is a young carer;
- is pregnant and/or is a parent themselves;

- is an asylum seeker or refugee;
- is living away from home, in temporary accommodation, experiencing homelessness, living a transient lifestyle or in chaotic and unsupportive home circumstances;
- is in a family whose circumstances present challenges for the child, such as drug/alcohol misuse, adult mental health issues and/or domestic abuse;
- is misusing drugs or alcohol themselves;
- has a family member in custody, or is affected by parental offending;
- has returned home to their family from care;
- is a privately fostered child;
- is vulnerable to prejudice, discrimination, social isolation and/or maltreatment on the grounds of race, gender, ethnicity, religion, disability or sexuality (N.B. children who regard themselves or are perceived by other children as lesbian, gay, bi, trans, non-binary or are questioning their gender can be targeted by other children);
- is questioning their gender (please see separate section below)
- is vulnerable to being bullied or engaging in bullying behaviours;
- has communication needs or does not have English as their first language;
- is dependent on adults for personal or intimate care;
- may have difficulty recognising that behaviour towards them is abusive;
- has been repeatedly removed from the classroom; has experienced multiple suspensions; is on a part-time timetable, is at risk of being permanently excluded from school/college; or attends alternative provision or a pupil referral unit;
- has exhibited early signs of abusive, violent and/or harmful behaviours;
- is frequently missing/goes missing from education, home or care; including persistent absences for part of the school day and inadequate explanations for absence;
- is at risk of sexual and/or criminal exploitation and/or trafficking and/or modern slavery and/or is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement, association with organised crime groups or county lines;
- is at risk from or is involved with serious violent crime;
- is at risk of honour or faith-based abuse such as Female Genital Mutilation or Forced Marriage;
- is at risk of being radicalised into terrorism; and/or
- is showing early signs of abuse, exploitation and/or neglect;

The school recognises that some children are more vulnerable to abuse, exploitation, neglect and adverse experiences because of many of those factors and also isolation; a reluctance on the part of some adults to accept that abuse, exploitation and neglect can occur; as well as an individual child's personality, behaviour and family circumstances.

The list above highlights additionally vulnerable groups but is not exhaustive.

Special consideration will be given to providing safeguarding information and resources in community languages and accessible formats for children and parents/carers with communication needs.

The school is committed to working in partnership with children, parents and other agencies to:

- identify situations in which children and/or their families would benefit from early support provided only by the school or targeted family help;
- undertake an assessment of the need for targeted family help when that is appropriate, using the Early Support Assessment Pathway detailed in the [LLR safeguarding Children Partnerships Procedures Manual](#); and
- provide targeted family help services to address the assessed needs of a child and their family, developing an action plan that will focus on activity to improve the child's outcomes.

Early support might best be provided by simple pastoral support and may be something the school is able to address with parents/carers or the child her/himself so that the child's needs are met quickly and easily. Early support can only be provided with the express consent of parents/carers. The school will keep a record of any such support to record clear targets, actions for all parties including parents/carers and progress.

When the DSL (or a deputy) identifies that a child and/or their family's needs and circumstances require a more targeted and co-ordinated approach targeted family help, they will seek support from Family Help Service by completing a Multi-Agency Referral Form (MARF) using the online portal

[LLR Multi-Agency Referral Form - Leicestershire and Rutland Safeguarding Partnerships Business Office](#)

The Designated Safeguarding Lead (or Deputy DSL) will generally lead on liaising with other agencies and coordinating Family Help, but other staff may be required to work directly with pupils and their families and to support other agencies and practitioners in the process, in some cases acting as the lead practitioner.

6. Children who are questioning their gender

The school recognises that a small but significant number of children question the way they feel about being a boy or a girl, including the physical attributes of their sex, clothing, interests and the ways in which they fit into the wider world. The school understands how difficult that situation is for a child and is committed to supporting any pupil who is questioning their gender. The school will comply with the statement in Keeping Children Safe in Education 2026 that "It is not for schools to initiate any action in this area". However, the school will maintain its commitment to treating every pupil with kindness, care, respect and sensitivity, exercising professional curiosity by giving children time and opportunities to explore; and seeking to understand the thoughts, feelings and full range of experiences of any child experiencing any challenges or difficulties.

The school recognises the potential vulnerability to discriminatory bullying (which is a form of child-on-child abuse) of any child who is questioning their gender both inside and outside school and also online; and trains and expects all staff to be vigilant for signs of any such bullying and intervene as per section 14 of this policy and the school's behaviour and bullying policies. The school will not tolerate bullying, harassment or discrimination. The school also recognises that children questioning their gender may have a number of complex mental health and/or psychosocial needs including support with relationships with family members, peers and/or their broader social environment.

When a child discloses that they are questioning their gender, staff are trained and expected to listen supportively to the child and give them opportunities to explore their feelings by asking open questions.

Staff will explain to the child that they are required to inform the DSL (or a deputy) so that the school is able to provide the child with appropriate support. Staff will never promise confidentiality or keep secrets; or make any changes relating to social transition, including changes of names, pronouns, uniform, facilities, sport, or any other arrangements without the express permission of the headteacher and DSL.

The DSL (or a deputy) will speak to parents/carers about the child's disclosure unless there is reason to believe that doing so would place the child at risk of significant harm.

When a child or their parent/carer asks the school to support the child's social transition to their preferred gender, the school's response will be based on an awareness that in many cases, children questioning their gender does not continue into adulthood although a small number may continue to do so and that may intensify into puberty.

Any request for the school to support with social transition will be considered on a case-by-case basis and only in full consultation with parents/carers. Decisions will take account of:

- the welfare and best interests of the child and other children;
- the child's age, development, wishes and individual circumstances;
- any wider mental health, medical, neurodevelopmental, or safeguarding needs;
- relevant clinical or other professional advice;
- the impact of agreeing or declining the request including whether the decision will place the child at a disadvantage relative to other children;
- the school's safeguarding responsibilities; and
- its duties under the Equality Act 2010 and Human Rights Act 1998.

The school will explain that support with social transition will not include access to toilets, changing rooms, showers or residential accommodation designated for the opposite biological sex; or participation in sport designated for the opposite sex where single-sex participation is necessary for safety.

Primary age requests will be approached with particular caution. Staff will not provide clinical advice or undertake functions that require clinical expertise.

The child's biological sex will be recorded accurately. Information will only be shared with staff who need it to safeguard and support the child and other pupils. All decisions and their rationale will be recorded in full and reviewed when circumstances change, including where a child and/or their parents/carers wish to reverse or amend an earlier arrangement.

7. Children with special educational needs, disabilities or physical health issues

Leicester Grammar School Trust recognises that children with special educational needs and/or disabilities (SEND) or certain medical or physical health conditions are more vulnerable to abuse, exploitation and neglect and can face additional safeguarding challenges online and face to face. Additional barriers can exist when recognising abuse, exploitation and neglect experienced by this group of children, which can include:

- assumptions that indicators of possible abuse, exploitation or neglect such as behaviour, mood and injury relate to the child's disability without further exploration.
- the potential for children with SEND or certain medical conditions to be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children, possibly without outwardly showing any signs;
- communication barriers and difficulties for children overcoming those barriers to report their experiences and for practitioners in understanding and managing the issues
- children not understanding that what is happening to them is abuse;
- children are more likely to be dependent on adults for care, including intimate care for some children;
- higher likelihood that children are isolated from others;
- cognitive understanding may make it difficult for children to understand the difference between fact and fiction in online content; and they may then repeat the content or behaviours in school and suffer the consequences of doing so.

At Leicester Grammar School Trust we provide a restorative approach to behaviour and extra pastoral support for these children, along with ensuring that any appropriate support for communication is in place. Staff vigilance will be a supporting factor in keeping all children safe. All staff are trained to manage these additional barriers to ensure this group of children are appropriately safeguarded

8. Safeguarding children with medical conditions

The school will safeguard, promote the welfare and meet the needs of children with medical conditions with reference to statutory guidance [Supporting pupils with medical conditions at school - GOV.UK \(DfE 2015\)](#); Allergy safety in schools - [Allergy safety in schools - GOV.UK DfE 2026](#); and, for children aged below 5 years, section 3 of the [EYFS statutory framework for group and school-based providers \(DfE 2025\)](#).

Staff will manage incidents relating to a child's medical condition (including allergies) in accordance with that guidance. A written record will be made of all such incidents and parents/carers will be informed at the earliest opportunity and by the end of the school day at the latest. In most cases, the school will be able to manage these incidents, liaising with parents/carers and medical practitioners as necessary.

When the DSL (or a deputy) identifies that parents/carers may benefit from early support provided by the school or targeted family help in order to meet the child's needs, she/he will discuss that with the parents/carers. A referral to Children's Services would only be considered when an incident relating to a child's medical condition (including allergies) highlighted concern that the child might be at an increased risk of neglect, abuse or exploitation either inside or outside of their family unit because of their medical condition.

That might occur where parents/carers do not share relevant information about their child's medical condition with the school/setting; or where the child repeatedly arrives at school without essential medication or medical equipment, thereby putting the child at risk.

9. Children with mental health needs

The school recognises the important role it has to play in supporting the mental health and wellbeing of pupils.

All staff are trained to be aware that mental health problems can, in some cases, develop into safeguarding concerns which could include self-harm, signs of an eating disorder, suicidal ideation or suicide; and could also be an indicator that a child has suffered, is suffering or is at risk of suffering abuse, exploitation or neglect. Where children have suffered abuse, exploitation, neglect or other potentially traumatic adverse childhood experiences including child-on-child abuse, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are trained to be aware of how such experiences can impact children's mental health, behaviour, and education. Children who are experiencing mental health problems are also more likely to experience isolation and to miss education, which can render them vulnerable to abuse including child-on-child abuse (online and face to face), grooming and exploitation; and susceptible to radicalisation.

School staff are well placed to notice any of the following indicators that a child may be struggling with their mental health:

- self-harming;
- child has an eating disorder;
- child is experiencing suicidal ideation and making plans to end their life;
- significant changes in behaviour;
- ongoing difficulty sleeping;
- withdrawing from social situations;
- child does not want to do things they usually like doing; and
- physical signs of self-harm or neglecting themselves.

The school recognises that not every child who exhibits these behaviours is suicidal or has a mental health difficulty. However, by identifying these and other potential warning signs, school staff can identify children who may be struggling with their mental health and contemplating suicide and offer support and vital early intervention.

Staff are not expected or trained to diagnose mental health conditions or issues but they will record and report any concerns about a child's mental health to the Designated Safeguarding Lead (or a deputy DSL) as with any other safeguarding concern. By doing that, staff will contribute to the school's responsibility to:

- promote pupils' mental wellbeing and prevent the onset of mental illness;
- identify as early as possible any pupils who may be experiencing or at risk of developing mental health problems;
- ensure early targeted support is provided; and
- liaise with/refer to specialist services when necessary.

When concerns about a child's mental wellbeing/health are identified, the DSL (or a deputy) will contact parents/carers with a view to supporting the child's wellbeing, unless there is a reason to believe that doing so would place the child at additional risk. If there is reason to believe the child is in danger, the school will contact emergency services by calling 999 immediately; and/or arrange for the child to be taken to A&E immediately by a parent/carer or other suitable person. If the situation is not an emergency but the child needs urgent help with their mental health, the DSL will ensure that an appropriate member of staff (e.g. the senior mental health lead or a school nurse) contacts NHS via NHS 111 online; or by calling 111 and selecting the mental health option.

The senior lead for mental health at LGJS is Rachel Strong

The senior lead for mental health at LGSS is Charlotte Wright, line managed by Kate Wooldridge

The senior leads for mental health at LGS are Angela Ewington, Jen Young and Rebecca Dockree

10. Attendance

We recognise that full attendance at school is important to the well-being of all our pupils and enables them to access the opportunities made available to them at school. Attendance is monitored closely and we address poor or irregular attendance without delay, working in partnership with the Leicestershire Attendance and Inclusion Service when patterns of absence give rise to concern.

Attendance policies (one for each school) are set out in a separate documents and are reviewed regularly by the board of trustees.

11. Children who are absent from school or missing from education

The school operates in accordance with statutory guidance [*Working together to improve school attendance \(DfE 2024\)*](#) and additional guidance - [*Children missing education: statutory guidance for local authorities and schools - GOV.UK \(DfE 2025\)*](#)

All children, regardless of their circumstances, are entitled to an efficient, full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have

Children who are absent from school or missing from education policies (one for each school) are set out in a separate documents and are reviewed regularly by the governing body.

12. Children who run away or go missing from home or care

The school recognises that children who run away, go missing (particularly repeatedly) and are thus absent from their normal residence are potentially vulnerable to abuse and neglect, which may include sexual abuse

or exploitation and child criminal exploitation. It could also indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care> requires that every child or young person who runs away or goes missing must be offered a Return Home Interview (RHI) within a period of 72 hours of their return.

RHI's are intended to ascertain the factors that triggered the young person's absence. Those factors may include difficulties at home, in school and in the community. The short timescale of 72 hours is imposed in order to ensure that the RHI remains relevant to the young person and enables any required action to be initiated at the earliest opportunity. RHI's are undertaken by practitioners who are independent in order to facilitate a discussion with the young person that is as open as possible. As soon as the Local Authority receives notification that a young person has gone missing from home or care, a letter will be sent to parents/carers seeking their consent to an RHI with their son/daughter. Direct contact will then be made with parents/carers and the young person to make arrangements for the interview.

In order to fulfil the timescale of within 72 hours, it is essential that all opportunities to interview young people including times during the school/college day are utilised. When necessary and in conjunction with the Local Authority, the school will facilitate Return Home Interviews, both in terms of releasing the young person from their normal timetable to participate in an interview and in providing an appropriate and safe space on the school/college site for the interview to take place.

The school will check with the Local Authority whether or not parents/carers have given their consent to the interview. However, young people aged 16 and 17 years old are generally considered to be able to consent and withhold consent to their own information being shared and therefore to participate in an RHI or not. With reference to Gillick competency guidelines, younger children may also be deemed able to consent.

If the Local Authority has not received consent from parents/carers and the young person is not assessed as being capable of giving or withholding informed consent, the school/college will contact the parent/carer and seek to secure their consent. Parents/carers may also choose to accompany their son/daughter in interviews and the school will facilitate that as appropriate.

13. Helping children to understand and recognise risk, identify available support and report abuse

As part of a whole school approach to safeguarding, Keeping Children Safe in Education 2026 requires the board of trustees to "ensure that children are taught about how to keep themselves and others safe, including online" as part of preventative education that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, racism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour or other forms of physical violence and conflict. This includes recognising that antisemitism may constitute harm and raise safeguarding concerns.

The school's values (Respect, Trust, Courage, Curiosity, and Community for LGS and LGJS and being Caring, Creative, Curious, and Committed for LGSS) are underpinned by the behaviour policies, the pastoral support systems, the teaching and promotion of fundamental British values, the online safety curricula and a planned programme of evidence based Relationship and Health Education and Relationship, Sex and Health which is delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.

The RSE/RSHE and PSHE programmes address, at an age-appropriate stage, issues including:

- supporting children to develop the skills that form the building blocks of all healthy and respectful relationships including boundaries, consent and kindness;

- stereotyping, prejudice and equality;
- body confidence and self-esteem;
- how to recognise and report concerns about an abusive relationship, including coercive and controlling behaviour;
- what constitutes sexual harassment and sexual violence and why these are always unacceptable, emphasising that it is never the fault of the person experiencing it;
- the concepts of, and laws relating to all forms of sexual harassment; sexual assault including rape; sexual abuse; grooming (both online and face to face); domestic abuse; child criminal exploitation and risks associated with gang and county lines activity;
- honour or faith-based violence such as forced marriage and Female Genital Mutilation (FGM) and how to access support in relation to all of those issues;
- how children can keep themselves safe from all forms of bullying including online bullying;
- misuse of drugs and alcohol;
- understanding online harms such as sharing nude and semi-nude images (both with and without consent), risks associated with artificial intelligence (AI), the prevalence of deepfakes, pornography and misogynistic influencers and when and where to seek help.

The schools recognises that a one size fits all approach may not be appropriate for all pupils; and that a more personalised or contextualised approach for some vulnerable children, victims of abuse, exploitation and neglect and children with SEND might be needed. Our approach is designed to help children to think about risks they may encounter (including risks from other children, both in and out of school), recognise when they are at risk and with the support of staff work out how to get help when they need it and how risks might be reduced or managed.

Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner.

The schools continually promote an ethos of self-respect, mutual respect and empathy; and pupils are encouraged to speak to a member of staff of their choosing about any worries they may have. The school will continue to develop its approach to this area of the curriculum with reference to the resources highlighted in paragraphs 159-160 in Keeping Children Safe in Education 2026.

13.1 Mechanisms for children to report worries and abuse

The Board of Trustees are required to ensure that there are systems in place that are “well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously.”

At Leicester Grammar School Trust the voice of the child is of paramount importance and children are able to share their worries and abuse in the following ways:

At LGJS:

- PSHE lessons provide a safe and nurturing environment for children to discuss topics which matter to them. It is recognised that this is a public forum and each classroom has a ‘voice box’ where children can place comments which will be read by their teacher.
- Staff are reminded to have professional curiosity and if they notice a change in the demeanour of a child they are encouraged to find a quiet time to enquire about the well-being of the child.
- Worry Monster is centrally located and is available for all children to write a note to the pastoral team.
- ‘Need to Talk?’ is a whole school display with information for children about who to talk to, there are additional ‘who to talk to’ posters around school.

- Daily drop-in sessions with pastoral staff for KS2 pupils (located in The Hive). Twice weekly opportunities to go for a welly-walk with members of the pastoral team.

At LGSS:

- PSHE lessons provide a safe and nurturing environment for children to discuss topics which matter to them. It is recognised that this is a public forum and each classroom has a 'Worry Monster' where children can place comments which will be read by their teacher
- Staff are reminded to have professional curiosity and if they notice a change in the demeanour of a child they are encouraged to find a quiet time to enquire about the well-being of the child.
- Older pupils have access to Anonymous Voice on all computers where they can report concerns
- Posters are displayed around school reminding pupils they can talk to any trusted adult at school

At LGS:

- Life Education lessons provide a safe and nurturing environment for children to discuss topics which matter to them. Pupils are regularly reminded of who they can talk to if they have questions they wish to ask privately or require additional information.
- Staff are reminded to have professional curiosity and if they notice a change in the demeanour of a child they are encouraged to find a quiet time to enquire about the well-being of the child. The Form Tutor is well placed to carry out this role since they have daily contact with their form group.
- Whisper is an anonymous reporting tool which can be accessed from both home and at school. It allows pupils to talk directly with a DSL or their Head of Year to seek advice and guidance without revealing their identity.

Posters in every classroom display with information for children about who to talk to.

- Pupils can drop in to the wellbeing room to seek support from the Wellbeing Manager and other pastoral staff.

The children are reminded about these mechanisms regularly during form times, PSHE lessons and through themed assemblies.

Leicester Grammar School Trust recognises that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. By providing a range of mechanisms to seek support we seek to appeal to as many pupils as possible.

Leicester Grammar School Trust will endeavour to support the pupil by:

- Developing the content of the curriculum
- Maintaining an ethos which promotes a positive, supportive, and secure environment, and which gives pupils a sense of being valued.
- The suite of safeguarding and pastoral policies, including the school behaviour policy and anti-bullying policy (including child on child abuse) which are regularly reviewed to align with national and local guidance
- Proactively ensuring that all children know that some behaviours are unacceptable and will need to be addressed. However, as members of our school they are valued and will be supported while they are dealing with any abuse or harm, or while processing or engaging with outcomes from incidents.
- Liaison with other agencies that support the pupil such as Children's Social Care (in line with the , [Thresholds for access to services](#)); [Leicestershire Inclusion Service](#) and [Education Psychology Service](#), and the , [Family Help Service](#) etc for pupils living in Leicestershire and through other comparable services for children who live outside this area.

- Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there have been wider safeguarding concerns, their information is transferred to the new school immediately or within 5 working days and that the child's social worker is informed.
- Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully supported by the SENCo, Director of Learning Development, school nurses and pastoral team.

14. Bullying, child on child abuse and harmful sexual behaviour

14.1 Bullying

This trust believes that all children have a right to attend school and learn in a safe environment. Children should be free from harm, both from adults and other pupils in the school.

KCSiE 2026 states that *"Bullying has a detrimental impact on young people's mental health and their ability to thrive at school and college. Bullying can affect a child's attainment and wellbeing. We are clear that all forms of bullying, for whatever reason, are unacceptable. Schools and colleges must take a strong, proactive stand against all forms of bullying, and schools and colleges should tackle bullying at the earliest opportunity to prevent it from escalating";*

and that

"All staff should be aware that abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap."

Staff are therefore trained and expected to recognise that children with SEND; those experiencing medical problems or mental health challenges; and children who are lesbian, gay, bisexual, non-binary or are questioning their gender (or are perceived as such by other children, whether they are or not) can sometimes be vulnerable to discriminatory bullying, as can children from minority ethnic groups and those whose families have a different lifestyle or belief system from other families.

Similarly, staff are trained and expected to remain alert to the reality that children experiencing adverse issues including abuse, neglect, exploitation, radicalisation and accessing or being exposed to harmful content including financial abuse online; and those who abuse other children may become isolated and therefore more vulnerable to bullying.

Staff are expected to address, make a record of and report all incidences of bullying, including cyber-bullying and prejudice-based bullying. All such incidences will be managed through the behaviour policies for each school within the trust which can be accessed on the school websites. Staff are also trained to recognise racism, faith-based prejudice, and other discrimination as harm in its own right.

All pupils and parents receive a copy of the anti-bullying procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHE education.

All members of staff receive a copy of the relevant behaviour policy and anti-bullying policy as part of their induction and are trained to be aware of the harm caused by bullying and to respond to all incidents of bullying proactively.

14.2 Child-on-child abuse

Leicester Grammar School Trust believes that all children have a right to attend school and learn in a safe environment. Children should be free from harm, both from adults and other pupils in the school. Staff are trained and expected to be aware that children can abuse other children (often referred to as child-on-child abuse); that it

can happen both inside and outside of school and online; to recognise the indicators and signs of child on child abuse; and to identify it and respond to reports by pupils about themselves or other children as they would with any other safeguarding issue.

The school recognises that, even if there are no reports of child-on-child abuse in the school, it does not mean it is not happening. Staff are expected to give pupils every opportunity to talk to them in the event they are experiencing anything causing them harm, distress or worry (both in school and offsite) and to report any concerns about children-child abuse (reported and suspected) with the DSL (or a deputy DSL). The school recognises the need for all staff to be alert to any time and/or locations when pupils might be at highest risk around the school and school day (e.g. on their journey to and from school) – please refer to Local issues at the end of this policy. Keeping Children Safe in Education 2026 states that child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- discriminatory behaviour, including racism and faith-targeted abuse and other prejudice-based incidents;
- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’);
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- serious physical assault and harm, or the threat of harm with a weapon;
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi-nudes (NB ‘nudes and semi-nudes includes still pictures, videos, livestreams and AI generated material whether self-generated or created by others);
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, grooming, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

The school recognises that child-on-child abuse is a safeguarding issue for both the victim and alleged perpetrator; and that it is preventable if staff recognise worrying or unusual behaviours and indicators of risk early, intervene by having restorative conversations with children and recording and reporting all incidents to the DSL so that appropriate support can be provided to all parties in order to prevent children going on to commit further and/or more serious abuse or violence.

Staff are therefore trained and expected to challenge all such inappropriate behaviours between pupils and not to tolerate, downplay or dismiss any form of child on child abuse as ‘just banter’; ‘just having a laugh’; ‘part of growing up’; ‘boys being boys’; or ‘girls being girls’, which the school recognises can lead to a culture of unacceptable behaviours, an unsafe environment for children and, at worst, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Different gender issues can be prevalent when dealing with child on child abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. Whilst mindful of the particular

vulnerability of women and girls to violence and sexual harassment, it is also recognised that boys as well as girls can be abused by members of the opposite as well as the same gender group.

It is important for the school to consider the wider contextual factors within which child-on-child abuse occurs. Such factors may include the potential for bullying and child-on-child abuse to take place across a number of social media platforms and services; and for things to move from platform to platform online. The school will also consider the potential for the impact of the incident to extend further than the school's local community (e.g. for images or content to be shared around neighbouring schools) and for a victim (or alleged perpetrator) to become marginalised and excluded by both online and offline communities. There is also the strong potential for repeat victimisation in the future if abusive content continues to exist somewhere online. Online concerns can be especially complicated. Support is available from The UK Safer Internet Centre at 0344 381 4772 and helpline@saferinternet.org.uk and the Internet Watch Foundation at <https://www.iwf.org.uk/>.

Pupils may report child-on-child abuse including harmful sexual behaviour in respect of other pupils in the school and sometimes young people attending other schools. Safeguarding issues raised in this way may include physical abuse, emotional abuse, harmful sexual behaviour, sexual and criminal exploitation. Members of staff to whom such allegations are made are expected to record their concerns in the usual way via CPOMS and report them to the DSL as soon as possible, as with any other safeguarding concern. Depending on the nature of the allegation, the DSL will share information about a child from another school with Children's Social Care, the Police, the headteacher (for sharing with the LADO as necessary) and/or the DSL in the other child's school.

14.3 Harmful sexual behaviour

Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected behaviour to inappropriate, problematic, abusive and violent behaviour. Problematic, abusive and violent sexual behaviour is developmentally inappropriate, may cause developmental damage and is referred to as 'Harmful sexual behaviour' (HSB), which can occur online, face to face or both simultaneously.

HSB encompasses a range of behaviour, which can be displayed by and towards younger children, children of the same age, older children or adults. Children who are victims of HSB, sexual harassment or sexual violence, wherever it happens, are likely to find the experience stressful and distressing. It is likely to affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school. Children who display HSB are also harmed as a result. They may also be the victims of past or current abuse and trauma and the school will always ensure they are offered appropriate support as well as supporting victims.

Whilst any report of HSB, sexual harassment or sexual violence will be taken seriously, the trust recognises that girls are more likely to be the victims of sexual harassment and sexual violence and it is more likely to be perpetrated by boys. Children with disabilities are also three times more likely to be abused than their peers.

The trust recognises the progressive and escalatory nature of sexual harassment and misogyny; and therefore expects staff always to intervene early by challenging behaviours, such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras, lifting up skirts and any expression of misogyny in order to contribute to reducing the risk of those behaviours escalating to more serious sexual harassment and/or sexual violence. Dismissing or tolerating such behaviours risks normalising them. HSB will therefore always be considered in a child protection context. The ages and developmental stages of children are critical factors when considering incidences of HSB. What might be considered normal sexual behaviour between two children of a similar age will be considered harmful if there is a significant age difference, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child may also abuse an older child, especially if they hold power over them, e.g. due to an older child having a disability or physical size.

For more information about harmful sexual behaviour please refer to: [Sexual Behaviour in Children | NSPCC](#) and [The Brook Traffic Light Tool](#)

14.4 Sexual harassment and sexual violence

As with bullying, all other forms of child-on-child abuse and wider safeguarding issues, staff are trained and expected to maintain an attitude of 'It could happen here' in relation to the possibility of sexual harassment and sexual violence happening in this school. It is important that all victims are taken seriously and offered appropriate support; and that any report of sexual harassment or sexual violence is taken seriously.

As with all other forms of abuse, staff are trained to understand that children may not find it easy to talk to an adult about an experience of abuse; and may well not make a direct report. That is why it is so important for staff to notice signs of distress, anxiety, changes in presentation and behaviour and reach out to children to give them every opportunity to talk about any adverse experiences. The school may also find out about possible abuse by a pupil reporting something about another pupil or a member of staff overhearing a conversation that suggests a child has been harmed.

Sexual harassment between children is unwanted conduct of a sexual nature that can occur online and offline and both inside and outside of the school/college. 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.

Sexual harassment can include:

- sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothing or appearance and using sexualised names;
 - sexual 'jokes' or taunting;
 - physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes (NB this may cross a line into sexual violence – the school will listen to the victim and take her/his perspective and experience into account in deciding that);
 - displaying pictures, photos or drawings of a sexual nature;
 - upskirting (which is a criminal offence);
 - online sexual harassment, which may occur independently or as a broader pattern of sexual harassment and/or sexual violence, which may include:
 - consensual and non-consensual making or sharing of nudes or semi-nude images;
 - sharing of unwanted explicit content;
 - sexualised online bullying;
 - unwanted sexual comments and messages including on social media;
 - sexual exploitation, coercion and threats; and coercing others into sharing images of themselves or performing acts with which they are not comfortable
- online.

What is sexual violence and sexual harassment?

Sexual harassment creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

When referring to sexual violence, this policy uses the definitions of sexual offences in the Sexual Offences Act 2003 as follows:

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.

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 (NB sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault).

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

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.

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape.

How the school will respond to reports of sexual violence and sexual harassment

The initial response by a school to a report from a child is incredibly important. A supportive and respectful response can empower victims to come forward, whilst a poor response may discourage further disclosures from the same or other victims.

The school will respond to all reports and concerns of child-on-child sexual harassment and sexual violence, including those that have happened outside of the school premises, and or online. This policy largely refers to sexual harassment and sexual violence between pupils at the school. However, there may be occasions when pupils report sexual harassment and/or sexual violence perpetrated by other young people who attend a different educational provision. In that situation, the DSL will liaise with the DSL at the alleged perpetrator's school/college as well as the victim's parents, the Police and Children's Social Care. Support for the victim will be provided irrespective of which educational provision the alleged perpetrator attends.

N.B. The terms 'victim' and 'perpetrator' are used within this policy because they are widely recognised, understood and helpful in delineating clear safeguarding responses to child-on-child abuse. However, the school recognises that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in that way. Staff will bear those sensitivities in mind when managing and responding to any individual situation, particularly when speaking in front of children; and will seek always to use terms with which children who have or may have suffered abuse are most comfortable. The school also recognises that abusive behaviour will sometimes be harmful to the 'perpetrator' as well as the 'victim'. While it is not possible to anticipate every particular set of circumstances and therefore what the response will be to every case, the school/college will respond to reports of specific incidents of sexual harassment and violence in accordance with Part 5 of Keeping Children Safe in Education 2026, which all staff who work directly with children are required to read; and other materials highlighted in paragraphs 550-551 and Annex A of that guidance as necessary.

This policy sets out a set of principles which the school/college will consider in responding on a case by case basis. In the first instance, staff are expected to:

- respond to disclosures of abuse as set out in 'If a pupil discloses abuse, exploitation or neglect to a member of staff or volunteer' in the child protection procedures section of this policy;
- when there is advance notice of a disclosure, discuss with the pupil whether they would be comfortable for another member of staff (ideally a DSL) to be present, although that may not be possible and the pupil may not consent, which should be respected;
- when the disclosure includes an online element, be aware of advice in respect of searching, screening and confiscation Searching, Screening and Confiscation - Advice for schools (DfE 2022); and

Sharing nudes and semi-nudes: advice for education settings working with children and young people - Guidance on responding to incidents and safeguarding children and young people (UK Council for Internet Safety 2024) (see links in next section) – with particular consideration to not viewing or forwarding illegal images of a child. The advice provides more details on what to do when viewing an image is unavoidable. In most cases, it will be more appropriate to confiscate any devices to preserve any evidence and hand them to the DSL (who will take advice about handing to the Police for inspection);

- as with all child protection disclosures, not promising confidentiality as it is very likely a concern will have to be shared further (e.g. with the DSL, Children's Social Care or the Police) to discuss next steps;
- only share the disclosure with those people who are necessary in order to progress it;
- make sure the victim understands what the next steps will be and who the disclosure will be passed to;
- recognise that a child is likely to disclose to someone they trust, which could be any member of staff. It is important that the person to whom the child discloses recognises the significance of being chosen as a confidant and responds with empathy;
- recognise that an initial disclosure to a trusted adult may not reflect the full extent of abuse; and that trauma can impact memory so children may not be able to recall all details or a timeline of abuse; • keep in mind that certain children may face additional barriers to telling someone because of their vulnerability as described elsewhere in this policy;
- listen carefully to the child, reflect back, use the child's language, remain non-judgmental;
- not ask leading questions and only prompt the child when necessary, with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed; what the nature of that harm was; and where and when a reported incident occurred;
- consider the best way to make a record of the disclosure. Best practice is to wait until the end of the conversation with the child and then write a thorough account immediately. This allows the staff member to devote their full attention to the child and listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made, using

CPOMS, as with any other safeguarding concern;

- only record facts in terms of what the child says and how the child presents to them;
- record professional observations and opinions as such, based only on the facts and the child's presentation (e.g. the child was tearful, the child paused before answering);
- be aware that notes of such reports could become part of a statutory assessment by Children's Social Care and/or part of a criminal investigation; and

- inform the DSL (or deputy DSL) as soon as practically possible if a DSL is not present when the child makes their disclosure.

Following all disclosures of sexual violence, the DSL (or a deputy) will undertake an immediate risk and needs assessment, using her/his professional judgement and consulting other agencies, such as Children's Social Care and the Police, as necessary.

The need for a risk and needs assessment in relation to reports of sexual harassment will be considered by the DSL (or a deputy) on a case-by-case basis.

Risk and needs assessment The risk and needs assessment will consider:

- the victim's safety and support needs;
- whether there may be other victims;
- the alleged perpetrator/s; and
- the wider school community, including staff and students, and any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harm; and
- the time and location of the incident; and any action required to make the location safer for all pupils.

The DSL (or a deputy) will engage with Children's Social Care and specialist services as required. When there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The school's risk assessment should not replace the detailed assessments of expert professionals. Any such professional assessments will be used to inform the school's approach to supporting and protecting pupils and students and updating its own risk assessment. The DSL (or a deputy) will maintain an up-to-date awareness of the local response to sexual harassment and sexual violence by the Police and Children's Social Care including details of what local specialist support is available for all children affected (including victims and alleged perpetrators) by incidents of sexual harassment and sexual violence; and how to access that support when required.

Action following a report of sexual violence and/or sexual harassment - what the school will consider

The DSL (or deputy) is likely to have a complete safeguarding picture and will therefore be the most appropriate person to lead the school's initial response. Important considerations will include:

- zero tolerance of sexual harassment and sexual violence;
- the wishes of the victim in terms of how they want to proceed. Victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that is offered.
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed;
- the ages and developmental stages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children such as differences in age, maturity, social status; and whether the victim has a disability or learning difficulty or is experiencing a mental health or medical challenge;
- whether the alleged incident is a one-off or a sustained pattern of sexual harassment or violence (both 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 children;

- the importance of understanding intra familial harms and any necessary support for siblings following an incident;
- whether there are ongoing risks to the victim, other children or school staff;
- informing parents/carers (unless this would put the victim at greater risk);
- only sharing information with those staff who need to know in order to support the children involved and/or be involved in any investigation. For instance, teachers may be asked to monitor the victim's welfare or ensure a student sits on their own without needing to know that they are a victim or alleged perpetrator of sexual violence or harassment;
- wider contextual concerns, including any links to child sexual exploitation and child criminal exploitation;
- support for both the victim and alleged perpetrator/s, particularly pending the outcome of investigations;
- all parties have an ongoing right to an education and are safest if they remain in school/college subject to appropriate risk assessments and risk management.
- exclusion will be avoided unless that is the only realistic option to keep one or more parties safe.

Considering confidentiality and anonymity

As with disclosures of all forms of abuse, staff are trained and expected never promise to promise a child that they will treat their disclosure with complete confidentiality. Staff are expected to explain to children that they have a duty to pass the disclosure onto a DSL and that it is highly likely to be in the child's best interests for the DSL to speak to and seek advice from agencies such as Children's Social Care and, when a crime has been committed, the Police. However, only essential staff and external agencies will be involved, i.e. those staff directly supporting the child or participating in any investigation.

If a victim requests confidentiality in respect of a disclosure of sexual harassment or sexual violence, there are no easy or definitive answers. Even without consent to share, staff may share information if a legal basis under UK GDPR applies, such as the public task basis which allows sharing to fulfil a legal duty in order to safeguard a child and to detect and prevent criminal offences. Staff in this position are expected to seek advice from the DSL (or a deputy), who will:

- inform parents or carers, unless doing so increases the risk to the victim;
- refer to Children's Social Care if the child is at risk of harm, in immediate danger, or has been harmed; and
- report crimes such as rape, assault by penetration and sexual assault to the Police. Even if the alleged perpetrator is under ten years of age (the age of criminal responsibility), the starting principle of referring to the Police remains. The Police will take a welfare, rather than a criminal justice approach, in any such cases.

Ultimately, the DSL (or a deputy) will have to balance the victim's wishes against their duty to protect the victim and other children. Subject to the risk assessment and whether or not an alleged crime has been committed, the DSL may need to consider issues in relation to Gillick competency and the Fraser guidelines in making a judgement.

If the DSL (or a deputy) decide to go ahead and make a referral to Children's Social Care and/or a report to the Police against the victim's wishes, this will be handled with extreme care, the reasons will be explained to the victim and appropriate specialist support will be offered.

When an allegation of sexual harassment or sexual violence is progressing through the criminal justice system, the school will be aware of anonymity, witness support, and the criminal process in general so we can offer support and act appropriately. Furthermore, the school will do all it reasonably can to protect the anonymity of any children involved in any report of sexual harassment or sexual violence. Amongst other things, this will mean carefully considering, based on the nature of the report, which staff need to know about it; and any support that can be

provided for the children involved. The school will also consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities and will refer to Cyberbullying Guidance | Childnet when managing risks of that nature.

Children sharing a classroom - initial considerations following a report of sexual violence

Any report of sexual violence is likely to be traumatic for the victim. However, reports of rape and assault by penetration are likely to be especially difficult for the victim and close proximity with the alleged perpetrator is likely to be especially distressing. Whilst the school establishes the facts of the case and starts the process of liaising with Children's Social Care and the Police, the alleged perpetrator will be removed from any classes they share with the victim. Careful consideration will also be given to how best to keep the victim and alleged perpetrator a reasonable distance apart on school premises (including during any before or after school-based activities) and on transport to and from the school, where appropriate. These actions are in the best interests of all children involved and should not be perceived to be a judgment on the guilt of the alleged perpetrator(s).

Decisions about shared classes, proximity on site, sharing school premises and school transport following all other reports of sexual harassment and sexual violence will be made immediately with due consideration to the wishes of the victim, the nature of the allegations and the protection of all children in the school.

Responding to the report/disclosure

Every report will be considered on a case-by-case basis subject to the considerations as above. Responses to all incidents of both sexual violence and sexual harassment will be underpinned by the principles of:

- zero tolerance of sexual violence and sexual harassment;
- support for both the victim and alleged perpetrator/s, particularly pending the outcome of investigations
 - all parties have an ongoing right to an education and are safest if they remain in school subject to appropriate risk assessments and risk management.
- exclusion will be avoided unless that is the only realistic option to keep one or more parties safe.

If an offence has been committed, the Police will be informed. It is the prerogative of parents and victims to make complaints to the Police directly but the school will also speak to the Police in order to ensure effective action is taken to safeguard other young people as well as the victim. If a child has suffered significant harm, a referral will be made to Children's Social Care in order to ensure that the needs of both the victim and perpetrator are assessed by social workers. Similarly, any instance of sexual activity between pupils on the school site will always be referred to Children's Social Care.

Informing the alleged perpetrator(s) should be considered carefully. Where the school informs the Police and/or Children's Social Care, the relevant agency will be consulted about how the alleged perpetrator(s) will be informed of the allegations. However, this will not stop the school taking immediate action to safeguard pupils, where required.

In principle, there are four possible responses to an allegation or concern about sexual violence or harassment. Decisions and actions will be reviewed regularly.

Where patterns of concerning, problematic or inappropriate behaviour are identified, the DSL will review relevant policies and procedures with the senior leadership team, board of trustees and staff team as appropriate and take any appropriate action such as curriculum review or further staff training as required. All concerns, discussions, decisions and rationale for decisions will be recorded in writing on CPOMS as with all other safeguarding concerns.

The four scenarios are:

1. Manage internally

In some cases, e.g. one-off incidents of sexual harassment or non-violent HSB, the DSL may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising the behaviour policy and anti-bullying procedures and providing pastoral support, speaking to the alleged perpetrator and her/his parents, emphasising that sexual harassment and sexual violence are never acceptable and will not be tolerated, making expectations of future behaviour clear (in writing where appropriate). Careful consideration will be given to the need to separate the victim and alleged perpetrator/s in lessons (as with sexual assaults) pending investigation; and possibly thereafter.

2. Early support

The DSL may decide that the child/ren involved do not require statutory interventions but may benefit from the school undertaking a family help. Undertaking an early support assessment can help to identify emerging problems with a view to addressing non-violent harmful sexual behaviour and may prevent escalation of sexual violence. Early support and the option to manage a report internally are not mutually exclusive. The school may decide to manage the report internally but may also offer early support to the victim and/or perpetrator(s).

3. Referrals to Family Help and Children's Social Care

In keeping with an explicit requirement set out in KCSiE 2026 (para 585), when a child has been harmed, is at risk of harm, or is in immediate danger, the school will make a referral to Children's Social Care. All instances of sexual activity between pupils on the school premises will be referred to Children's Social Care. All instances of sexual violence perpetrated by a child under ten years of age will be referred to Children's Social Care. This will facilitate a consultation about the role of the Police. Whilst the age of criminal responsibility is 10 years, the starting principle of reporting to the Police via the Children and Families Front Door remains. The Police will take a welfare, rather than a criminal justice, approach.

When referring to Children's Social Care, the school will generally inform parents, unless there are compelling reasons not to (i.e. if informing a parent is going to put the child at additional risk or create undue delay). Any such decision should be made with the support of Children's Social Care.

Collaborative working will help ensure that the best possible package of co-ordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support. However, the school will not wait for the outcome (or even the start) of a Children's Social Care investigation before protecting the victim and other children in the school. The DSL (or a deputy) will work closely with Children's Social Care (and other agencies as required) to ensure any actions the school takes do not jeopardise a statutory investigation. The risk assessment as above will help inform any decision. Consideration of safeguarding the victim, alleged perpetrator, any other children directly involved in the safeguarding report and all children at the school will be immediate.

In some cases, Children's Social Care will review the evidence and decide a statutory intervention is not appropriate. The school (generally led by the DSL or a deputy) may choose to refer again, using the escalation protocol as necessary if there is reason to believe that the child remains in immediate danger or at risk of harm.

4. Reporting to the Police

Any report to the Police will generally be in parallel with a referral to Children's Social Care (as above). When the school receives a report of rape, assault by penetration or sexual assault, the starting point is this should be passed on to the Police. It is the prerogative of victims and their parents to make direct complaints to the Police. However, the school should also be very clear with victims and parents that the school has a duty to ensure the Police are informed when an alleged crime has been committed in order to safeguard other young people.

When a serious crime is reported, the school can report directly to the local Police station. However, in most circumstances, the school will consult with the First Response Team in the first instance in order to ensure that both the Police and Children's Social Care are informed. The school will also take account of the National Police Chiefs' Council advice *'When to call the police: Guidance for schools and colleges' in deciding when to engage the Police directly and what to expect of them when they do'.*

Where a report has been made to the Police, the school will consult the Police and agree what information can be disclosed to staff and others; and, in particular, the alleged perpetrator and their parents/carers. They should also discuss the best way to protect the victim and their anonymity.

At this stage, the school will generally inform parents unless there are compelling reasons not to such as the likelihood of putting a child at additional risk by informing a parent or carer. In circumstances where parents or carers have not been informed, the school will support the child in any decision taken in consultation with Children's Social Care and any appropriate specialist agencies.

In some cases, it may become clear very quickly that the Police (for whatever reason) will not take further action. In such circumstances, the school will continue to engage with specialist support for the victim and alleged perpetrator as required.

Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator(s), it will be important for the DSL (or a deputy DSL) to work closely with the Police (and other agencies as required) to ensure any actions the school takes do not jeopardise the Police investigation. The DSL will consult the Police in the event of any queries. KCSiE 2026 states that *"The police will help and support the school or college as much as they can (within the constraints of any legal restrictions)".*

The school will also be informed by the Police or Children's Social Care about referrals made directly to those agencies from other sources (e.g. family members, family friends, parents of other children) in relation to alleged sexual offences or harmful sexual behaviours displayed by pupils inside and/or outside school.

In all such circumstances, the school may be required to attend a strategy meeting under the SP inter-agency child protection procedures in order to facilitate risk management and planning with other agencies.

The trust is committed to participating in plans both to provide pupils who are at risk from other children and those pupils who may present a risk to other children with appropriate services to address any concerns and, wherever possible, to facilitate ongoing access to education in school for all children concerned, subject to appropriate risk assessments and risk management plans.

Subsequent considerations

The needs and wishes of the victim should continue to be paramount (along with protecting the child) as the case progresses. Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that the school is a safe space for them. Similarly, the alleged perpetrator/s has an ongoing right to an education and should be able to continue in their normal routine subject to the ongoing risk assessment and the needs of the victim.

Where a pupil is subject to Police bail with conditions; or Court bail with or without conditions after the first Court appearance; or is 'released under investigation (RUI)', the school will work with Children's Social Care and the Police to manage any implications and safeguard all pupils concerned without jeopardising the Police investigation. In seeking to develop a balanced set of arrangements that meet the needs of all pupils concerned, particular regard will be given to the additional stress and trauma that might be caused to a victim within the school; the potential for the suspected pupil to intimidate the victim or a witness; and the need to ensure that any risk management measures strike a balance between management of risk and the rights of an unconvicted person (e.g. rights to privacy, family life, etc).

There may be delays in any case that is being progressed through the criminal justice system. The school will not wait for the outcome (or even the start) of a Police investigation before protecting the victim, alleged perpetrator(s) and other children in the school subject to the risk assessment as above.

If a student is convicted or receives a caution for a sexual offence, the school will update the risk assessment, ensure relevant protections are in place for all pupils and consider any suitable action in line with the behaviour policy. This process will include a review of the necessary actions to keep all parties safe and meet their needs.

If the perpetrator remains at the school along with the victim, the school will meet with the student and her/his parents to revisit and reiterate in writing expectations of the perpetrator in terms of future behaviour and complying with any restrictions and arrangements put in place to safeguard the victim and other pupils.

In the light of possible publicity, speculation and interest within the student and parent body, the school will consider any other measures necessary to safeguard both the victim and perpetrator, especially from any bullying or harassment (including online). In respect of a not guilty verdict or a decision not to progress with a criminal prosecution, the school recognises that this will likely be traumatic for the victim and will continue to offer support. The alleged perpetrator is also likely to require ongoing support for what will have likely been a difficult experience.

Unsubstantiated, unfounded, false or malicious reports

As with all other safeguarding concerns about pupils, all concerns, discussions and decisions made, and the reasons for those decisions, will be recorded in writing. Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and addressed.

If a report is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the child and/or the person who made the allegation is in need of help or may have been abused or exploited by someone else and the allegation was a cry for help. In such circumstances, a referral to Children's Social Care may be appropriate.

If a report is found to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate in accordance with the behaviour policy.

Ongoing response

The school may need to maintain protective and supportive measures for a victim over an extended period. Support will be tailored on a case-by-case basis. The needs and wishes of the victim will be paramount (along with protecting the child) in any response. Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority will be to make the victim's daily experience as normal as possible, so that the school is a safe space for them.

The school recognises that sexual assault can result in a range of health needs, including physical, mental, and sexual health problems and unwanted pregnancy. Pupils that have a health need arising from sexual assault or abuse will be supported to access specialist NHS support from a Sexual Assault Referral Centre (SARC). SARCs offer confidential and non-judgemental support to victims and survivors of sexual assault and abuse. They provide medical, practical, and emotional care and advice to all children and adults, regardless of when the incident occurred.

Other support can include family help and referral to Children's Social Care; emotional and practical support for victims from Children and Young People's Independent Sexual Violence Advisors in the specialist sexual violence sector; and/or provision of a designated trusted adult in the school of the pupil's choice (as far as is reasonably possible) to talk to about their needs. Every effort will be made to avoid isolating the victim, in particular from supportive peer groups, but it is recognised that there may be times when a victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities. The school will provide a physical space for the victim to withdraw.

When a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school will consider any suitable sanctions in light of the behaviour policy, including consideration of permanent exclusion. In all but the most exceptional of circumstances, the rape or assault by penetration will constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the school would seriously harm the education or welfare of the victim (and potentially other pupils).

If the perpetrator is going to remain at the school, the principle would be to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school and college premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

The school will have a difficult balancing act to consider. On one hand it needs to safeguard the victim (and the wider pupil body) and on the other hand provide the alleged perpetrator with an education, safeguarding support as appropriate and implement any disciplinary sanctions. Support (and sanctions) will be considered on a case by case basis. An alleged perpetrator may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviours in young children may be (and often are) a symptom of either their own abuse or exposure to abusive practices and or materials. Advice will be taken, as appropriate, from Children's Social Care, specialist sexual violence services and the Police.

If a perpetrator (alleged or convicted) does move to another educational institution (for any reason), the school will make the new educational institution aware of any ongoing support needs and, where appropriate, potential risks to other children and staff. The DSL will take responsibility to ensure this happens as well as transferring the child protection file.

15. Sharing of nude and semi-nude images and videos

The trust recognises that all incidents of pupils creating and sharing nude or semi-nude images of themselves or other children (whether consensual or non-consensual) require a safeguarding response, with a proportionate approach that considers the age, development, and circumstances of the children involved, as well as any elements of coercion, exploitation or vulnerability. While it is acknowledged that the creation and sharing of indecent images and/or videos (including those generated by the use of AI) is a criminal offence, it is important to avoid criminalising young people unnecessarily. The school's primary concern at all times will be the welfare and protection of the children involved. The school will work in partnership with external agencies with a view to responding proportionately to the circumstances of any incident.

The school will act in accordance with advice endorsed by DfE *‘Sharing nudes and semi-nudes; advice for education settings working with children and young people – Guidance on responding to incidents and safeguarding children and young people’* (UK Council for Internet Safety 2024).

Pupils being coerced or pressurised by other children to create and share such images is a form of sexual harassment; and can also be part of a wider process of child on child abuse, grooming, criminal and/or sexual exploitation. However, the school also recognises that children and young people’s motivation for sharing nude and semi-nude images and/or videos can also include flirting, developing trust in a romantic relationship, seeking attention, for a ‘joke’ or because they are too young to understand the risks involved in doing so.

Although technically an offence, such sharing of that kind of material is referred to as ‘experimental’ and it is usually not necessary or appropriate to criminalise young people in those circumstances.

Although there are clear risks associated with such behaviour and those children are likely to need support, it is unlikely they have any intention to cause harm or distress to anybody; whereas children and young people who have been pressured to share nude and semi-nude images are more likely to report negative consequences.

The UKCIS guidance named above highlights that *“Addressing sensitive issues promotes a whole setting approach to safeguarding, giving children and young people the space to explore key issues and the confidence to seek the support of adults should they encounter problems. It is important to recognise how difficult it may be for children and young people to challenge or deny their peers’ requests for images, especially those to whom they are attracted or whose approval they seek. It may also be extremely difficult for them to ask adults for help. Children and young people may have made a decision they are worried about and may find it difficult or embarrassing to ask for help. It is essential that lessons help children and young people develop the confidence they may need to put their skills and strategies into action”*.

This trust is committed to providing an emotionally safe learning environment in order for children to be able to explore issues and ask staff for help when they need it. Staff are trained and expected to respond to disclosures of concern about sharing nude or semi-nude images and/or videos in the same way they respond to all other disclosures of child protection issues, as set out in this policy.

The trust also recognises that a child’s circumstances, background or sexuality may make them additionally vulnerable to wanting to share nude and semi-nude images and/or videos consensually and/or to being pressured, manipulated or coerced into doing so. Those factors may include:

- being in care;
- having special educational needs or a disability;
- having been a victim of abuse, exploitation or neglect;
- having less direct contact with parents;
- lacking positive role models at home.

Where there are wider concerns about the care and welfare of a child who has shared indecent images of themselves or other children, consideration will be given to referring to Children’s Social Care.

Staff are trained to be vigilant and to notice and record any concerns about young people sending and receiving indecent images, which includes listening to what young people say to each other and to staff. In addition to reporting disclosures, staff are expected to report any evidence or suspicion about pupils sharing nude and seminude images and/or videos with other pupils - or anybody else outside the school - to the DSL, as with all other safeguarding issues and concerns. Staff will not make their own judgements about whether any such issue is serious enough to warrant a report to the DSL. What may seem like a less serious concern to an individual member of staff may be more significant when considered in the light of other information known to the DSL, which the member of staff may not be aware of.

If staff become concerned about the possible sharing of indecent images of children in relation to a device in the possession of a pupil (e.g. mobile phone, tablet, digital camera), the member of staff will secure the device (i.e. it should be confiscated). This is consistent with DfE advice *Searching, Screening and Confiscation - Advice for schools (DfE 2022)*, page 17 'Items found as a result of a search'.

Staff are trained and expected not to look at or print any indecent images; but to pass the confiscated device immediately to the DSL (or a deputy) (see 'Viewing the imagery' below).

When concerns are identified, the DSL will discuss the concerns with appropriate staff and speak to children involved as appropriate. Parents/carers will be informed at an early stage and involved in the process unless there is good reason to believe that involving them would put the child at risk of significant harm. In the event of a child requesting that the school does not inform her/his parents about an incident involving the sharing of nude or semi-nude images of themselves or other children, the DSL will need to consider issues in relation to Gillick competency and the Fraser guidelines in making a judgement – see above.

If, at any point in the process, there is concern that a young person has been harmed or is at risk of harm, a referral will be made immediately to Children's Social Care and/or the Police via the First Response Team (or local equivalent).

The Police will always be informed when there is reason to believe that indecent images involve sexual acts. Children under the age of 13 are unable to consent to sexual activity so any imagery depicting under 13-year olds will therefore also be referred to the Police.

With reference to definitions in '*Sharing nudes and semi-nudes: advice for education settings working with children and young people*' as above, the DSL will make a judgement about whether a reported incident of sharing nude and semi-nude images and videos is 'experimental' or 'aggravated'.

Aggravated incidents involve criminal or abusive elements beyond the creation, sending or possession of nude and semi-nude images and videos of children produced by children (i.e. under 18-year olds). These include the involvement of adult offenders, e.g. adults attempting to develop relationships by grooming children and young people and/or soliciting children to create and send indecent images to them; criminal or abusive behaviour by young people such as sexual abuse, extortion, threats, deception or exploitation; malicious conduct arising from personal conflicts such as break-ups or fights among friends; coercion; an imbalance of power, e.g. an older student pressurising a younger or vulnerable student to create and share an indecent image; or reckless creation, sending or showing of images without the knowledge or against the will of a young person who is pictured, causing that young person harm. Examples of aggravated incidents include:

- evidence of adult involvement in acquiring, creating or disseminating indecent images of young people (possibly by an adult pretending to be a young person known to the victim);
- evidence of coercing, intimidating, bullying, threatening and/or extortion of pupils by one or more other pupils to create and share indecent images of themselves;
- pressure applied to a group of students (e.g. all female pupils in a class or year group) to create and share indecent images of themselves;
- pressurising a pupil who does not have the capacity to consent (e.g. due to their age, level of understanding or special educational needs) or with additional vulnerability to create and share indecent images of themselves;
- dissemination of indecent images of young people to a significant number of others with an intention to cause harm or distress (possibly as an act of so-called 'revenge porn', bullying or exploitation);
- what is known about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage or are violent;

- sharing of indecent images places a young person at immediate risk of harm, for example the young person is presenting as suicidal or self-harming.

Where there are abusive and/or aggravating factors, the school will always refer incidents to the First Response Team (or local equivalent) for advice about whether or not a response by the Police and/or Children's Social Care is required. This will facilitate consideration of whether:

- there are any offences that warrant a Police investigation;
- child protection procedures need to be invoked;
- parents/carers require support in order to safeguard their children;
- a Multi-Agency Child meeting is required;
- any of the perpetrators and/or victims require additional support. This may lead to the offer of early help services.

The DSL will make a judgement about whether or not a situation in which the non-consensual sharing of nude or semi-nude images and/or videos within a small number of children in a known friendship group with no previous concerns constitutes an aggravated incident; or whether the school is able to contain the situation in partnership with all parents of the pupils involved, arrange for the parents to ensure that all indecent images are deleted and that the children involved learn from the incident in order to keep themselves safe in future.

In the latter instance, the DSL will usually consult with the Police and/or Children's Social Care to check that no other relevant information is held by those agencies and to ensure an agreed response is documented before proceeding.

Viewing the imagery - adults should **not** view youth produced sexual imagery unless there is good and clear reason to do so. Wherever possible, the DSL's responses to incidents will be based on what they have been told about the content of the imagery.

The DSL will take advice from Children's Social Care and/or the Police and will never view nude or semi-nude images of pupils unless specifically advised to do so by a local authority social worker or Police officer with a view to ascertaining the nature of the image.

If so advised, the DSL will only view the image if it is established that viewing :

- is the only way to make a decision about whether the Police and/or Children's Social Care need to intervene (i.e. it is not possible to establish the facts from the young people involved);
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report;
- is unavoidable because a young person has presented an image directly to a staff member or nude or semi-nude images or videos have been found on a school device or network.

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

- never copy, print, share, store or save the image(s) because to do so is illegal. If that has already happened, the Police will be contacted for advice and to explain the circumstances;
- discuss and agree the decision to do so beforehand with the headteacher/CE and only after being asked to view the image by a social worker or Police officer; ensure viewing is undertaken by the DSL or Deputy DSL with delegated authority from the headteacher/CE;
- ensure viewing takes place with another member of staff present in the room, ideally the headteacher/CE, another DSL or a member of the senior leadership team. The other staff member does not need to view the image/s;

- wherever possible, ensure viewing takes place on school premises, ideally in the headteacher/CE or DSL's office;
- ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery;
- record how and why the decision was made to view the imagery in the pupil's safeguarding record, including who was present, why the nude or semi-nude images were viewed and any subsequent actions. Ensure the record is signed and dated and meets any appropriate wider standards, e.g. such as those set out in statutory safeguarding guidance and SP policies and procedures;
- if any devices need to be taken and passed onto the Police, the device(s) will be confiscated and the Police will be called. The device will be disconnected from Wi-Fi and data and turned off immediately to avoid imagery being removed from the device remotely through a cloud storage service. The device(s) will be placed in a secure place, for example in a locked cupboard or safe, until the Police are able to collect it from school.

Deletion of images - if the school has decided that other agencies do not need to be involved, then consideration will be given in consultation with parents/carers to deleting nude and semi-nude images and videos of children from devices and online services to limit any further sharing of the images/videos.

16. Support for pupils, families and staff involved in a child protection issue

Child abuse, exploitation and neglect is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils, their families, and staff by:

- taking all suspicions and disclosures seriously;
- nominating a link person (usually the DSL) who will keep all parties informed and be the central point of contact;
- when a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest;
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety;
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies;
- storing records securely;
- offering details of helplines, counselling or other avenues of external support;
- following the procedures laid down in our child protection, whistleblowing, complaints and disciplinary procedures;
- co-operating fully with relevant statutory agencies.

17. Complaints procedure

The Trust complaints procedure will be followed when a pupil or parent raises a concern about poor practice towards a pupil that initially does not require a safeguarding response. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by the headteacher, other members of the senior leadership team and trustees. An explanation of the complaints procedure is included in the safeguarding information for parents.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

Complaints which escalate into a child protection concern will automatically be managed under the school's child protection procedures.

18. Staff reporting concerns about a colleague or other adult who works with children (Whistleblowing)

Staff who are concerned about the conduct of a colleague or any adult working in, with or on behalf of the school towards a child are undoubtedly placed in a very difficult situation. Those adults include visiting practitioners; temporary staff; trustees; volunteers; employees/volunteers working in premises/locations that the school uses for offsite/ residential visits and activities; and adults/volunteers working with children on school premises on behalf of a provider/organisation subject to a hiring or rental agreement. Staff may worry that they have misunderstood a situation, and they will wonder whether a report could jeopardise a colleague or other practitioner's career. All staff must remember that the welfare of the child is paramount.

The school's whistleblowing procedure is outlined in a separate policy and enables staff to raise concerns or allegations in relation to any colleague or adult as listed above, initially in confidence, and for a sensitive enquiry to take place.

Staff are trained and expected to report all concerns (including concerns that arise online and offsite) about poor practice or possible child abuse, exploitation or neglect by adults who work with children in or on behalf of the school to the headteacher to facilitate proactive and early intervention in order to maintain appropriate boundaries and a safe culture that protect children and reduce the risk of serious abuse in school. Those concerns include allegations of concerns that may meet the harm test as defined in Keeping Children Safe in Education 2026; and also anything – both serious and seemingly minor - contraventions of the school's staff behaviour policy (code of conduct), referred to in KCSiE 2026 as 'low level concerns'.

However, KCSiE 2026 states that all concerns including 'low-level concerns' should be recorded in writing, to include the details of the concern, the context in which they arose and the action taken; and that the name of the individual sharing their concerns should also be noted but that if the individual wishes to remain anonymous then that should be respected as far as is reasonably possible. NB The term 'low-level concern' does not mean that the concern is insignificant: it simply means that the behaviour towards a child may not be deemed to meet the harm threshold or require referral to the Local Authority Designated Officer (LADO). For additional information about how to report a low level concern, [refer to appendix 2].

Staff are also encouraged to feel confident to self-refer to the headteacher when they have found themselves in a situation that could be misinterpreted or might appear compromising to others; or, on reflection, they recognise that their behaviour might be deemed to have contravened the staff behaviour (code of conduct) policy and/or to have fallen below expected professional standards.

Staff may also report concerns about suspected abuse, exploitation or neglect directly to Children's Social Care or the Police if they believe direct reporting is necessary to secure action to safeguard children.

Staff can also contact the Local Authority Designated Officer (LADO), who is responsible for the co-ordination of responses to allegations against people who work with children (see additional details in section 19 below). The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 between 8.00a.m. and 8.00p.m., Monday to Friday or e mail help@nspcc.org.uk. Information is also available on the NSPCC website at <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>.

Contact numbers for the chair of trustees, the LADO, Children's Social Care and the NSPCC whistleblowing helpline are all displayed on the safeguarding noticeboard in the staff room.

19. Managing allegations against staff (including supply staff, trainee teachers, volunteers and contractors)

When an allegation is made against a member of staff (including trainee teachers, supply staff, volunteers and contractors), set procedures must be followed. The full procedures for dealing with allegations against staff can be found in Part 4 of KCSiE 2026 and in the LLRSCB procedures.

As required by KCSiE 2026, all allegations in respect of an individual who works (permanently or temporarily) or volunteers at the school that fulfil any of the following criteria (the harm test) will be reported to the Local Authority Designated Officer (LADO) within one working day:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The LADO's contact details are at the start of this policy. To make a referral click on this link and complete the online form [Report a childcare worker or volunteer | Leicestershire County Council](#)

All allegations against former members of staff or volunteers that meet the criteria will also be referred to the LADO in the first instance. On occasions, the LADO may not be able to advise about and/or co-ordinate the response to historical allegations because the current whereabouts of the former member of staff or volunteer are unknown and/or it is unknown whether the individual is currently employed or volunteering in a role involving work with children. In any such circumstances and following advice from the LADO, the matter will be reported to the Police.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. However, in some cases staff may be suspended where this is deemed to be the best way to ensure that allegations are investigated fairly, quickly and consistently and that all parties are protected. In the event of suspension, the school will provide support and a named contact for the member of staff.

Staff, parents and trustees are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites. In accordance with Keeping Children Safe in Education 2026, the school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

It is the headteacher's responsibility to contact and refer to the LADO when necessary. The only exceptions are when the allegation is against the headteacher, in which instance the chair of trustees or the CE will undertake that responsibility; or where a member of staff is concerned that appropriate action has not been taken by the headteacher and/or chair of trustees/CE in relation to an allegation against somebody who works at the school or feels anxious about reporting to those individuals, in which instance the member of staff should contact the LADO directly in order to safeguard children. The LADO's contact details are above and are readily accessible and visible to staff on the safeguarding noticeboard in the staffroom.

In the event of a member of permanent or temporary staff, volunteer or contractor being dismissed or removed due to safeguarding concerns or they would have been had they not resigned, the school will fulfil its legal duty to make a referral to the Disclosure and Barring Service (DBS). Failure to refer when the criteria are met is a criminal offence.

Furthermore, where a permanent or temporary teacher is dismissed or the school ceases to use the services of a teacher because of serious misconduct or might have dismissed them or ceased to use their services had they not left first, the school must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).

20. Managing 'low level concerns' about staff conduct (including trainee teachers, supply staff, volunteers and contractors)

Upon receipt of an allegation or concern about a member of staff's conduct that is in breach of the staff behaviour (code of conduct) policy but may not meet the harm test as above (defined in KCSiE 2026 as a 'low level concern'), the headteacher or chair of trustees/CE will have a decision to make about an appropriate and proportionate response in order to maintain the school as a safe environment for pupils/students to learn and staff to work in.

In the event that the headteacher, chair of trustees or CE are not certain whether or not the allegation/concern meets the harm test, they will always contact the LADO for advice. Once it has been established that the allegation or concern does not meet the harm test, actions will continue as detailed in the low-level concern policy in Appendix 2.

21. Staff Training

It is important that all staff have training to enable them to recognise when a child is upset, worried, anxious or in any way different from their usual presentation as a foundation for their understanding of the possible signs of abuse, neglect, exploitation and radicalisation both within and outside home environments and to know what to do if they have a concern. New staff, trustees who will have direct contact with children and volunteers will receive an explanation during their induction which will include:

- the school's child protection policy
- signs and symptoms of abuse, exploitation and neglect
- online safety, including staff responsibilities in relation to the school's ICT filtering and monitoring arrangements
- 'children' includes everyone under the age of 18
- child on child abuse
- extra-familial harms including criminal and sexual exploitation; county lines; trafficking and modern slavery; honour and faith-based abuse; serious violence; domestic abuse within intimate teenage relationships (including physical, sexual and emotional abuse; stalking, criminal and financial exploitation); and radicalisation;
- responding to disclosure of abuse, exploitation or neglect by a child
- reporting and recording arrangements including allegations against and 'low level concerns' about the conduct of staff and visiting professionals
- the staff behaviour policy (code of conduct) and
- the identity and role of the DSL and all Deputy DSLs
- the importance of always speaking to a DSL (or a deputy) if they are ever unsure about a child's safety, welfare or any other safeguarding issue
- the school's behaviour and anti-bullying policies

- the school's safeguarding response to children who are absent at the start or at any time of the school day
- Relevant parts of KCSiE 2026
- The Local Authority leaflet '*Safeguarding in Education – Child Protection and Safer Working Practice*'

All of the above will be explained before a new member of staff, trustee or volunteer has direct contact with children in school. The school's child protection policy, staff behaviour policy (code of conduct), anti-bullying policy and behaviour policy will be provided prior to the commencement of employment. There will be a written requirement that the individual reads these policies in advance of starting work at the school. The individual will then be given an opportunity to clarify any issues on their first day of work at the school and then asked to sign to confirm that they have read and understood all three policies and undertake to comply with them.

All staff, including the headteacher, volunteers and trustees will receive appropriate and regularly updated safeguarding and child protection training and thematic updates including online safety as required (at least annually) during inset days and regular discussions at staff meetings, to provide them with the requisite skills and knowledge to safeguard children effectively in line with statutory guidance, this policy, and any requirements of the SP.

All staff will be made aware of the increased risk of abuse, exploitation and neglect to certain groups, including children with special educational needs and disabilities, looked after children, previously looked after children, children with a social worker, young carers and risks associated with specific safeguarding issues including child sexual exploitation, child criminal exploitation, county lines activity, child on child abuse, sexual harassment and sexual violence in school, extremism, honour or faith-based abuse including female genital mutilation and forced marriage; and will receive training in relation to keeping children safe online.

The DSL and all deputy DSLs will attend training for newly appointed DSLs to provide them with the knowledge and skills required to carry out the role; and refresher training every two years. The DSL and all deputy DSLs will also undertake Prevent awareness training. Training will provide the DSL and all deputy DSLs with a good understanding of the DSL role, in accordance with Annex C of KCSiE 2025 and will include the processes, procedures and responsibilities of other agencies, particularly Children's Social Care.

In addition, the DSL and all deputy DSLs will attend training for newly appointed DSLs to provide them with the knowledge and skills required to carry out the role; and refresher training every two years. The DSL and all deputy DSLs will also undertake Prevent awareness training. Training will provide the DSL and all deputy DSLs with a good understanding of the DSL role, in accordance with Annex B of Keeping Children Safe in Education 2026 and will include the processes, procedures and responsibilities of other agencies, particularly Children's Social Care. In addition, the DSL and all deputy DSLs will update their knowledge and skills at least annually to keep up with any developments relevant to their role and will be supported to access inter-agency training as part of their continuing professional development.

All trustees will receive appropriate safeguarding and child protection (including online safety) training at induction to equip them with the knowledge to provide strategic challenge to test and assure themselves that the school's safeguarding policies and procedures are effective and support the delivery of a robust whole school approach to safeguarding. That training will be updated regularly (at least annually).

In addition, the headteacher (and/or other school leaders as appropriate) and at least one trustee will attend safer recruitment training and the school will ensure that there are at least two school leaders and/or trustees that have attended safer recruitment training within the past three years.

Supply staff and other visiting staff will be given the school's Visiting Staff Leaflet upon arrival at the school office and will meet with the DSL (or a deputy).

A record of all staff safeguarding training is maintained by the relevant DSL.

22. Safer recruitment and employment

As part of the commitment to safeguarding children, the Trust will endeavour to ensure that we do our utmost to employ only 'suitable' staff and allow only 'suitable' volunteers to work with children by complying with the requirements of Keeping Children Safe in Education 2026 alongside the Trust's and the SP Safer Recruitment policies

The Trust complies with the Independent Schools Standards regulations on recruitment and KCSiE 2026.

Safer recruitment means that all applicants will:

- complete an application form which includes their employment history and explains any gaps in that history;
- provide two referees, including at least one who can comment on the applicant's suitability to work with children;
- be interviewed by a panel of at least two school leaders/trustees, where at least one will have safer recruitment training, if shortlisted
- provide evidence of identity and qualifications;
- if offered employment, be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role. This will include: an enhanced DBS check and a barred list check for all employees and all volunteers engaged in Regulated Activity;
an enhanced DBS check for all trustees (not including associate members), which will only include a barred list check for governors involved in Regulated Activity; an enhanced DBS check without a barred list check for all volunteers not involved in Regulated Activity but who have the opportunity of regular contact with children;
- if offered employment, provide evidence of their right to work in the UK;
- be interviewed by a panel of at least two school leaders/trustees, if shortlisted, and where at least one member will have attended safer recruitment training

The school maintains a single central record of recruitment checks (SCR) and this is updated and maintained by the HR Manager, Mrs Bhandna Bagga, in accordance with section 3 of KCSiE 2026. It is reviewed annually by the DSLs and the trustee with responsibility for safeguarding.

Schools are 'specified places' which means that all paid staff and all volunteers working directly with children on more than three days in a 30-day period; or overnight; (even if only once); or providing 'relevant personal care' (e.g. helping a child with eating and drinking for reasons of illness or disability or in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability – even if only once) or health care (care for children provided by, or under the direction or supervision of, a regulated health care professional – even if only once) will be engaged in Regulated Activity. A fuller explanation of Regulated Activity can be found in Part three of KCSiE 2026.

For full safer recruitment details and procedures please refer to the safer recruitment policy.

Within the Trust there are external providers (eg catering and cleaning companies, specialist coaches and supply teachers from an agency). The school obtains written confirmation from these providers that appropriate safeguarding checks have been carried out on individuals working on the premises ensuring those individuals are suitable to work with children.

The school will also:

- ensure that every job description and person specification for roles in school includes a description of the role holder's responsibility for safeguarding;
- send a criminal record self-disclosure pro forma to all shortlisted candidates, who will be asked to submit the completed self-disclosure for the attention of the interview panel before the date of interview;
- explore any convictions, cautions and other relevant issues disclosed by the candidate at interview;
- consider carrying out an online search in respect of all shortlisted candidates in order to identify any information about incidents or issues of concern that is publicly available online, which the school or college might want to explore with the candidate at interview
- explore any issues arising from online searches with the candidate at interview;
- ask at least two value-based questions at interview for every role in school about the candidate's attitude to safeguarding and motivation for working with children;
- verify the preferred candidate's mental and physical fitness to carry out their work responsibilities;
- obtain references for all shortlisted candidates, including internal candidates;
- carry out additional or alternative checks for applicants who have lived or worked outside the UK;
- ensure that applicants for teaching posts are not subject to a prohibition order issued by the Secretary of State;
- check that an applicant for a management position is not the subject of a section 128 direction made by the secretary of state prohibiting or restricting her/him from taking part in the management of an independent school, academy or free school;

All new members of staff and volunteers will undergo a safeguarding induction that includes familiarisation with the school's child protection and safeguarding policy, staff behaviour (code of conduct) policy, behaviour policy, anti-bullying policy other issues as detailed in this policy and identification of their child protection training needs.

All staff are required to sign to confirm they have received a copy of the child protection policy, staff behaviour (code of conduct) policy, anti-bullying policy and behaviour policy.

In addition, all relevant staff (teachers, teaching assistants, other classroom-based staff, lunchtime supervisors and members of the senior leadership team, and all those who work in before or after school care for children under eight) are made aware of the disqualification from providing childcare legislation at the commencement of their employment.

The school obtains written confirmation from supply agencies and third-party organisations that they have satisfactorily undertaken all appropriate checks in respect of individuals they provide to work in the school that the school would have undertaken if they were employing the individual directly; and that those individuals are suitable to work with children.

In addition, when the agency or third-party organisation has obtained an enhanced DBS certificate, which has disclosed any matter or information, or any information was provided to the employment business, the school will obtain a copy of the DBS certificate from the agency.

The school is required to obtain a copy of an enhanced DBS certificate from any agency or third-party organisation providing a member of staff to work in the school, irrespective of whether any matter or information is disclosed.

Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained confirming their suitability to work with children.

Volunteers

Volunteers will undergo checks commensurate with their work in school and contact with pupils. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised or be allowed to engage in Regulated Activity.

Supervised volunteers

Volunteers who do not undertake Regulated Activity will undergo the safer recruitment checks appropriate to their role, in accordance with the school's risk assessment process and statutory guidance

Contractors

The school checks the identity of all contractors and their staff on arrival at the school and requests evidence of DBS checks where appropriate as detailed above. As required by statutory guidance, where contractors and/or their staff are engaged in Regulated Activity, barred lists are also requested. Contractors and any of their staff who have not undergone checks will not be allowed to work in unsupervised or Regulated Activity.

23. Site security

Visitors to the school, including contractors, are asked to sign in and are given an identity badge, which confirms they have permission to be on site. A coloured lanyard indicating their level of access while on site will be issued on arrival by the office staff, who will confirm their identity and provide an information for visitors leaflet on their first visit. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety arrangements to ensure children in school are kept safe. The headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

24. Behaviour

There are separate behaviour and anti-bullying policies and procedures for each school within the Trust and these are reviewed regularly by the board of trustees. They are shared with all staff before they start working with children as part of their induction. The policies are available transparent to staff, parents and pupils and are available on our school websites.

The Trust's approach to behaviour is characterised by our wider emphasis on the importance of kindness, mutual respect and everybody's right to feel safe; and our belief that children learn how to behave safely by being supported and treated with respect by emotionally attuned adults, not by extrinsic rewards or punitive sanctions. Staff are trained and expected to model those core values through their day-to-day interactions with children and each other so that children learn by example and experience. We are therefore committed to helping children to understand and embrace a small number of rules, specific to each school, which are consistent with our core values and aimed at supporting children to behave safely.

The Trust recognises that children's behaviour is a form of communication and is committed to understanding what children are communicating in order to support them to feel safe and behave safely. Children may behave unsafely due to their developmental level; specific needs and understanding of the world around them; or due to previous or current trauma.

The Trust recognises that, in order to behave safely, children need to feel safe and it is therefore fundamentally important that staff are emotionally attuned to and available to pupils/students at all times in order to be trauma responsive. Staff are trained and expected to recognise that any pupil/student arriving at school not feeling safe – e.g. because of their lived experiences at home, during their journey to school or material they have seen or received online including child-on-child abuse - will need support from a trusted member of staff to regulate and develop the capacity to self-regulate their emotions. Staff are therefore trained and expected to develop a range of safe strategies to respond supportively to children's behaviour which they may find challenging; as opposed to 'managing' children's behaviour.

Keeping Children Safe in Education 2026 highlights that there are limited circumstances when it is appropriate for staff in schools to use 'reasonable force' to safeguard children.

This can range from guiding a child to safety by the arm to more extreme circumstances such as breaking up a fight or when a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is necessary for the least amount of time', the application of which will depend on the circumstances.'

The school trains and expects staff to deploy every possible strategy to prevent the need for physical intervention. Those strategies would include de-escalation whenever there is a threat of violence or aggression towards an individual or property; communicating calmly with children; using non-threatening verbal and body language; helping children to recognise their own 'triggers' and 'early warning signs', and distracting or helping children to see a positive way out of a difficult situation.

However, the school supports staff to intervene physically and to use reasonable force when all of those strategies are unsuccessful in calming a situation; and a risk of physical harm to other children, adults or the child her/himself, serious damage to property or serious disruption to the school remains. Staff should always be able to demonstrate that any such intervention is reasonable, proportionate and necessary in the circumstances, is used for the shortest possible period of time, deploys the minimum force that is necessary and is never used as a sanction.

If staff are required to use reasonable force in response to risks presented by any child with special educational needs or disabilities (SEND), mental health issues or with medical conditions, they will take the additional vulnerability of those children into account. In accordance with its duties under the Equality Act 2010 in relation to making reasonable adjustments and its Public Sector Equality Duty, the school will also seek to reduce the occurrence of challenging behaviour and the need to use reasonable force with those children by planning positive and proactive behaviour support, for instance by drawing up individual behaviour plans for more vulnerable children and agreeing them with parents/carers.

For detailed information refer to the Trust policy Use of Reasonable Force written with regard to the DfE guidance [Use of restrictive interventions, including reasonable force, in school](#) (April 2026)

25. Searching

In accordance with DfE guidance Searching, screening and confiscation - Advice for schools - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf school staff can search a pupil for any item if the pupil

agrees but the member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

The headteacher and any member of staff authorised by the headteacher also has a statutory power to search pupils or their possessions, without consent, when they have reasonable grounds for suspecting that the pupil may have one or more of the following prohibited items in their possession: knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; indecent images of children; any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to or damage to the property of any person (including the pupil).

For detailed information refer to the Trust policy Searching, Screening and Confiscation

26. Record Keeping

As required by KCSiE 2026, all concerns, discussions and decisions made about safeguarding (including early support) and promoting the welfare of pupils - and the reasons for all decisions - will be recorded in writing using CPOMS.

All such records will include:

- a clear and comprehensive summary of the concern, including times and dates;
- details of how the concern was followed up and resolved, and
- a note of any action taken, decisions reached and the outcome.

The DSL will constantly monitor safeguarding records, making sure that they are clear, factual, and distinguish between observed concerns, professional opinion, and historical information.

The DSL will:

- ensure all safeguarding records are in a separate file for each child; separate from the child's generic school record; kept secure and in locked locations; and that electronic information is password protected;
- all written child protection and safeguarding information will be stored in a locked facility. All child protection records will only be made available to relevant individuals with a valid professional reason to see them; parents/carers subject to a subject access request; and children upon request, subject to consultation with parents/carers and partner agencies as deemed appropriate by the DSL.
- keep records in a meticulous chronological order;
- ensure that safeguarding information is transferred, reviewed and actioned promptly at all transition points, including in-year moves;
- ensure all safeguarding records are transferred - separately from the child's main pupil file - to the receiving school, college or other education establishment when a pupil moves. The DSL will do this as soon as possible, ensuring secure transit, and will ensure that confirmation of receipt of the records is obtained
- the DSL will also consider whether it is appropriate to share any information with a child's receiving school in advance of the child leaving so that the receiving school is able to support the child as effectively as possible and plan for her/his arrival (please also see next section).
- ensure that incoming safeguarding records are brought to the attention of other key staff such as deputy DSLs, the SENCO and designated teacher for looked after children when a child transfers in from another school.

Safeguarding and child protection records will be maintained independently from the pupil's school file and from other CPOMS records. Access to CPOMS safeguarding and child protection records will be restricted to the DSL and deputy DSLs and other staff on a need to know, incident by incident basis. A red safeguarding tab will appear on the homescreen of all pupils with a safeguarding concern to indicate that separate information is held.

Staff will record any safeguarding or child protection observations or concerns about a child on CPOMS. The same format will be used by staff to record and report any observations or concerns that suggest a child might benefit from early support or family help.

Although CPOMS is the preferred method, sometimes a paper record will be a more timely option for recording a concern, and will be necessary for visiting professionals who do not have access to CPOMS. Paper records should be signed, dated and passed to the DSL. The paper record will be scanned by the DSL to add to CPOMS chronology. In any record, where an opinion or professional judgement is recorded this should be clearly stated as such.

Staff are trained and expected to make a full record of all conversations with pupils relating to safeguarding concerns, whether or not the child makes some form of disclosure.

Pupil records will include, in addition to the name, address and age of the child, timed and dated observations describing the child's behaviour, appearance, demeanour, voice tone, facial expression, statements/remarks made to staff or other children and observations of interactions between the child, other children, members of staff and/or parents/carers that give rise to concern. When possible and without interpretation, the exact words spoken by the child or parent/carer will be recorded. Staff are also trained and expected to record their professional opinion/comment/reflection/ analysis of their concerns based on the facts in order to place the record in context for the DSL's future reference. Paper records will be signed, dated and timed by the member of staff making the record. Cor electronic records added to CPOMS this is recorded automatically.

At no time should a member of staff or other adult be asked to or consider taking photographic evidence of any injuries or marks to a child's person. CPOMS body maps should be used when necessary to clarify areas of injury, marks, bruising, or touching.

The DSL is responsible for ensuring that the record of all concerns, discussions, decisions made and the rationale for those decisions – including decisions about making and not making referrals to partner agencies such as children's social care, the Police or the Prevent program - provides unequivocal clarity about the nature of concerns and the action taken by the school in response to safeguard the child when the file is read retrospectively. This will also help in discussions with parents/carers about concerns, possible offers of early support or family help and/or the possible need to make referrals; and if/when responding to any complaints about the way a case has been managed by the school/college; or in the event of needing to share the record with partner agencies (for example in support of a referral to Children's Services or in a child protection conference); or if the record is required as evidence in any Court proceedings.

Child protection records form a part of a child's pupil record, which parents ordinarily have a right to see. Any pupil or parent wishing to access the pupil's child protection records will need to submit a subject access request in writing to the school for consideration. Access to the record will then be arranged but records may be redacted in line with the requirements of data protection laws if releasing information would place the child, or any other person, at risk of significant harm.

27. Confidentiality and Information Sharing

The school will manage and share confidential information about children in line with KCSiE 2026 and *Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers (HMG 2024)*

https://assets.publishing.service.gov.uk/media/66320b06c084007696fca731/Info_sharing_advice_content_May_2024.pdf

All staff are trained to understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil, family and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Data Protection laws place duties on the school and individual staff to process personal information fairly and lawfully and to keep the information they hold safe and secure.

However, data protection laws do not prevent or limit the sharing of information for the purposes of keeping children safe. Keeping Children Safe in Education (DfE 2026) states clearly that “Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children”.

In making decisions about whether or not to share information about children for safeguarding purposes, the school will take particular account of the ‘The seven golden rules for sharing information (including personal information)’, as follows:

1. All children have a right to be protected from abuse and neglect. Protecting a child from such harm takes priority over protecting their privacy, or the privacy rights of the person(s) failing to protect them. *The UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 (DPA) provide a framework to support information sharing where practitioners have reason to believe failure to share information may result in the child being at risk of harm.*
2. When you have a safeguarding concern, wherever it is practicable and safe to do so, engage with the child and/or their carer(s), and explain who you intend to share information with, what information you will be sharing and why. *You are not required to inform them, if you have reason to believe that doing so may put the child at increased risk of harm (e.g., because their carer(s) may harm the child, or react violently to anyone seeking to intervene, or because the child might withhold information or withdraw from services).*
3. You do not need consent to share personal information about a child and/or members of their family if a child is at risk or there is a perceived risk of harm. *You need a lawful basis to share information under data protection law, but when you intend to share information as part of action to safeguard a child at possible risk of harm, consent may not be an appropriate basis for sharing. It is good practice to ensure transparency about your decisions and seek to work cooperatively with a child and their carer(s) wherever possible. This means you should consider any objection the child or their carers may have to proposed information sharing, but you should consider overriding their objections if you believe sharing the information is necessary to protect the child from harm.*
4. Seek advice promptly whenever you are uncertain or do not fully understand how the legal framework supports information sharing in a particular case. *Do not leave a child at risk of harm because you have concerns you might be criticised for sharing information. If staff have such concerns, they are trained to speak to the DSL or a deputy DSL. The DSL will seek advice, which may include contacting the school’s legal advisor or Children’s Social Care or following the NSPCC’s safeguarding guidance.*
5. When sharing information, ensure you and the person or agency/organisation that receives the information take steps to protect the identities of any individuals (e.g., the child, a carer, a neighbour, or a colleague) who might suffer harm if their details became known to an abuser or one of their associates.
6. Only share relevant and accurate information with individuals or agencies/organisations that have a role in safeguarding the child and/or providing their family with support; and only share the information they need to support the provision of their services. *Sharing information with a third party rarely requires you to share an entire record or case-file – you must only share information that is necessary, proportionate for the intended purpose, relevant, adequate and accurate.*

7. Record the reasons for your information sharing decision, irrespective of whether or not you decide to share information. *When a partner agency requests information from the school and the DSL decides not to share it, the DSL will explain why they chose not to do so and will reconsider their decision if the requestor shares new information that might cause them to regard the information the school holds in a new light. The DSL will record the rationale for their decision and be prepared to explain their reasons if they are asked.* Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from the DSL, another SLT member or outside agency as required (e.g. Children's Social Care).

It is reasonable for staff to discuss day-to-day concerns about pupils with colleagues in order to ensure that children's general needs are met in school. However, staff should report all child protection and safeguarding concerns (including the possible need for early support or family help) to the DSL (or a deputy) or headteacher or – in the case of concerns about the headteacher – to the CE or chair of trustees. The person receiving the referral will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

KCSiE 2026 emphasises that the DSL or a deputy DSL should always be available to discuss safeguarding concerns but in exceptional circumstances where neither the DSL nor any appointed deputy DSL is available, that should not delay appropriate action being taken and staff should speak to a member of SLT or take advice from Children's Social Care if they are concerned about a child's immediate safety.

It is essential that school staff share information with relevant agencies for the purposes of keeping children safe and promoting their welfare. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

The DSL will normally obtain consent from the pupil and/or parents to share sensitive information within the school or with outside agencies. However, when there is good reason to do so, the DSL may share information without consent and will record the reason for not seeking consent.

When a pupil moves to another school the DSL will ensure a clear, structured written summary identifying current safeguarding concerns, relevant context and any ongoing support needs is provided. The summary will distinguish between current safeguarding concerns and historical information, ensuring that past issues are presented with appropriate context, with a concise summary of any current risks and concerns.

The DSL will also consider the need to share information with the new school/setting in advance of transferring the child protection file, particularly when the information would enable the new school/setting to put an immediate support plan in place for a child who has suffered abuse, neglect or exploitation, is looked after or was previously, has a social worker or is known to be vulnerable in any other way.

When an individual pupil has previously been involved in incidents indicating concerns about serious violence or harmful behaviours, proactive sharing of information with the new school will also inform an assessment of risk to other pupils in the school as well as the individual pupil.

When the school receives similar advance information from a previous school, the DSL will ensure the information is reviewed so that key risks and needs are clearly understood. If it is identified that the information received is unclear or incomplete, the DSL will contact the DSL at the previous school to seek clarification in order for the school to safeguard the pupil and other pupils effectively.

Information received from a child's previous school will be used to support the child, not disadvantage them.

When the information received indicates a risk to others and/or the individual pupil, e.g. a pupil has previously carried, been threatened with, or used a knife or weapon; or has displayed harmful sexual behaviours to other pupils, a written risk assessment will be undertaken and a safety and support plan drawn up for when the child arrives.

In all such circumstances of children transferring from or to another school, the DSL will speak to the DSL at the other school to inform the planning of effective safeguarding of all pupils.

If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the DSL, who will discuss the request with the CE.

Information sharing will take place in a timely and secure manner and where:

- it is necessary and proportionate to do so; and
- the information to be shared is relevant, adequate and accurate.

Information sharing decisions will be recorded, whether or not the decision is taken to share.

All staff must be aware that they cannot promise a child/parent to keep secrets.

All safeguarding and child protection information will be handled in line with the principles of the Data Protection Act 2018, which require that sensitive information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure.

All child protection records will only be made available to relevant individuals with a valid professional reason to see them; parents/carers subject to a subject access request; and children upon request, subject to consultation with parents/carers and partner agencies as deemed appropriate by the DSL.

Every effort will be made to prevent unauthorised access to sensitive information. Any sensitive information that needs to be stored on portable devices such as laptop computers or tablets or on portable media such as a CD or flash drive will be password protected or encrypted and kept in locked storage.

The school's policy on confidentiality and information-sharing is available to parents and pupils on request.

28. Extended school, offsite arrangements and use of school premises for non-school activities

All extended and offsite activities are subject of a risk assessment to satisfy health and safety and safeguarding requirements. When our pupils attend offsite activities, including day and residential visits and work-related activities, the school will ensure that effective child protection and whistleblowing arrangements are in place.

As per day-to-day arrangements in school, pupils will not be allowed to use toilets designated for the opposite biological sex. Children aged 11 years or older at the start of the school year will not be allowed or required to undress in front of a child of the opposite biological sex. When responding to a request to support social transition by a

gender-questioning child, the school will not allow the child to access sleeping accommodation, changing rooms, showers or toilets designated for the opposite sex. If a gender-questioning child does not want to use the sleeping accommodation, changing rooms, showers or toilets designated for their sex, the school will do everything possible to provide an alternative facility without compromising the provision of single-sex facilities, e.g. by using a separate fully enclosed room or by using existing facilities at separate times. Clear records will be made of any such situation.

When services or activities are provided by the governing body or proprietor under the direct supervision or management of school staff, this child protection policy and procedures will apply.

Where the Board of Trustees provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection (this policy) will apply.

When hiring or renting the school's facilities to external organisations or individuals (for example community groups, sports associations and service providers that run community or extra-curricular activities), the board of trustees will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures (including safer recruitment procedures) in place to keep children safe; will inspect those as necessary; and will put arrangements in place for the external body to liaise with the school in respect of these matters as appropriate. This applies regardless of whether or not the children who attend any services or activities provided by the external body are children on the school roll.

The board of trustees will also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; with the stipulation that failure to comply with the arrangements will lead to termination of the agreement.

The trust will refer to the code of practice *Keeping Children Safe in Out of School Settings (DfE 2023)* to identify and support groups/organisations/associations using school premises to understand the required safeguarding arrangements.

All staff are required to report any concerns about the conduct of adults using the school premises or involved in school business (including offsite and online) to the headteacher in the same way they would report concerns about the conduct of school employees (please refer to section 18).

29. Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse and exploit children through taking or using images, so we must ensure that we have some safeguards in place. The increasing misuse of artificial intelligence (AI) by some individuals to generate child sexual abuse images further highlights the need for those safeguards.

To protect pupils the trust will:

- seek their consent for photographs or video images to be taken;
- seek parental consent;
- ensure pupils are appropriately dressed; and
- encourage pupils to tell us if they are worried about any photographs/images that are taken of them.

Furthermore, when using images for publicity purposes (e.g. on our website or in newspapers or publications), the trust will:

- avoid naming children when possible;
- if it is necessary to name children, use first names rather than surnames;
- ensure that images are stored securely and used only by those authorised to do so.

For the protection of pupils and staff, only school owned equipment will be used to record and store images taken by staff or volunteers on the school site or during offsite school activities including residential visits.

Parents are welcome to take still photographs of their own children during school activities, subject to other restrictions notified to parents in advance in writing or verbally (e.g. parents may be asked not to take photographs during concerts/performance in order not to distract children who are performing or other audience members).

Parents must not publish (including on social media) photographs of other children inadvertently captured during school events without the express permission of the parents of those children.

Parents are welcome to video record their own children only during school activities, subject to the same terms and conditions as for photographs above.

Visiting practitioners who work directly with children are subject to the same restrictions as school staff and volunteers in respect of recording and storing images of children. However, some visiting professionals are permitted to record images of the premises only, specifically for professional purposes and in order to support the school, e.g. professionals providing advice or preparing quotations for work such as maintenance, health and safety and building.

30. Online Safety including use of mobile phones and filtering and monitoring arrangements

The trust complies with statutory guidance Mobile phones in schools - GOV.UK, which requires that pupils in all schools do not have access to their mobile phones throughout the school day including during lessons, the time between lessons, breaktimes and lunchtime.

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

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

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

conduct: online behaviour that increases the likelihood of, or causes, harm; for example: making, sending and receiving explicit images including those generated by AI and online bullying; and

commerce: risks such as online gambling, inappropriate advertising, phishing and and/or financial scams. If the school has any reason to believe that any pupil or member of staff is at risk from phishing, a report will be made to the Anit-Phishing Working Group (<https://apwg.org/>)

All staff receive online safety training and are trained to be vigilant about and to report any concerns about risks to children online in the same way that they notice and report offline concerns. The school's online safety and acceptable use policy explains our approaches to keeping pupils safe in school and protecting and educating pupils

in the safe use of technology including ways for them to report any harmful, distressing or abusive online content, contact, conduct or commercial activity.

The trust's online safety co-ordinator is: Michael Jones (IT Manager).

The school complies with the standards Meeting digital and technology standards in schools and colleges <https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-core-standard> <https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-core-standard>.

In accordance with those standards, the school has appropriate filters and monitoring systems in place to protect children from potentially harmful online material when they use school-owned devices and access the school's internet connection.

The DSL and wider safeguarding team have the lead responsibility for online safety measures, including filtering and monitoring arrangements and the school's use of generative artificial intelligence (AI), and work in partnership with the IT Manager to ensure the measures are effective in keeping children safe and they receives all reports/alerts of safeguarding concerns arising from filtering and monitoring.

The arrangements are overseen and reviewed at least annually by the Board of Trustees. The review process includes considering the number of and age range of the children, those who are potentially at greater risk of harm, how often they access the IT system alongside the proportionality of costs versus safeguarding risks. The appropriateness of any filtering and monitoring systems will, in part, be informed by the Prevent Duty risk assessment.

To fulfil the filtering and monitoring requirements, the school (led by the IT Manager and the DSL) will:

- ensure roles and responsibilities to manage filtering and monitoring systems are adequately allocated and fulfilled.
- review filtering and monitoring provision at least annually with the Safeguarding and Well-being Committee (a sub-committee of the Board of Trustees).
- meet at least termly (more often if a specific need arises) to review filtering and monitoring review and to discuss the standards with the leadership team, and IT staff to ensure the school meets the standard published by the [Department for Education filtering and monitoring standards](#).
- use a filtering system to block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have monitoring strategies in place. For LGJS, staff are considered to be the most effective monitoring system. While children are using school devices it is recommended that staff are a visible and mobile presence, overseeing use.
- monitor and discuss reports created by the filtering system and amend or enhance filtering and monitoring procedures as necessary.
- remind staff that they have a duty to record and report concerns about filtering and monitoring to safeguard children. This is further detailed in the online safety policy which is available on the school website.
- maintain the filtering and monitoring standards and communicate these to our pupils, parents and any visitors who provide teaching to the children.

In order to safeguard pupils/students from risks associated with artificial intelligence (AI), the school will operate in accordance with DfE guidance [Generative artificial intelligence \(AI\) in education - GOV.UK](#); and guidance provided by the [Internet Watch Foundation](#)

The school also recognises the risks of cyber-crime as highlighted in KCSiE 2026 and operates in accordance with the cyber security standards – see [Meeting digital and technology standards in schools and colleges - Cyber security: core standard - Guidance - GOV.UK](#)

For further information refer to the school policies: Pupil use of IT, Online safety, Pupil Behaviour

31. Safeguarding pupils accessing remote education and virtual learning including communication between staff

When staff are delivering lessons remotely or communicating with pupils virtually (e.g. to children unable to attend school due to health issues or a pandemic, or on snow days), all such lessons and communication will be delivered and undertaken in accordance with the school's child protection, staff behaviour (code of conduct), behaviour and acceptable use of ICT policies. This will ensure that the school's filtering and monitoring software is enabled.

The trust engages, informs and regularly reminds parents/carers about the importance of children being safe online. Information will be provided for parents/carers about what their children are being asked to do online, the sites they will be asked to access and which school/college staff their children will be interacting with online.

The trust will take account of DfE guidance [Safeguarding and remote education in relation to the planning and delivery of remote and virtual learning](#); and [Providing remote education for schools](#) as well as nationally recognised guidance including guidance from the NSPCC and UK Safer Internet Centre. Staff will always use school owned devices and accounts for the delivery of online lessons.

When possible, applications that facilitate the recording of lessons will be used subject to data protection and retention/storage guidelines. School leaders will randomly sample recorded lessons in order to safeguard pupils/students and staff and to ensure that policies are being followed.

When delivering online/virtual lessons on a one-to-one basis or communicating with vulnerable children who are not attending school via video chat, staff will speak to parents/carers before lessons/conversations commence and when they finish before logging off.

The school will request and obtain written consent from parents/carers including consent to record lessons and video conversations before staff communicate with children online.

It is important that all staff who interact with children online continue to look out for signs that a child may be at risk, distressed for some reason or vulnerable in some other way; and report and record any concerns to the DSL in the normal way. The DSL will respond to any such concern as they would any other safeguarding concern.

The school will ensure that online learning tools and systems are used in line with privacy and data protection/GDPR requirements.

Online/virtual lessons should be timetabled and the headteacher or DSL will be able to drop into any virtual lesson at any time – the online version of entering a classroom for pupil/student welfare and safeguarding purposes.

Staff delivering online/virtual teaching will be expected to display the same standards of dress and conduct that they would when working face to face in school, modelling appropriate behaviour and presentation to pupils/students and parents.

Below are other issues that staff need to take into account when delivering online/virtual lessons or communicating with children online, particularly where webcams are used:

- Staff and children must be fully dressed and wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example not in bedrooms; and the background should be blurred. If it is not possible to blur the background, staff must consider what children can see in the background and whether it would be appropriate in a classroom. This includes photographs, artwork, identifying features, mirrors etc.
- Staff will ensure that resources and videos used are age appropriate – the child may not have support immediately to hand at home if they feel distressed or anxious about content.
- Live classes will be kept to a reasonable length of time so that children do not have too much screen time and in order to minimise disruption for the family.
- Language must be professional and appropriate, including that used by any family members in the background.
- Staff must only use platforms specified by senior managers and approved by the school's ICT manager/co-ordinator for communication with pupils.
- Staff should record the length, time, date and attendance of any sessions held.

Staff members delivering lessons or communicating with children online/virtually will raise any issues in respect of inappropriate dress, setting, behaviour etc with the child and/or parent immediately and will end the online interaction if necessary. Any such incident will be recorded and reported to the DSL.

If a staff member believes that a child or parent is recording a lesson or conversation without prior consent, the lesson will be brought to an end or the child will be logged out immediately.

In rare and exceptional circumstances where staff urgently need to contact a pupil or parent by telephone and do not have access to a school-owned device, they will discuss this with a senior member of staff. If it is agreed there is no alternative to using a personally owned device, staff members will always use 'caller withheld' to ensure the pupil and/or parent is not able to identify the staff member's personal contact details.

Staff also receive advice regarding their personal online activity, use of social networking and electronic communication with pupils, about which there are strict rules in the staff code of conduct. Staff found to be in breach of these rules may be the subject of a referral to the LADO and/or may be subject to disciplinary action.

32. Child protection procedures

Recognising abuse, neglect and exploitation

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse, neglect and exploitation.

All staff are trained to understand that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse, neglect and exploitation so that staff are able to identify situations in which children may be in need of help or protection.

All staff are aware that abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap. All staff are trained to consider whether children are at risk of abuse or exploitation in situations outside their families including online.

Abuse, neglect and exploitation are forms of maltreatment of children (see *Child sexual exploitation and child criminal exploitation* below). Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child alone at home without adult supervision.

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.

Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse. Staff are trained to understand and recognise indicators of all four categories of abuse as defined below.

Staff who regularly come into contact with children are aware of the DfE guidance [‘What to do if you’re worried a child is being abused’](#). This link is shared with staff annually and during induction. There is additional information on the safeguarding partnership websites. [Safeguarding Children Partnerships](#)

The four main categories of child abuse are as follows:

1. Physical Abuse
2. Emotional Abuse
3. Sexual Abuse
4. Neglect

Definitions and indicators of abuse and neglect

Abuse - a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

Emotional abuse - the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include verbal abuse, such as persistent criticism, belittling, or name calling as well as 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 expectation being imposed on children. These may include interactions that are beyond a child's developmental capability as well as over protection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse - involves forcing, causing or inciting 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 penetration with an object) 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 to look at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and **all** staff should be aware of it and of their school or colleges policy and procedures for dealing with it. Children are more likely to know their abuser than not, and under-13s can never legally consent to sexual activity.

Neglect - the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, because 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); ensure access to appropriate medical care or treatment; or provide suitable education. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Definitions taken from Working Together to Safeguard Children (DfE 2026).

Indicators of abuse

Physical signs define some types of abuse, for example bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For those reasons it is vital that staff are also aware of the range of behavioural indicators of abuse, exploitation and neglect; and report any concerns to the DSL.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused, exploited or neglected may:

- have bruises, bleeding, burns, fractures or other injuries;
- show signs of pain or discomfort;
- keep arms and legs covered, even in warm weather;
- be concerned about changing for PE or swimming;
- look unkempt and uncared for including dirty, damaged, unsuitable or ill-fitting clothing; ·
- smell of urine, faeces, body odour, vomit, or cannabis
- change their eating habits;
- have difficulty in making or sustaining friendships; ·
- appear fearful;
- be reckless with regard to their own or others' safety;
- self-harm;
- miss school and/or arrive late without explanation; and/or persistently;
- show signs of not wanting to go home;
- display a change in behaviour, e.g. from quiet to aggressive, or happy-go-lucky to withdrawn; ·
- challenge authority;
- become disinterested in their schoolwork;
- be constantly tired or preoccupied; ·
- be wary of physical contact;
- be involved in, or particularly knowledgeable about drugs, drug taking and/or alcohol misuse;
- display sexual knowledge or behaviour beyond that normally expected for their age and/or stage of development;
- acquire gifts such as money or a mobile phone from new 'friends' or adults recently acquainted with the child's family; and/or
- appear overly anxious about receiving messages on or preoccupied with a mobile phone or other internet-enabled device

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw and each small piece of information will help the DSL to decide how to proceed.

It is very important that staff report all of their concerns, however minor or insignificant they may think they are – they do not need 'absolute proof' that the child is at risk.

All staff and volunteers working within the trust are aware of the indicators of abuse, exploitation and neglect (handed out at induction) and know that recognising these indicators is vital for early identification, thereby enable support to be offered.

Impact of abuse

The impact of child abuse, neglect and exploitation should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach and the rest of their childhood and their adulthood may be characterised by one or more of the following: anxiety, depression or other mental health difficulties, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships, unfulfilled potential and long-term physical health difficulties.

Taking action

Any child in any family in any school could become a victim of abuse, exploitation or neglect. Staff should always maintain an attitude of "It could happen here". That includes the likelihood that child-on-child abuse happens in every school.

Key points for staff to remember when taking action are:

- in an emergency take the action necessary to protect the child, for example, call 999;
- report your concern to the DSL as quickly as possible – immediately when there is evidence of physical or sexual abuse or exploitation and certainly by the end of the day;
- do not start your own investigation; share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;
- complete a record of concern, using CPOMS; and
- seek support for yourself if you are distressed or need to debrief.

If a member of staff or volunteer is concerned about a pupil's welfare

There will be occasions when staff suspect that a pupil may be at risk without unequivocal evidence. The pupil's behaviour or normal presentation may have changed; their artwork could be unusual or bizarre; they may write stories or poetry that reveal confusion or distress; or staff may notice physical but inconclusive signs. In these circumstances, staff will try to give the pupil the opportunity to talk while remembering that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected; and/or they may not recognise their experiences as harmful.

The signs that staff notice may be due to a variety of factors, for example a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. Staff are encouraged and supported to ask pupils if they are OK, if there is anything the child would like to talk to them about and if they can help in any way. Staff are trained to do this by asking appropriate open questions which do not lead the child in any particular direction but invite the child to talk about anything if they wish to.

Staff are expected to use CPOMS to record these early concerns and should make a full record of all conversations with pupils relating to safeguarding concerns, whether or not the child makes some form of disclosure. If the pupil does begin to reveal that they are being harmed, staff should follow the advice below. If the member of staff remains concerned after an initial conversation with the pupil, they should discuss their concerns with the DSL.

Concerns which do not meet the threshold for child protection intervention will be managed through the Early Support and Family Help process as in section 5 of this policy.

If a pupil discloses abuse, exploitation or neglect to a member of staff or volunteer

It takes a lot of courage for a child to disclose that they are being abused, exploited or neglected. They may feel ashamed, particularly if the abuse or exploitation is sexual. Their abuser may have threatened what will happen if they tell. They may have lost all trust in adults. Or they may believe, or have been told, that the abuse or exploitation is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing including child-on-child abuse, the staff member will need to let the pupil know that they must pass the information on – staff are not allowed to keep unsafe secrets. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen but if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

During PSHE lessons pupils from Year 2 upwards will have been taught about confidentiality and will generally understand the concept of safe and unsafe secrets. They should have a good knowledge and understanding of why staff cannot keep some information confidential but also know that information is passed on to specific people on a 'need to know' basis only.

During conversations with pupils about potential safeguarding concerns, staff are trained and expected to:

- allow the child to speak freely;
- remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener;
- give reassuring nods or words of comfort – ‘I’m glad you told me’/‘Thank you for telling me’; ‘You’re doing very well’; ‘I believe you’; ‘What happened to you is not your fault’/‘This isn’t your fault’; ‘I’m going to do what I can to help you’;
- not be afraid of silences – staff must remember how hard this must be for the pupil;
- under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil’s mother think about it; (however, it is reasonable to ask questions to clarify understanding and to support a meaningful referral if that is required, e.g. ‘when did this happen?’, ‘where did this happen?’);
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on;
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused;
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be the staff member’s way of being supportive but may be interpreted by the child to mean that they have done something wrong;
- tell the pupil what will happen next;
- let the pupil know that someone (either the member of staff or another named person, e.g. the DSL) will come to see them before the end
- report verbally to the DSL immediately (or headteacher if the child has made an allegation against a member of staff);
- write up their conversation as soon as possible on CPOMS and pass it to the DSL (or headteacher if the child has made an allegation against a member of staff, using a low level concern form (also called a care and concern form); and
- seek support if they feel distressed or need to debrief.

If a child is in immediate danger or risk of harm an urgent (same-day) referral will be made to First Response and/or police.

Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents/ carers. This must be handled sensitively and the DSL will make contact with the parent/carers in the event of a concern, suspicion or disclosure. Other staff should not notify parents/carers unless they are explicitly asked to do so by the DSL. Our focus is the safety and wellbeing of the pupil. Therefore, if the school believes that notifying parents/carers could increase the risk to the child or exacerbate the problem or create an undue delay, advice will be sought first from Children’s Social Care.

Making a referral to Children’s Social Care

KCSiE 2026 emphasises that the DSL (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns. The DSL will make a referral to Children’s Social Care (and if appropriate the Police) if it is believed that a pupil is suffering or is likely to suffer significant harm.

The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child or create undue delay. KCSiE 2026 also emphasises that all staff should be aware of the process for making referrals to Children’s Social Care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely

to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

Staff should ordinarily follow the reporting procedures outlined in this policy. However, as highlighted above, all staff should be aware of the early support and family help process and understand their role in it; and all staff should be aware of the process for making referrals to Children's Social Care and for statutory assessments under the Children Act 1989.

Any member of staff may therefore refer their concerns directly to Children's Social Care and/or the Police if:

- the situation is an emergency and the DSL, the deputy DSL, the headteacher and/or the chair of governors are all unavailable;
- they are convinced that a direct report is the only way to ensure the child's safety;
- for any other reason they make a judgement that a direct referral is in the best interests of the child.

In any of those circumstances, staff may make direct child protection referrals and share information without being subject of censure or disciplinary action. However, staff should inform the DSL and/or headteacher at the earliest opportunity that they have made a direct referral unless in their judgement doing so would increase the risk of harm to the child.

Statutory assessments

Children in need A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect; female genital mutilation or other honour or faith-based abuse; and extra-familial threats like radicalisation, criminal exploitation and sexual exploitation.

To make a referral under section 47 or to seek advice under section 17 use the contact details at the start of this policy based on the home address of the child. (It is worth noting that Oadby and Wigston are Leicestershire and not Leicester City). Further details are available in the LLRSCB manual [Welcome to the Leicester and the Leicestershire and...](#)

33. Extra-familial harms (contextual safeguarding)

Safeguarding incidents and/or behaviours can be associated with factors both outside children's home environments and outside school; and/or can occur between children outside the school/college including online. The DSL, deputy DSLs and all staff will consider the context within which such incidents and/or behaviours occur. Contextual safeguarding means that assessments of children should consider wider environmental factors present in a child's life that are a threat to their safety and/or welfare.

The school will listen to pupils, staff and parents/carers to develop its understanding of any times or locations before and after the school day when; and any locations in the locality of the school where they do not feel safe.

The school will also liaise with partner agencies to build further its understanding of the local context of the school to help co-ordinate a collective safeguarding response around the school day (please also refer to 'local contextual issues' at the end of this policy).

Staff will also be vigilant about any signs or indicators that would suggest children may be at risk in the community and/or online and will share intelligence with the Police in order to prevent children suffering harm. Some extrafamilial harms are likely to constitute significant harm and will therefore be referred to Children's Social Care as necessary. The school will provide as much information as possible when asked to do so as part of a police investigation and/or when making referrals to Children's Social Care, thus allowing any investigation or assessment to consider all the available evidence and the full context of any abuse or exploitation.

34. Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE) and County Lines

Both CSE and CCE are forms of abuse that occur when an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity

- (a) in exchange for something the victim needs or wants; and/or
- (b) for the financial advantage or increased status of the perpetrator or facilitator; and/or (c) through violence or the threat of violence.

All forms of child exploitation can be committed or facilitated by an organised network or gang; and the victim may identify as being part of this group. The victim may have been sexually and/or criminally exploited even if the sexual/criminal activity appears consensual. CSE and CCE do not always involve physical contact; they can also occur through the use of technology.

CCE and CSE can affect children, both male and female, and can include 16 and 17-year olds who can legally give consent to have sex and children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. This may constitute modern slavery.

In accordance with [*Modern slavery: how to identify and support victims - GOV.UK*](#), with school will make both child protection and modern slavery referrals when a child is identified as a potential victim of CCE and/or CSE.

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. CSE may also include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health.

It may also be linked to other criminal activity including trafficking and illegal drugs. 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. Victims may not recognise that as trafficking when it happens to them.

Criminal exploitation of children can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence. It can be perpetrated by individuals or groups; males or females; and young people or adults. It is typified by some form of power imbalance in favour of those perpetrating the exploitation. As well as age, the power imbalance can also be due to other factors including gender, cognitive ability, physical strength, status and access to economic or other resources.

Children and young people are often unwittingly drawn into sexual and/or criminal exploitation through grooming behaviour that may include the offer of friendship and care, gifts, drugs, alcohol and sometimes accommodation.

Child criminal exploitation may include activities such as:

- a child travelling outside the area in which she/he lives in order to transport, distribute or sell drugs or money for others by whom they are being exploited. This form of criminal activity and exploitation is referred to as county lines (see below);
- a child committing crimes on behalf of or at the behest of others because they, their friends or relatives have been threatened, deceived or manipulated;
- a child being forced or manipulated to shoplift or pickpocket;
- a child being forced or manipulated to threaten other young people or adults;
- a child being forced or manipulated to commit acts of serious violence;
- a child being forced or manipulated to commit some form of vehicle crime;
- a child being forced or manipulated to work in a cannabis factory;
- a child being forced or manipulated to commit crime in order to settle actual or fabricated debts;
- gang membership, which may lead to the child being exploited to do something illegal or dangerous in return for kudos/status in the gang;
- a child being encouraged or manipulated to commit crime via social media;
- a child receiving food, money, kudos or status in return for storing a weapon or drugs for others.

NB it is important for adults to be aware that both boys and girls can suffer criminal exploitation although their experience of it may be very different. Furthermore, boys and girls who suffer criminal exploitation are likely to be at greater risk of sexual exploitation. All staff are trained to be vigilant about and report indicators of CSE and CCE including:

- children appearing with money, clothes, mobile phones, etc. without plausible explanation;
- children who associate with other young people involved in exploitation;
- children having 'boyfriends', 'girlfriends' or associations with significantly older or controlling individuals or groups;
- children frequenting areas known for sex work and/or criminal activity;
- children who associate with gangs and/or become isolated from their peers/social networks;
- children self-harming or presenting with significant changes in their emotional well-being;
- children receiving excessive texts/phone calls;
- multiple callers (unknown adults or peers) to children;
- concerning use of internet or other social media by children;
- increasing secretiveness around children's behaviours;
- children displaying sexual behaviours beyond expected sexual development for their age and/or with sexually transmitted infections and/or becoming pregnant;
- children misusing alcohol and/or other drugs;
- children returning home or arriving at school under the influence of drugs and/or alcohol;
- children who go missing for periods of time or regularly come home late; and are subsequently found in areas away from their home;
- children who regularly miss school or education, have unexplained absences or do not take part in education;
- children being exposed to, perpetrating or is alleged to be the perpetrator of serious levels of violence (e.g. knife crime); and/or being manipulated or forced into excessive violence towards others by somebody who is exploiting them
- evidence or suspicions of children suffering physical or sexual assault.

Although the following vulnerabilities increase the risk of child sexual and/or criminal exploitation, it must be remembered that not all children with these indicators will be exploited and child sexual and criminal exploitation can occur without any of these issues:

- having a prior experience of neglect, physical and/or sexual abuse;
- lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- recent bereavement or loss;
- social isolation or social difficulties;
- absence of a safe environment to explore sexuality;
- economic vulnerability;
- homelessness or insecure accommodation status;
- connections with other children and young people who are being sexually and/or criminally exploited;
- family members or other connections involved in adult sex work and/or other criminal activity;
- having a physical or learning disability;
- being looked after (particularly those in residential care and those with interrupted care histories);
- issues/anxieties about sexual identity.

The schools within the trust teach children about consent and the risks of sexual and criminal exploitation in the PSHE and RSE curriculum. A common feature of sexual and criminal exploitation is that the child often does not recognise the coercive nature of the relationship and does not see her/himself as a victim.

The child may initially resent what she/he perceives as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

The trust acknowledges that victims of both CCE and CSE are not always recognised and can be criminalised for actions they take whilst under coercion despite professionals continuing to encounter cases where children are manipulated, groomed, and exploited without fully understanding the abuse they are experiencing.

The trust recognises the vulnerabilities of children who are criminally and sexually exploited and will always treat them as victims. It is not possible for a child to consent to be exploited, abused or trafficked, and they may not recognise that it is happening to them.

All staff are trained to report all concerns about CSE and CCE to the DSL immediately. The DSL will consider the need to make a referral to Children's Social Care as with any other child protection concern and with particular reference to SP procedures.

Parents will be consulted and notified as above.

Following a referral to Children's Social Care, a Multi-Agency Child Exploitation (MACE) meeting may be convened under SP inter-agency safeguarding procedures. The school will attend and share information at MACE meetings as required. Parents and young people will be invited to attend MACE meetings by Children's Social Care as appropriate.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other forms of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CCE and CSE as detailed above may be applicable to where children are involved in county lines.

Some additional specific indicators that a child may be involved in county lines are:

- child receives requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- child is exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
- child is found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity
- child owes a 'debt bond' to their exploiters
- child has a bank account/s used to facilitate drug dealing.

For additional information see:

<https://www.nspcc.org.uk/what-is-child-abuse/spotting-signs-child><https://www.nspcc.org.uk/what-is-child-abuse/spotting-signs-child-abuse/abuse/spotting-signs-child><https://www.nspcc.org.uk/what-is-child-abuse/spotting-signs-child-abuse/abuse/abuse/>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOC-countyLinesGuidanceSept2018.pdf.
<https://www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit>

35. Serious violence

All staff are made aware of indicators that and are trained to record and report any concern about children who may be at risk from or are involved in committing serious violence as with any other safeguarding concern. Indicators may include increased absence; a change in friendships or relationships with older individuals or groups; a significant decline in performance; signs of self-harm or a significant change in wellbeing; and/or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by or are involved with individuals associated with criminal gangs and/or criminal exploitation.

The trust recognises that serious violence can often peak in the hours just before and after school, when pupils are travelling to and from school and can concentrate in particular places. These times can be particularly risky for children involved in serious violence. All staff are trained to be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male; having been frequently absent; suspended; permanently excluded from school; having experienced child maltreatment; having used drugs or alcohol in early adolescence; having previously been a victim or previously perpetrated violence; and/or having been involved in offending, such as theft or robbery.

36. Honour or faith-based abuse

Honour or faith-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of a family and/or community. Such crimes include Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving honour often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

Staff are trained and expected to be alert to the possibility of a child being at risk of HBA or already having suffered HBA.

All staff should recognise that racism, faith-targeted abuse, and other forms of discriminatory behaviour may have a significant impact on a child's welfare, wellbeing and sense of safety and should be considered within safeguarding practice where appropriate.

All forms of HBA are abuse (regardless of the motivation) and staff will record and report any concerns about a child who might be at risk of HBA to the Designated Safeguarding Lead (or a deputy) as with any other safeguarding concern. The DSL will consider the need to make a referral to the Police and/or Children's Social Care as with any other child protection concern; and may also contact the Forced Marriage Unit on 020 7008 0151 or via email at fm@fcdo.gov.uk for advice as necessary. Further information is available at [Multi-agency statutory guidance for dealing with forced marriage and multi-agency practice guidelines: Handling cases of forced marriage \(accessible version\) - GOV.UK](#)

Female Genital Mutilation

Female genital mutilation (FGM) is a criminal offence. It is child abuse and a form of violence against women and girls and will be treated as such by this trust. FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It has no health benefits and harms girls and women in many ways. The practice, which is most commonly carried out without anaesthetic, can cause intense pain and distress with long-lasting harmful consequences, including difficulties in childbirth.

The World Health Organisation estimates that four million girls around the world undergo some form of FGM every year. It is practised in at least 30 countries in Africa, Asia and the Middle East. FGM is also found in the UK amongst members of migrant and refugee communities. UK communities that are most at risk of FGM include Kenyan, Somali, Sudanese, Sierra Leonean, Egyptian, Nigerian and Eritrean. Non-African communities that practise FGM include Yemeni, Afghani, Kurdish, Indonesian and Pakistani.

FGM typically takes place between birth and around 15 years old. However, it is believed that the majority of cases happen between the ages of 5 and 8.

In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years imprisonment or a fine, or both. It is also an offence for a UK national or UK resident (even in countries where FGM is not illegal) to perform FGM abroad; assist a girl to perform FGM on herself outside the UK; and assist (from outside the UK) a non-UK person to carry out FGM outside the UK on a UK national or UK resident. (See <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation> for further information).

If staff have a concern that a girl may be at risk of FGM or they suspect may already have suffered FGM, they are trained and expected to inform the DSL (or a deputy) immediately and record the concern as they would any other child protection concern. The DSL will discuss the concern with Children's Social Care with a view to making a referral and will inform the Police as appropriate.

Factors that may indicate a pupil may be at risk of FGM include:

- child's family have a low level of integration into UK society;
- child's mother and/or a sister have/has undergone FGM;
- FGM is known to be practised in the family's country of origin;
- child is withdrawn from PSHE;
- it is known that a female elder from the family's country of origin is visiting the family;

- child being taken on a long holiday to the country of origin;
- staff hear or overhear talk about a 'special' procedure to become a woman.

Indications that FGM may already have taken place may include a child:

- having difficulty or looking uncomfortable when walking, sitting or standing;
- spending longer than normal in the bathroom or toilet due to difficulties urinating;
- spending long periods of time away from a classroom during the day with bladder or menstrual problems;
- having frequent urinary, menstrual or stomach problems;
- having prolonged or repeated absences from school, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return;
- being reluctant to undergo normal medical examinations;
- confiding in a member of staff without being explicit about the problem due to embarrassment or fear;
- talking about pain or discomfort between her legs.

Teachers are subject to a statutory duty defined by Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) to report to the Police personally where they discover (e.g. by means of a disclosure) that an act of FGM appears to have been carried out on a girl who is aged under 18. This is known as mandatory reporting. It will be rare for teachers to see visual evidence and they should not examine pupils (unlike in the medical profession where an observation may be made). Information on when and how to make a report can be found at: <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

Teachers in that situation will record their concerns and inform the DSL, who will support the teacher in making a direct report to the Police by calling 101 or, where there is a risk to life or likelihood of serious immediate harm, by dialling 999 immediately. In any case, reports to the Police will be made as soon as possible after the teacher discovers a child has suffered FGM and by the close of the working day at the latest. A child protection referral will also be made to Children's Social Care as soon as possible after the report to the Police and also by the close of the working day at the latest.

The duty does not apply in relation to children who a teacher suspects may be at risk of FGM (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers will inform the DSL (or a deputy) immediately and record their concerns in the normal way as above.

Further information about FGM can be found at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/783684/FGM_The_Facts_A6_v4_web.pdf

Forced Marriage

Forcing a person into a marriage is a crime under s.121 of the Anti-Social Behaviour, Crime and Policing Act 2014. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats and coercion may include physical, psychological, financial, sexual and emotional pressure; and also physical or sexual abuse. A lack of full and free consent can be where a person does not consent or where they cannot consent (e.g. if they have learning disabilities). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

In a forced marriage situation, children may be married at a very young age, and well below the age of consent in England. School staff will be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not being allowed to return to England.

For further information see

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

Marriage

While not honour-based abuse as such, the trust recognises and staff are trained to understand that, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Staff are expected to report any information or concern that comes to their attention that indicates a pupil/student is in any way being encouraged, persuaded, groomed, coerced or threatened - or is engaging in any plans - to take part in any form of marriage before their eighteenth birthday; to the DSL as with any other safeguarding concern.

37. Protecting Children from Radicalisation and Extremism

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the **Prevent duty**.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

HMG (2024) defines extremism as the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2).

Some children may be susceptible to extremist ideology and radicalisation. Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. As such, the Designated Safeguarding Lead is responsible for the school's strategy for protecting children from those risks.

Even very young children have been exposed, in rare circumstances, to extremism at home and elsewhere including online.

As children get older, they look for adventure and excitement and they may start to ask questions about their identity and belonging. During that stage of their development they may be susceptible to extremist groups that may claim to offer answers, identity and a social network apparently providing a sense of belonging, even if they are not otherwise vulnerable or identified by the school as such.

Many of those extremist groups make sophisticated use of the internet and social media to target young people and spread their ideology, making some young people more susceptible to being influenced by extremist ideas. Young people who feel isolated or disaffected in some way are particularly vulnerable to radicalisation as they are other forms of abuse and exploitation.

The trust has defined responsibilities to ensure that children are safe from terrorist and extremist material when accessing the internet in school.

During the process of radicalisation, it is possible to intervene to prevent susceptible people being radicalised. The school is committed to preventing pupils from being radicalised and drawn into any form of extremism or terrorism. The school promotes the values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs by providing pupils with opportunities through the curriculum to discuss issues of religion, ethnicity and culture and learn how to discuss and debate points of view; and by ensuring that all pupils are valued and listened to within school.

Staff receive training that provides them with both the information they need to understand the risks affecting children and young people in this area; and a specific understanding of how to identify individual children who may be at risk of radicalisation and how to support them. Staff are trained to report all concerns about possible radicalisation and extremism to the DSL immediately as they would any other safeguarding concern, identifying early indicators of possible radicalisation including changes in behaviour and attitudes to learning; and expressions of interest in extremist ideas along with a tolerance towards potential violence to certain members of society.

The trust recognises the importance of providing a safe space for children to discuss controversial issues; and building their resilience and the critical thinking skills they need in order to challenge extremist perspectives. However, the DSL (or deputy) will make appropriate referrals to the Police Prevent team and Channel programme in respect of any pupil whose behaviour or comments suggest that they are vulnerable to being radicalised and drawn into extremism and terrorism in order to ensure that children receive appropriate support.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

As a Channel partner, the school may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support.

The school will discuss any concerns about possible radicalisation identified in school with a child's parents/carers as with any other safeguarding or child protection issue unless there is reason to believe that doing so would place the child at risk; and will also support parents/carers who raise concerns about their children being vulnerable to radicalisation. Subject to consultation with the Police Prevent team and in the

interests of making proportionate responses, the school may offer support to children and their families through the provision of early support or family help as appropriate.

The school expects all staff, volunteers, governors, visiting practitioners, contractors and individuals or agencies that hire school premises to behave in accordance with the school's Staff Behaviour Policy (code of conduct), will challenge the expression and/or promotion of extremist views and ideas by any adult on school premises or at school events and, when necessary, will make appropriate referrals in respect of any such adult. Parents and staff may find the website <https://www.educateagainsthate.com/> informative and useful. The website is designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people and how best to support them. The website provides information on training resources for teachers, staff and school and college leaders.

As part of the trust's overall safeguarding arrangements and ongoing action plan for improvement, the DSLs will consider identified local issues; intelligence from pupils, parents, staff and partner agencies; and new information from national issues and learning to review practice and procedures in order to keep pupils safe.

Referrals to the Prevent team will be made by contacting the Leicestershire Police Prevent Team on 101 (extension 2541, use their [online portal](#) or submit details through the national portal at [Act Early](#).

When the DSL considers it appropriate to submit a Prevent referral, they will also consult Children's Social Care about the need for a safeguarding referral and will refer to [The Prevent Duty: Practical Guidance for DSLs](#) and [The Next Steps Checklist](#)

Appendix 3 contains the school approach to protecting children from radicalisation and extremism, including a risk assessment.

38. Children who are looked after, were previously looked after or who have a social worker

The most common reason for children becoming looked after is as a result of abuse or neglect. Children who were previously looked after potentially remain vulnerable. The school ensures that staff have the necessary skills and understanding to keep children who are looked after and children who were previously looked after safe and ensures that appropriate staff have information about a child's looked after status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child.

The DSL, who is the designated teacher for children who are looked after and previously looked after, holds details of the social workers for all children who are looked after or were previously looked after; and the name and contact details of the Local Authority's virtual head for children who are looked after.

The DSL will be the designated teacher to monitor the progress of all children who are looked after or were previously looked after in order to ensure they receive the appropriate pastoral and academic support to promote their welfare and attainment.

Children with a social worker

The trust recognises that when a child has a social worker, that may be due to the child experiencing abuse and/or exploitation and/or neglect and/or complex family circumstances; and that she/he may therefore be more vulnerable to harm than other children as well as facing barriers to educational attainment in relation to attendance, learning, behaviour and poor mental health issues. The school will take those issues and needs into account when making plans to support children who have a social worker.

The DSL will inform the board of trustees and the headteacher of the number of children in their cohort who have or who have had a social worker during the termly safeguarding committee meetings. Appropriate information will be shared with teachers and staff on individual children's circumstances on a need to know basis.

39. Kinship care including private fostering

Kinship care is any situation in which a child is being raised in the care of a friend or family member who is not their parent. The arrangement may be temporary or longer term. A full definition of kinship care can be found in [Working Together to Safeguard Children 2026](#)

A private fostering arrangement is defined in *Working Together* as a form of kinship care that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (*under 18 if the child has a disability*) by someone other than a parent or close relative*, in their own home, with the intention that it should last for 28 days or more. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

*A close relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents; it does not include great-aunts or uncles, great grandparents or cousins.

On admission to the school, we will take steps to verify who has parental responsibility for the child and the relationship of the adults accompanying the child who is being registered. Private fostering occurs in all cultures including British culture and private fostering may start at any age.

Whilst most privately fostered children are appropriately supported, looked after and remain safe and well, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect; have been trafficked; are sexually or criminally exploited; or suffer modern-day slavery.

Parents and private foster carers both have a legal duty to inform Children's Social Care in the relevant local authority at least six weeks before the arrangement is due to start. Not to do so is a criminal offence.

Schools have a mandatory duty to report to Children's Social Care in the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. School staff are expected to notify the DSL when they become aware of or suspect private fostering arrangements. The DSL will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school will also fulfil its duty to inform the local authority of the private fostering arrangement.

40. Domestic Abuse and Operation Encompass

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Children may see, hear or experience the effects of domestic abuse between family members at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). This can include physical, emotional, and sexual abuse; and also stalking, criminal and financial exploitation. Victims may not recognise their partner's behaviour as abusive.

Leicester Grammar Junior School recognises that this may have a detrimental and long-term impact on their mental health, well-being, development and ability to learn.

Exposure to domestic abuse and/or violence can have a detrimental and long-term impact on a child's health, well-being, development, and ability to learn. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been, married to each other or civil partners; have agreed to marry or become civil partners; have been in an intimate relationship with each other; have shared parental responsibility for the same child; or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear or experience the effects of the abuse; and they are related to the abusive person.

(The definition can be found here: <https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>)

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

Staff are trained and expected to report all concerns about children being affected by domestic abuse to the DSL (or a deputy) as with any other safeguarding concern. The DSL will respond to the report by consulting Children's Social Care in order to establish whether a referral is required or the situation should be managed by discussion with parents/carers and possibly the offer of early support or family help.

Leicester Grammar School Trust works in partnership with Leicestershire Police and Leicestershire Children's Services to support pupils who are affected by incidents of domestic violence and abuse. This scheme is called **Operation Encompass**. The Police now have a statutory duty to notify the school when they attend any incident of domestic violence or abuse in any household in which a pupil of the school lives (whether or not the child is present at the time of the incident, the DSL will receive a confidential and secure email on the morning of the next school day, notifying them simply that there has been an incident and that the child may need support.

On receipt of any such notification, the DSL will ensure that teachers and other staff directly in contact with affected children support them with due kindness, care and sensitivity. In addition to supporting children, the process means that the school will also be able to offer parents and carers support as appropriate.

The information will be managed and stored with the utmost sensitivity and discretion consistent with all other confidential safeguarding records.

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

41. Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and antisocial behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should 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.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised that in some cases 16 and 17-year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the DSL (or a deputy) will ensure appropriate referrals are made based on the child's circumstances.

42. Special Circumstances

Alternative Provision

KCSiE 2026 states that "Where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the pupil's needs". The school will act in accordance with that guidance and the guidance [Arranging Alternative Provision - guide for LAs and schools.](#)

The DSL will maintain an overview of all pupils accessing any part of their learning from an alternative provider or via delivery online or offsite provided by any organisation or individual not employed by the school.

The DSL will ensure that robust arrangements are in place for timely and effective two-way sharing of safeguarding information - including records of all safeguarding concerns - between the school and alternative/external providers.

The DSL will also take responsibility for ensuring that robust procedures are in place to confirm attendance and to enable the swift reporting of non-attendance and children going missing from alternative/ external providers at any time when they should be with that provider.

The DSL will also ensure that effective quality assurance arrangements are in place in order to monitor the ongoing effectiveness of all safeguarding arrangements that alternative/external providers have in place.

Children staying with host families

The school may arrange for pupils to stay with a host family during a foreign exchange trip or sports tour. In such circumstances the school follows the guidance in KCSiE 2026, Annex D to ensure that hosting arrangements are as safe as possible.

Some overseas pupils may reside with host families during school terms and we will work with the Local Authority to check that such arrangements are safe and suitable. It is not possible for schools to obtain criminal

record information from the DBS about adults abroad. Where pupils stay with families abroad, we will agree with partner schools a shared understanding of the arrangements in place. Staff will use their professional judgement to satisfy themselves that the arrangements are appropriate to safeguard the pupils, which will include ensuring pupils understand who to contact should an emergency occur, or a situation arise which makes them feel uncomfortable. We will also make parents aware of these arrangements.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. The school/college will access guidance highlighted in KCSiE 2026, which explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

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

Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The school/college will seek to support pupils/students in this position through pastoral care, early help and discussions with parents/carers and other family members as appropriate; with reference to the guidance 'Supporting all professionals to work with offenders' children and their families – please see <https://www.nicco.org.uk>.

Elective home education (EHE)

KCSiE 2026 acknowledges that "Many home educated children have a positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all. Elective home education can mean that some children are not in receipt of suitable education and are less visible to the services that are there to keep them safe and supported in line with their needs".

In the event of parents/carers informing the school of their intention to remove their child from the school with a view to educating her/him at home, the school will work in partnership with the local authority, other key professionals and the parents/carers in order to consider what is in the best interests of the child, particularly when a child has SEN/D, and/or has a social worker, and/or is otherwise vulnerable. Where the child has an EHCP, the school will support the local authority and work closely with the parents/carers to review the plan.

Appendix 1

LEICESTER GRAMMAR SCHOOL TRUST

STAFF CODE OF CONDUCT

The Staff Code of Conduct is consistent with the statutory guidance 'Working Together to Safeguard Children 2026' and 'Keeping Children Safe in Education 2026'.

This Code of Conduct applies to all adults who work with pupils within Leicester Grammar School Trust, in either a paid or unpaid capacity. This also includes those who are not directly employed by the school or Trust, e.g. sports coaches and Trustees.

A summary of the key principles

1. Safeguarding and promoting the welfare of children is everyone's responsibility.
2. Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and/or intentions. The relationship between an adult working with a child and that child is one in which the adult has a position of power and influence. The potential for exploitation and harm of vulnerable children and young people means that adults have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.
3. All staff are expected to treat pupils, colleagues, parents and external contacts with dignity and respect and to comply with all relevant school policies.
4. Staff should work, and be seen to work, in an open and transparent way, including self reporting if their conduct or behaviour falls short of these guiding principles.
5. All staff have a responsibility to maintain public confidence in the ability to safeguard the welfare and best interests of children and young people. They should adopt high standards of personal conduct, ensuring their behaviour (face-to-face and online) remains professional at all times, in order to maintain the confidence and respect of the general public and all those with whom they work. This includes the way in which staff dress, their use of language (including terms of endearment) and their online communication both in and out of school which is, or could become visible to pupils, parents, carers and/or the general public.
6. Staff should always maintain appropriate professional boundaries, avoid behaviour which could be misinterpreted by others and report any such incident to the Head. This is as relevant in the online world as it is in the classroom; staff engaging with pupils and/or parents online have a responsibility to model safe practice at all times.
7. Personal conduct also includes the way in which staff speak to pupils. A positive, respectful and encouraging tone should be used at all times. Where it is necessary to challenge inappropriate behaviour or to get pupils' attention, it is reasonable for staff to raise their voice and/or use an authoritative tone. However, it is not appropriate for staff to shout at pupils habitually or speak to them disrespectfully.
8. Staff should never set out to cause a pupil to feel frightened, ashamed or humiliated. Admonishments should focus on behaviour rather than the pupil's personality or character, and targets for desired behaviour should be described by the member of staff.

9. Members of staff should refer to pupils by name. Disrespectful nicknames, words and terms should be avoided. Staff should exercise caution in referring to pupils by affectionate nicknames and more general terms of endearment or familiarity such as 'dear', 'love', 'petal', 'mate', and must avoid terms associated with grooming such as 'sweetheart', 'princess', 'angel', 'darling'.
10. Staff should discuss and/or take advice promptly from the Head if they have acted in a way which may give rise to concern. Staff should inform the Head about any relationships, associations or matters in and out of school (face-to-face or online) which might have implications for safeguarding children.
11. Staff should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation.
12. Staff should not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for and work with children.
13. If a pupil, or their parent/carer, makes a disclosure regarding abuse or neglect, the member of staff must always take any such concerns seriously and follow the school's safeguarding procedures.
14. Staff must treat information about children and their families discreetly and not disclose confidential matters except in accordance with school policies.
15. Staff are in a position of trust; it is against the law for someone in a position of trust to engage in sexual activity with a child in their care, even if that child is over the age of consent (16 or over).
16. Only areas of the curriculum approved to do so and in a fully justifiable context should contain any sexual or other sensitive material. Otherwise, staff should not engage in conversations with pupils about sexual matters. Senior staff should be consulted if there is a possibility of misinterpretation by pupils or parents/carers.
17. Staff should understand the importance of challenging inappropriate behaviours between peers.
18. Physical contact should be minimal, time-limited, age-appropriate and able to be justified.
19. Physical intervention must only be used if it is necessary to keep a pupil or member of staff safe, prevent serious damage to property or disruption of school business; must always be reasonable and proportionate in the circumstances and in order to achieve the objective; and only be used when all non-physical strategies to manage the situation have been exhausted or will not be successful in time to prevent harm or serious damage/disruption. All incidents of physical intervention should be reported immediately to a member of SLT.
20. Intimate care and first aid should only be administered according to relevant procedures and by qualified personnel.
21. Staff should not offer transport to pupils outside agreed arrangements. Staff must never offer transport to a pupil if on their own, except when doing so is the only way to prevent harm. Any impromptu or emergency arrangements should be able to be justified, agreed with a member of SLT where possible, and must be reported at the earliest opportunity to the DSL.
22. Staff should guard against pupils developing an infatuation with them and report any such concerns to the Head.

23. Staff should not accept gifts other than small tokens of appreciation from pupils or parents.
24. Staff should not give individual gifts to pupils other than as part of an agreed reward system.
25. Appropriate social contact between staff, pupils and their families (e.g. when a staff member and parent are part of the same social circle or extended family) should be easily recognised, openly acknowledged and clearly justifiable. Staff should therefore declare via the online Microsoft form when they welcome any pupil to their homes or on holiday.
26. Staff should not engage in any electronic or telephone communication with pupils using personal e-mail accounts or social networks. All communication must be open, transparent and through school systems/accounts. Staff should also ensure that any social networking sites they use have the highest security settings and pupils should never be accepted as 'friends'.
27. Any other out of school contact including staff undertaking independent tutoring or sports coaching which may bring them into contact with pupils and their families should be planned and agreed with the Head and the parents/carers.
28. Internet use including virtual/online teaching and video conversations with pupils should be according to school policy and inappropriate content must not be accessed.
29. Photographs and video films of pupils must only be taken with parental consent, for school purposes and using school-owned equipment. They will remain the property of the school and must only be stored on school-owned equipment. They can only be published with the express consent of parents/carers.
30. Staff should only work with pupils on a 1:1 basis in accordance with school policies. There will be occasions when a confidential interview or a 1:1 meeting is necessary, but, where possible, such interviews should be conducted in a room with visual access, or with the door open, or in a room or area which is likely to be frequented by other people, and another pupil or adult should be present or nearby. Staff should not undertake home visits except by agreement with a senior leader and in accordance with the Home Visits Policy. Only in exceptional circumstances which have been fully approved in advance by the Head would it ever be appropriate for a member of staff to invite a pupil into their own home.
31. Staff should be mindful of situations in which a pupil or parent comes to depend on them for support outside their role and discuss this promptly with the DSL or Head.
32. Staff accompanying pupils on co-curricular activities, off-site and/or residential visits or Duke of Edinburgh expeditions should remain mindful of, and at all times work in accordance with safeguarding and whistleblowing procedures, trip briefings and risk assessments. Although a more informal approach is usual in such circumstances, the standard of behaviour expected of staff will be no different from that expected within school.
33. Staff must understand and take seriously their responsibilities under this Staff Code of Conduct and be able to recognise this responsibility in colleagues, volunteers, supply teachers or other adults working in the school.
34. There is a duty to report (including self-reporting) any incident in which an adult has or may have behaved in a way that is inconsistent with the Staff Code of Conduct including inappropriate behaviours inside, outside of work or online.

35. Staff should recognise their individual responsibility to raise any concerns, no matter how small, regarding staff behaviour or conduct (including low level concerns) that falls short of the principles outlined in this document. It is crucial that any such concerns, including those which do not meet the harm threshold (see KCSiE), are shared responsibly with the Head, under the Low Level Concerns Policy (even if causing no more than a sense of unease or a 'nagging doubt').
36. Concerns or complaints about the Head should be reported to the Chairman of Trustees.
37. Failure to report or respond to such concerns would constitute a failure in professional responsibilities to safeguard children and promote welfare.
38. Staff can use the contact details at the front of the Safeguarding Policy to locate an alternative route to report a safeguarding concern about a colleague or the Head if they do not feel able to raise a concern internally.

LEICESTER GRAMMAR SCHOOL TRUST

LOW LEVEL CONCERNS POLICY

This is one of the policies concerned with safeguarding and pastoral care. It should be read with regard to the policies on safeguarding, anti-bullying, pupil behaviour, Keeping Children Safe in Education 2026, Working Together to Safeguard Children 2026, [Guidance for Safer Working Practice for Those Working with Children and Young People in Education Settings](#)" (Feb 2022): , and pastoral care.

This policy is a whole school policy and as such applies to the EYFS.

1. Purpose of the Policy

This policy sets out a framework whereby staff are expected to report concerns, no matter how small, about their own behaviour or that of another member of staff, volunteer, supply teacher, contractor or other person working in school.

Its purpose is to help create and embed a culture of openness, trust and transparency in which the clear values and expected behaviour set out in KCSiE 2025 and [Guidance for Safer Working Practice for Those Working with Children and Young People in Education Settings](#)" (Feb 2022): are lived, monitored, and reinforced.

2. Who does the policy apply to?

This policy applies to all staff and other individuals who work or volunteer in school, including supply teachers and contractors.

3. Definition of a low-level concern

A low-level concern is any concern, no matter how small, even if no more than causing a sense of unease or a 'nagging doubt', that a person working in or on behalf of the school may have acted in a way that:

- is inconsistent with the [Guidance for Safer Working Practice for Those Working with Children and Young People in Education Settings](#)" (Feb 2022): including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to make a referral to the LADO.

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

- being over friendly with children;
- having favourites;
- taking photographs of children on a personal device;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door;
- using inappropriate sexualized, intimidating or offensive language.

4. Reporting low-level concerns

Where a low-level concern has been identified this will be reported as soon as possible to the head. However, it is never too late to share a low-level concern if this has not already happened.

Where the head is not available, the information will be reported to the Designated Safeguarding Lead (DSL) or Deputy (that is to say, the most senior member of SLT acting in this role).

Low-level concerns about the DSL will be reported to the Head and those about the Head will be reported to the Chief Executive jeffriess@leicestergrammar.org.uk or the Chair of Trustees chair@leicestergrammar.org.uk

Where the low-level concern has been reported to the DSL, the DSL will inform the head of the details as soon as possible.

5. Recording low-level concerns

A summary of the low-level concern should be recorded in writing, signed, timed, dated and shared by the person bringing the information forward. It should include details of the concern, the context in which the concern arose and any action taken.

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

At LGJS there is a pro forma called the 'care and concern form' (pink form).

For LGJS staff this is accessible on the LGJS onedrive/shared resources/Admin/SAFEGUARDING.

There are also paper copies on the safeguarding noticeboard in the staff room and in the staff workroom.

At LGSS concerns are reported using Staff Safe (CPOMS) or the Low-Level Concern Forms (yellow form) available around school.

At LGS concerns there is a yellow pro forma available from reprographics or can be accessed via the 'Logging a Concern' link on the staff blog

6. Responding to low-level concerns

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

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

- is consistent with the ["Guidance for Safer Working Practice for Those Working with Children and Young People in Education Settings" \(Feb 2022\)](#): no further disciplinary action will be required. Feedback will be given to both parties to explain why the behaviour was consistent with the "Guidance for Safer Working Practice".
- constitutes a low-level concern: no further action is required, or additional training/guidance/support may be required to rectify the behaviour via normal day to day management processes. The employee should understand that failure to improve or a repeat of the behaviour may lead to further action being taken, e.g. either via the Performance Management Policy or Disciplinary Policy. is serious enough to consult with or refer to the LADO: a referral should be made to the LADO and advice taken from HR. In this case the school's Managing Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed.
- when considered with any other low-level concerns that have previously been raised about the same individual, should be reclassified as an allegation and referred to the LADO or Police: a referral should be made to the LADO and advice taken from HR. In this case the school's Managing Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed.

Records will be made of:

- i) all internal conversations including any relevant witnesses,
- ii) all external conversations eg with the LADO,
- iii) the decision and the rationale for it, iv) any action taken.

7. Can the reporting person remain anonymous?

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

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

It may be the case that a person finds themselves in a situation which could be misinterpreted, or might appear compromising to others; or they may have behaved in a manner which on reflection they consider falls below the standard set out in the "Guidance for Safer Working Practice". In these circumstances they should self-report.

This will enable a potentially difficult situation to be addressed at an early opportunity if necessary.

9. Should the low-level concerns file be reviewed?

A list of low-level concerns will be held by the headteacher and this will be reviewed periodically, and whenever a new low-level concern is added, so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and referred to the LADO if required. Data

concerning low level concerns will be shared by the head at the termly Safeguarding Committee Meeting.

10. What is the role of the Board of Trustees?

The head will report at least annually to the Board of Trustees and termly to the safeguarding Committee about the implementation of the low-level concerns policy including any evidence of its effectiveness. The Safeguarding Trustee will annually review an anonymised record.

Appendix 3

EXTREMISM AND RADICALISATION

Leicester Grammar Junior School recognises the duties placed on us by the Counter Terrorism and Security Act (2015) to prevent our pupils being drawn into terrorism. This duty is known as the Prevent duty.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

A new definition of extremism was published in March 2024. Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2).

AT LGST our duties include:

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

LGST is committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism.

LGST seeks to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islamist Ideology, Far Right / Neo Nazi / White Supremacist ideology etc. Concerns should be referred to the Designated Safeguarding Lead who has local contact details for

the Prevent Engagement Team (Police) and Channel referrals. They will also consider whether circumstances require Police to be contacted urgently.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. In particular, outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to Channel (a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism).

In line with *Prevent Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2023)* the LGS Trust recognise that there is no single indicator that a person may be susceptible to radicalisation. Vulnerability may result from a range of factors and staff should exercise professional curiosity, consider the context of presenting concerns, and follow the school's safeguarding procedures, including seeking advice from the local Prevent team where appropriate.

Indicators that an individual is engaged with an extremist group, cause or ideology may include:

- spending increased time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- day to day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- attempts to recruit others to the group / cause / ideology;
- communications with others that suggest identification with a group / cause / ideology

Indicators identified as specific to pupils at LGST

- Speaking in an age inappropriate manner about ideology they have researched or studied online
- A lack of tolerance and/or respect for others during class discussions or in social situations
- Inappropriate content, themes or images evident in classwork
- Pupils who travel on the school bus will mix with older children and may see or hear material which is not age appropriate

Indicators that an individual has an intention to cause harm, use violence or other illegal means may include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social and political ills;
- using insulting or derogatory names or labels for another group;
- speaking about the imminence of harm from the other group and the importance of action now;
- expressing attitudes that justify offending on behalf of the group, cause or ideology;
- Condoning or supporting violence or harm towards others; or plotting or conspiring with others."

Protocol for visiting speakers at LGJS and LGS

To safeguard children and staff a named coordinator for the visitor/speaker is named in the risk assessment to liaise with the visitor. The coordinator will ascertain that all information communicated by the visitor/speaker is lawful and aligns to the values and ethos of the school and to British values. The coordinator will enter a record of checks on the visitor log (Shared Onedrive/LGJS Resources/General Admin/SAFEGUARDING). This records the date of visit, name of speaker/organisation, subject of talk, named coordinator, how we have heard about them, why we do not expect politically radicalised views to be expressed and an evaluation.

At LGS the visiting speakers forms can be found in LGS Teachers on SharePoint at [Visiting Speakers Form](#)

School safeguarding procedures apply and visiting speakers will be issued with a visitors badge to wear at all times and a leaflet which includes safeguarding information which they will be asked to familiarise themselves with.

The following paragraph outlines information to be verbally given to a visiting speaker by the coordinator: *We are very grateful to have a wide range of visiting speakers coming to Leicester Grammar Junior School to share their thoughts, ideas and experiences. We would draw your attention to the following guidelines for all visiting speakers:*

- *Please be aware of the Christian Foundation on which the school is based*
- *Please be aware that as a school we are fully supportive of fundamental British values, which include democracy, the rule of law, individual liberty and mutual respect and a tolerance of those with different faiths and beliefs.*
- *Please understand that Leicester Grammar Junior School does not intend to offer a platform for individuals who might espouse racist, homophobic, sexist, ageist or extremist views or anyone who might be trying to incite young people to violence or extremism of any form.*

Having said this, we welcome people of all backgrounds, ethnicities, beliefs and experiences and we look forward to hearing what you have to share with us.

Visiting speakers must be accompanied at all times whilst they are on the school site. During the visit the coordinator must ensure that at least one LGJS member of staff is present throughout to monitor what is being said, ensuring it aligns with the values and ethos of the school and British values. In the unlikely event that the speech does not meet this requirement, immediate action must be taken by the member of staff to balance the information given and this must be reported to the DSL immediately or as soon as possible after the visit.

Protocols for visiting speakers at LGSS

Staff arranging a visiting speaker must first seek the permission of a member of the senior team. Once approved, the coordinator will enter a record of the visit on the visitor log (Microsoft Teams - staff). The coordinator will ascertain that all information communicated by the visitor/speaker is lawful and aligns to the values and ethos of the school and to fundamental British values.

School safeguarding procedures apply and visiting speakers will be issued with a visitors badge to wear at all times and a leaflet which includes safeguarding information which they will be asked to familiarise themselves with.

The following paragraph outlines information to be given to a visiting speaker on arrival via the Safeguarding information leaflet:

We are very grateful to have a wide range of visiting speakers coming to LGS Stoneygate to share their thoughts, ideas and experiences. We would draw your attention to the following guidelines for all visiting speakers:

- *Please be aware of the Christian Foundation on which the school is based*
- *Please be aware that as a school we are fully supportive of fundamental British values, which include democracy, the rule of law, individual liberty and mutual respect and a tolerance of those with different faiths and beliefs.*
- *Please understand that LGS Stoneygate does not intend to offer a platform for individuals who might espouse racist, homophobic, sexist, ageist or extremist views or anyone who might be trying to incite young people to violence or extremism of any form.*

Having said this, we welcome people of all backgrounds, ethnicities, beliefs and experiences and we look forward to hearing what you have to share with us.

Visiting speakers must be accompanied at all times whilst they are on the school site. During the visit the coordinator must ensure that at least one LGSS member of staff is present throughout to monitor what is being said, ensuring it aligns with the values and ethos of the school and British values. In the unlikely event that the speech does not meet this requirement, immediate action must be taken by the member of staff to balance the information given and this must be reported to the DSL immediately or as soon as possible after the visit.

Post speech/ visit evaluation

The speech/ visit is evaluated by the organiser, if the visit/speaker not meet the needs of our pupils then this will be clearly communicated to the visiting speaker/institution. Thank you letters/emails are sent and travel expenses are reimbursed for all visiting speakers. These must be arranged by the organising member of staff who originally invited the speaker.

Leicester Grammar School Trust Prevent Duty Risk Assessment

The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people being drawn into terrorism.

The LGS Trust is required to take a risk-based approach to the Prevent duty, under paragraph 14 of the Home Office's statutory guidance.

This document demonstrates our awareness of the specific risks of extremism and radicalisation in our school and our area.

Extremism is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Extremism isn't exclusive to any section of society and can take many forms.

Radicalisation is defined as the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

The risk assessment has been developed by the Trust DSLs' and has been shared with all staff.

Context

Leicester Grammar School Trust is a group of co-educational independent schools located in a rural location with no major influence from local community. It does not have a defined catchment area, drawing pupils from multi-ethnic populations in Leicester City, Leicestershire, and beyond. Consequently, the school population itself has a diverse ethnic mix which reflects city and county ethnic diversity, including a small proportion of first-generation migrants. The majority of children travel to and from school in a car with their parents. Roughly 25% at LGS use the school bus, and a smaller proportion at LGJS and LGSS. A few use public transport. There is clear evidence of absolute integration amongst friendship groups throughout the school. Pupils with SEND are potentially more vulnerable to being radicalised and this is recognised by staff. Pupils tend to be from affluent families, therefore have access to a wide range of high-quality technology.

Leadership

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE

The values and ethos of the school are unsuitable for promoting resilience against extremist ideologies and promoting British values.	Pupils, staff and trustees	<ul style="list-style-type: none"> The school values clearly set out our commitment to British values and are demonstrated through assemblies, the curriculum and our policies.
HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE
Leaders are unaware of their responsibilities under the Prevent duty, and of the context of the school relating to the risk of extremism.	Pupils and staff	<ul style="list-style-type: none"> School leaders undertake training as part of their biennial DSL update to remind them of their duty to prevent pupils being drawn into terrorism. Staff and the trustees responsible for safeguarding complete the Home Office Prevent refresher training at induction and at regular intervals thereafter.. School leaders stay up to date with local developments and risks via county updates and updates from the police.

Training and capability

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE

School staff are unaware of their responsibilities under the Prevent duty, and the need to promote British values.	Pupils and staff	<ul style="list-style-type: none"> • All staff have read our Safeguarding and Child Protection policy and those working directly with children have read relevant parts of Keeping Children Safe in Education. • All staff complete Prevent training at the point of induction, and receive at least annual safeguarding updates(including Prevent). • Staff members are aware that they can go to the DSL for advice, support, and to escalate concerns. • All staff understand how to record and report concerns regarding risk of radicalisation. • Staff can recognise children who may be at risk of radicalisation and know how to support them. • There is a clear procedure in place for protecting children at risk of radicalisation. • The DSL has been identified as the Prevent Lead. • British Values are promoted through assemblies, PSHE and other aspects of the curriculum.
Trustees cannot carry out their role to monitor the school's Prevent strategy effectively.	Pupils and staff	<ul style="list-style-type: none"> • All trustees have read our Safeguarding and Child Protection policy and Keeping Children Safe in Education. • We have a dedicated safeguarding and well-being committee that oversees our compliance with the Prevent duty, key trustees have completed Prevent training.
HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE
Staff do not support the school's values and ethos, or they support and promote extremist ideas.	Pupils and staff	<ul style="list-style-type: none"> • The staff recruitment process reflects the school's values and promotes good safeguarding practice. • School values and commitment to safeguarding are included in job advertisements. • Safer recruitment procedures are followed.

Working in partnership

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE
Staff do not feel comfortable working with external agencies and sharing concerns about extremism externally.	Pupils and staff	<ul style="list-style-type: none"> We work with local safeguarding partners and other relevant agencies regarding concerns about extremism. The school population reflects the diversity of Leicester and the surrounding area, and we are therefore mindful of local concerns or tensions, as well as of any topical events in the news with the potential for radicalisation. The DSL/Prevent lead is aware of the process to contact other agencies and expedite concerns about extremism. Records of referrals are kept on CPOMS, and referrals are followed up appropriately.

Speakers and events

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE

Pupils are exposed to extremist ideologies by visiting speakers.	Pupils	<ul style="list-style-type: none"> The materials that visiting speakers deliver are discussed and approved prior to their visit. Visitors are asked to wear colour coded lanyards which identify whether they should be accompanied or unaccompanied whilst on site.
HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE
The school site is used to host events which support extremist ideologies or promote hatred.	Pupils, staff and visitors	<ul style="list-style-type: none"> All hiring and lettings agreements state that the school site will not be hired to groups who support extremist ideologies or promote hatred.

School curriculum and culture

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE
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The curriculum teaches damaging material or fails to challenge extremist ideologies and promote British values.	Pupils	<ul style="list-style-type: none"> • Opportunities to promote British values are clearly identified within all curriculum areas. • Use of PSHE/Life Education lessons for sensitive and supportive discussions on radical issues and extreme ideologies.
A culture of inequality or abuse is allowed to grow, enabling extremist ideology and hate to develop.	Pupils, staff, trustees and parents	<ul style="list-style-type: none"> • Our behaviour policy clearly sets out that hateful behaviour is not tolerated. • Staff know how to respond to witnessing harassment and abusive behaviour. • Pupils are encouraged to challenge harassment or abusive behaviour among their peers. They can report concerns via a range of age-appropriate mechanisms. • Pupil led focus groups and peer supporters promote positive attitudes and raise awareness.
British values are not promoted outside of the classroom.	Pupils and staff	<ul style="list-style-type: none"> • Pupils participate in democracy through school council and student leadership elections. • Assemblies promoting diversity, human rights, and respect. • Different religions and cultures are celebrated throughout the school.

IT and internet safety

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE

Pupils and staff use the school network or school hardware to access extremist material.	Pupils and staff	<p>Our Pupil Use of ICT and Safeguarding and Child Protection policies make reference to the risks of online extremist material. The IT Manager is a DSL.</p> <p>Staff and pupils are encouraged to report any material they come across online which makes them worried or uncomfortable.</p> <p>The DSL and IT manager meet regularly to discuss the management of the school network. Examples of tools used to manage the network are:</p> <ul style="list-style-type: none"> • appropriate filters (SOPHOS) to block sites deemed inappropriate or unsafe. • School email accounts are monitored by IT staff. • Impero is used to monitor network activity. IT alerts the network manager to unsuitable searches and these are passed to the DSL and recorded on the safeguarding log. • All pupils sign an Acceptable User Policy regularly.
Pupils access extremist material on their own devices or on social media, or are specifically targeted for online radicalisation.	Pupils	The ICT and PSHE curricula includes teaching pupils how to stay safe online. Parents are ultimately responsible for home networks and personal devices.

School security

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE
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Non-approved visitors access the school site to spread extremist ideology	Pupils and staff	<ul style="list-style-type: none"> • All visitors to the school must be signed in at reception and wear ID badges with colour coded lanyards to identify whether they need to be accompanied whilst on site. • Visitors who have not been cleared to work with children are to be accompanied around the school site by a member of staff at all times.
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DATE OF NEXT REVIEW:	1/09/27
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Appendix 4

LEICESTER GRAMMAR SCHOOL TRUST

PROCEDURE FOR THE USE OF MOBILE PHONES AND CAMERAS (INCLUDING EYFS)

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

- Staff (including volunteers, visitors and contractors) working directly with children in a classroom situation must not use mobile phones to make or receive calls or to send or receive texts. This information is shared with visitors in the safeguarding leaflet which is handed out upon arrival. In exceptional circumstances, permission to make or receive calls must be sought from the Headteacher or DSL.
- All staff must ensure that their mobile phones, personal cameras and recording devices are stored securely during working hours on school premises or when on outings, for example a desk drawer or handbag in a cupboard. This includes Lunchtime Supervisors, Aftercare Supervisors, volunteers, supply teachers, contractors and students.
- For staff working alongside EYFS pupils smartwatches must be in flight mode when staff are EYFS pupil facing or are working in areas of the school where EYFS pupils are present.
- Mobile phones may only be used during a designated break and must not be used in any teaching area in school or within toilet or changing areas.
- Only school equipment should be used to record classroom activities. Photos should never be sent to, or kept on, personal devices.
- Staff must not use their personal mobile technology to take photographs or recordings of children anywhere within school grounds or on school trips, visits or sporting fixtures. Exceptions include staff who are also parents using mobile phones to take photos or recordings during school events such as Sports Days, Class Assemblies and other special events when their own children are participating.
- Parents or carers are permitted to take photographs of their own children during a school production or event. Before the commencement of relevant activities all parents are reminded by a senior leader not to post photos of other people's children on social networking sites, e.g. Facebook, Instagram, Twitter.
- A school mobile phone will be carried by the trip leader on every school outing and to every off-site sporting fixture. Parents will be informed of the number when they give consent for their child to attend the trip (for emergencies only). All telephone contact with parents or carers must be made on the school phone and a note kept.
- Any images on the website, school social media sites or in the local press should not include full pupil names.

- All parents receive a copy of the 'Use of Pupil Images Policy' on joining the school and biannually after that. This policy asks them to give their consent to their child being photographed during school events. If a parent does not wish their child to appear in photographs which are circulated to a wider audience, they are asked to opt out in writing. A central list of pupils who are not to be included in photographs circulated on social media is kept on the common drive, in the folder Photographs Around School. It is updated by the DSL when new information is brought to her attention.

Pupil use of mobile phones

- As a rule, pupils should not bring mobile phones to school. An exception to the rule is pupils travelling to and from school on a school bus. Parents of these pupils must apply in writing to the Headteacher seeking permission for their child to carry a mobile phone. The phone must remain in the school office during the school day and must be collected by the child at the end of the day, before they board their bus.
- There may be other occasions when it is deemed necessary for pupils to carry a mobile phone and parents must seek permission from the Headteacher. These will be judged on a case-by-case basis.
- Safe use of mobile technology will be taught through the PSHE curriculum.

This will include cyberbullying, use of artificial intelligence (AI), sharing images, age restrictions, applying values (both personal and the values of the school) to messages sent and received and what to do if they become concerned about something they have viewed online.

- Senior pupils are permitted to bring phones to school. In accordance with senior school codes of conduct pupils may not use their phones in corridors or in the refectory unless they have permission from a supervising member of staff. LGS pupils should never take photos or videos of LGJS pupils in any area of the school grounds. Staff may confiscate personal equipment that is being used inappropriately. Equipment should be taken to the LGS Office and a member of the LGS leadership team should be alerted.

Parents use of phones and cameras

Parents may use cameras and recording devices to record school events where permission is granted by the head teacher. Prior to each event the head teacher will remind parents about gathering and using recordings and images. Parents will be reminded that they must not record, share or publish images or names of other people's children on social media without their express permission.