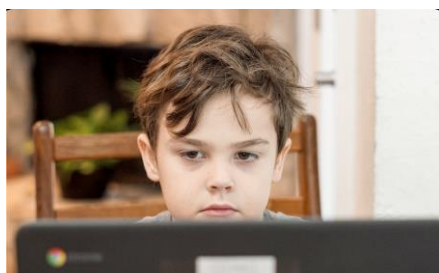


Overdale Junior School



Safeguarding and Child Protection Policy

**Academic Year
2023 / 2024**

Policy Date:	4 th September 202	Version	1.9	
Policy Review Date:	4 th September 202	Matt Evans – Headteacher Tanya Cross – Deputy Headte	M. Evans T. Cross	8/9/23 8/9/23
Ratified by Governing Bo	4 th October 2023			
Insert Name	Tony Smith	Chair of Governors	T Smith	4/10/23

Amendment / update	Date
Tanya Cross Update to Appendix 5 – Extremism definition	22/4/24

Safeguarding is defined as:

- protecting children from maltreatment;
- preventing impairment of physical and mental health and/or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best life chances.

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Safeguarding staff members of Overdale Junior School



Mrs Cross

Designated Safeguarding Lead



Mr Evans

Deputy Designated Safeguarding Lead



Mrs Perryman

Deputy Designated Safeguarding Lead



Mrs Chalk

Deputy Designated Safeguarding Lead



Mr Lang

Deputy Designated Safeguarding Lead



Mrs Cooke

Deputy Designated Safeguarding Lead

Introduction

1.1 Overdale Junior School fully recognises the contribution it can make to protect children and support pupils in school. Safeguarding and promoting the welfare of children is **everyone's** responsibility. Everyone who comes into contact with children and their families has a role to play. To fulfil this responsibility effectively, all professionals should make sure their approach is child centred. Our establishment has a culture of vigilance, we take a whole school approach to safeguarding and promoting the welfare of children and we consider, always, what is in the best interest of the child and young person. We endeavour to identify concerns early, provide help for children, promote children's welfare, take into consideration the child's lived in experience and prevent concerns from escalating.

The aim of this policy is to safeguard and promote our pupil's welfare, safety and health by fostering an honest, open, caring and supportive climate and our staff members working with pupils to maintain an attitude of '**it could happen here**' where safeguarding is concerned. This policy sets out how the school and the governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school.

Safeguarding and promoting welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

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

- All children/young people have the right to be protected from harm &
- Children/young people need to be safe and to feel safe in school.
- This means our staff consider, at all times, what is in the best interest of the children/ young people.

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

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

- Working Together to Safeguard Children 2018 (Rev 2023)
- Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE Sept 2023)
- What To Do If You Are Worried a Child Is Being Abused March 2015
- Education and Training (Welfare of Children) Act 2021
- The School Staffing (England) Regulations 2009 & Amended Regulations 2015; Safer Recruitment in Education including.
- Guidance for Safer Working Practice 2019 (Rev April 2022) Safer Recruitment consortium
- Prevent Duty 2015
- Information sharing: Advice for Practitioners providing safeguarding services to children, young people parents and carers. (March 2015)
- Leicester Safeguarding Children's Partnership Board (LSCPB)
- The Children Act 1989 and 2004
- The Education Act 2002 s175/s157
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2018)
- Framework for the Assessment of Children in Need and their Families 2000
- Sexual Offences Act 2003 (Position of Trust offence)
- Voyeurism (Offences Act) 2019
- Childcare (Disqualification) Regulations 2009
- Counter Terrorism and Security Act 2015
- Female Genital mutilation Act 2003/Updated regulations July 2020
- Safeguarding & Child Protection education procedures in Leicester, notes, information, and training for Designated Safeguarding Leads (DSL) in schools
- Children and Families Act 2014
- Safeguarding and Vulnerable Group Act 2006
- Sharing Nudes and Semi Nudes (December 2020)– UK Council for Internet Safety
- Searching, screening and confiscation at school Rev July 2022

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

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

1.6 All staff¹ believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

2 Overall Aims

- This policy will contribute to safeguarding our students and promoting their welfare and mental health by supporting the child's development in ways that will foster security, confidence and resilience at the same time considering the best interest of the child.
- Providing an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- Raising the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Ensure our staff identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.
- Providing a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children including Child Missing from Education.
- Acknowledging the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.
- Developing a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- Developing effective working relationships with all other agencies involved in safeguarding children including Early Help and intervention.
- Work within the curriculum raising awareness of and promoting safeguarding, to our children/young people including online safety inside and outside of establishment.
- Ensuring that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities.

¹ 'Staff' Covers ALL adult staff on site, including temporary, supply and ancillary staff, and volunteers working with children.

3 Key processes

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately. Our school procedures for safeguarding children are in line with the *Leicester City Safeguarding Children's Partnership Board (LSCPB), Multi Agency Child Protection/Safeguarding Procedures*; (<https://llrscb.proceduresonline.com/>), in addition to the statutory requirements as outlined in 1.3.

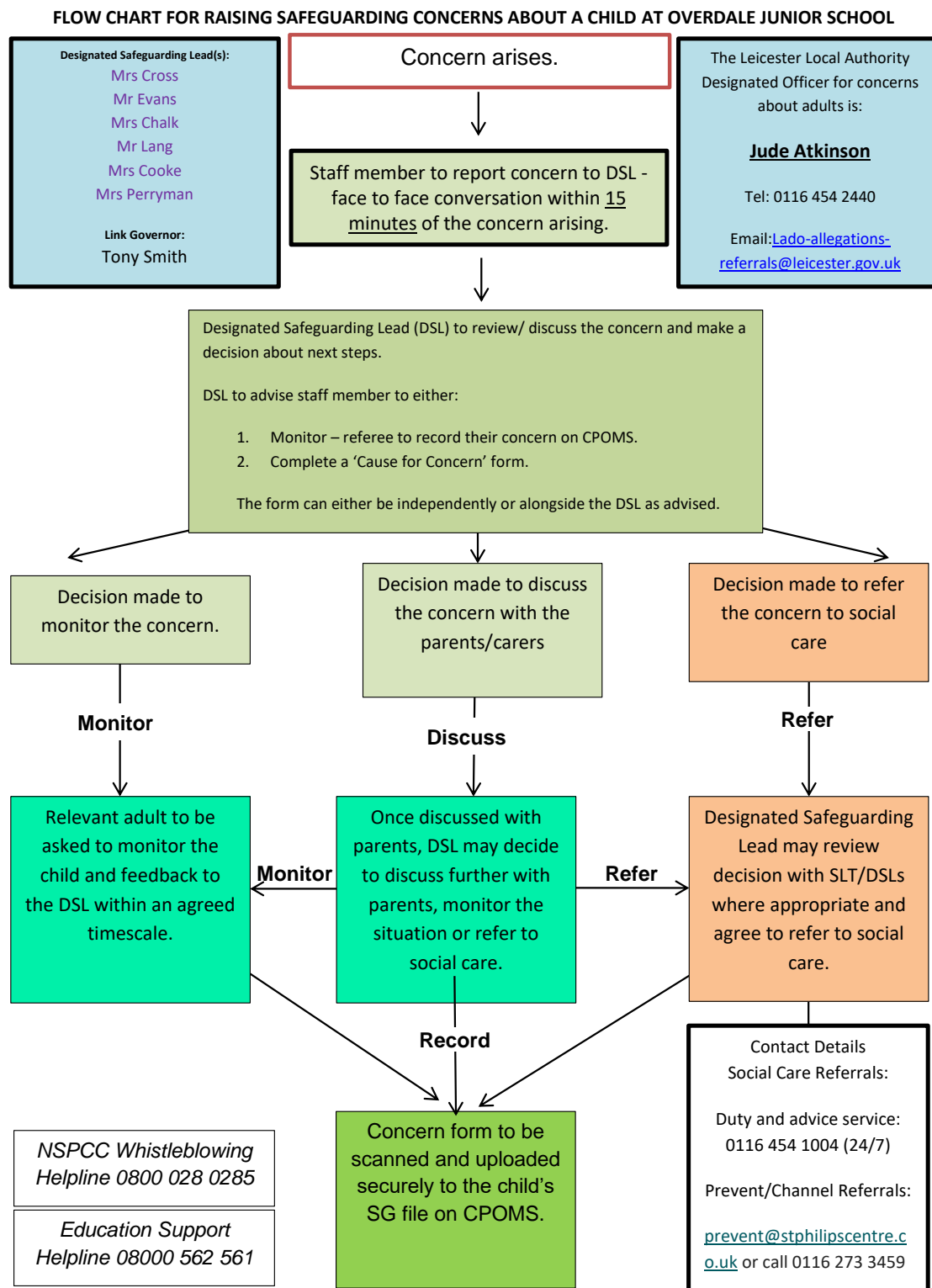
4 Expectations

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

- Staff will have access to, a copy of, and be well versed in our Child Protection Policy, which will also form part of their induction and revisited annually through Whole School Safeguarding Training.
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.
- For those regular external visitors/providers such as cleaners and caterers; to have shown the school a copy of their H & S and Child Protection Guidelines as best practice and where applicable; and that the school has a statement in main reception notifying external visitors who the schools DSL is and what to do if they have any concerns about a child's welfare.
- Be involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans.
- Be alert to signs and indicators of possible abuse (Appendix 1 **)
- Staff understand that 'harm' can including 'witnessing harm to others' for example cases of domestic abuse.
- Record concerns/disclosures and give the record to the DSL.
- Deal with a disclosure of abuse from a child in line with our school procedures; informing the DSL immediately and provide a written account as soon as possible. This includes making the appropriate contact with children's social care (DSL).
- Record safeguarding information using school procedures whether electronic or in paper form. (See 4.2)

4.2 Reporting concerns

In our school, if a staff or a visitor need to make a referral to our DSL, these are the measures/steps we take/process we follow.



4.3 All parents will be familiar with this safeguarding policy.

- Parents/Cares will have access to the Child Protection Policy as part of initial information given to perspective/existing Parents/Carers and will be available through our school's website. Additional copies will be issued as and when required including notifying parents of changes within the document i.e., revised annual policy.
- Parents and carers have the responsibility to inform the school if a child in their care is a young carer. Our establishment understands the stigma for some parents and carers in raising this, however, we are an inclusive school, and every effort will be made to support the child and family with this. See point 27 of this policy for further information.

4.4 Communicating with parents:

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

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

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

5 Extended school and before and after school activities

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

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

6 Procedures

6.1 Overdale Junior School will ensure that:

- The governing body understands and fulfils its safeguarding responsibilities.
- We have a Designated Safeguarding Lead and 5 additional Deputy Designated Safeguarding Leads for child protection and safeguarding, who have undertaken DSL training delivered by Safeguarding in Education, Leicester City Council; of which their training will be refreshed every two years.
- All members of staff undertake 'Safeguarding and Child Protection Training' at the beginning of their employment with the school. For the academic year 23-24, this is provided by 'Judicium'.
- All members of staff attend 'Safeguarding update and refresher training' annually and this is provided by Overdale Junior School during INSET training.
- All members of staff engage with a rolling 2 year programme of Continuous Professional Development in 'Safeguarding and Child Protection'. This is provided by Overdale Junior School and helps to continually develop their understanding of safeguarding and child protection in particular the signs and indicators of abuse.
- All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse, and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.
- All parents/carers are made aware of the school's responsibilities regarding child protection procedures through publication of the school's Safeguarding and Child Protection Policy, and reference to it in our prospectus/brochure and home school agreement.
- Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.
- Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures.
- Overdale Junior School is committed to safer recruitment as outlined in Keeping Children Safe in Education 2023. The school will ensure all appropriate checks are carried out for all staff and volunteers including online searches as part of due diligence. Appropriate checks will be recorded on the Single Central Record which will be audited termly by Sarah Cooke and/or Tanya Cross. The school will ensure at least one person who is safer recruitment trained will be part of the recruitment

process. All volunteers will undergo a risk assessment. See also the Safer Recruitment policy & guidance.

- All governors / proprietors / trustees will undergo a DBS check and a S128 / Section 128 direction check as outlined in Keeping Children Safe in Education 2023
- The name of any member of staff considered not suitable to work with children will be notified to either the Disclosure and Barring Service or the relevant Government Department/Agency (where appropriate), depending on the nature of the concern, with the advice and support of the Local Authority Designated Officer (LADO), and that a member of our SLT has attended LADO training (Managing allegations against staff members) and understands the harms threshold/low level concerns thresholds as set out in KCSIE 2023
- Our procedures will be annually reviewed and updated and ratified by the Governing Body / Proprietors / Trustees.
- The name of the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead will be clearly shown in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse. (Reception, Staff room, Website etc.).
- All adults, (including supply teachers, non-teaching staff and volunteers), new to our school will be given or directed to a copy of; our Safeguarding and Child Protection Policy, Staff Code of Conduct, the school's behaviour policy, the school's child absent & missing protocols, the booklet 'What To Do if You're Worried A Child is Being Abused'², Keeping Children Safe in Education 2023 Part 1, 5 and Annex B & C³, online safety policy, low level concerns policy and the name, identity and contact details of the Designated Safeguarding Lead and deputies will be explained as part of their induction into the school. In addition to this, all such staff and volunteers will be made aware of the 'Guidance for safer working practice for those working with children and young people in education settings, 2020 (Safer Recruitment Consortium)⁴.

²https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

³ [Keeping Children Safe in Education 2023 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/Keeping_Children_Safe_in_Education_2023.pdf)

⁴ <https://saferrecruitmentconsortium.org/>

7 Responsibilities

7.1 All our staff are aware 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. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This will not prevent our staff from having a professional curiosity and speaking to the DSL(s) if they have concerns about a child. Our staff will also determine how best to build trusted relationships with children and young people which facilitate communication.

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

7.2 If a staff member feels they cannot disclose information to their DSL, Headteacher or Governor(s), they must then follow our school's whistleblowing procedures to report their concerns. (Appendix 8)

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

7.4 All staff will be well versed in the school's Child Missing protocols and know and understand that any child that is regularly absent or missing can be a cause for concern and a possible indicator that the child is at risk of abuse or in need of help and support. FSW and AO will track attendance and identify patterns. Regular meetings and checks will identify concerns. Concerns, patterns and trends to be discussed with HT/DHT and EWO. Further action will be taken as necessary.

8 The Designated Safeguarding Lead (DSL) – Roles and Responsibilities⁵

8.1 Keeping Children Safe in Education September 2023, Annex C, outlines specific responsibilities of a DSL (A member of the School's Leadership Team) and their responsibilities within this role. Our lead DSL will take lead responsibility for safeguarding and child protection (including online safety). This is also explicit in their job description. We also have a number of deputy designated safeguarding leads who are trained to the same standard and provide the same level of support. Their key areas of responsibilities include: –

Manage Referrals:

- Refer cases of suspected abuse and neglect to children's social care/police
- Support staff who make referrals to local authority
- The Channel programme where there is a radicalisation concern and support staff with this.
- Cases in relation to allegations against staff members to LADO including disclosure and barring.
- Cases where any crime may have been committed to the Police.

Working with Others:

- Act as a source of support, advice, and expertise for all staff
- Act as a point of contact with the safeguarding partners
- Liaise with the headteacher or principal to inform him or her of issues—especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult
- As required, liaise with the “case manager” (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member.
- Liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs co-ordinators (SENCOs), or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding and

⁵[Keeping Children Safe in Education 2023 \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/70222/Keeping_Children_Safe_in_Education_2023.pdf) - Annex C, Role of Designated Safeguarding Lead

welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically

- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:
 - ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
 - support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Information sharing and managing child protection files.

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

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved.
- A note of any action taken, decisions reached and the outcome.

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

Our DSL(s) will ensure the file is only accessed by those who need to see it and where the file or its contents are shared, this happens in line with information sharing advice outlined government guidance KCSIE 2023.

Raising Awareness

- Ensure each member of staff (new and part-time) has access to and understands our child protection policy and procedures.
- Ensure our child protection policy is reviewed annually, updated, and reviewed regularly, and work with our governing bodies/ proprietors regarding this.
- Ensure our child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this (section 4.4 above)
- Link with the safeguarding partners ensuring our staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a Social Worker are experiencing, with teachers and school and college leadership staff.

Training Knowledge and Skills

- Understand the assessment process for providing early help and statutory intervention, and social care referral arrangements.
- Have a working knowledge of how local authorities conduct a child protection case conference/review conference and attend to these effectively.
- Understand the importance DSL(s) has in providing information and support to children social care in order to safeguard and promote the welfare of children.
- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes.

- Are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers.
- Understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations, and practitioners
- Understand and support the school or college staff with regards to the requirements of the Prevent duty and protecting children from the risk of radicalisation.
- Are able to understand the unique risks associated with online safety including filtering and monitoring and be confident to keep children safe whilst they are online at school or college.
- Recognise additional risks that children with (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

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

Providing support to staff

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

Understanding the views of children

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

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them.

- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing Information

Our DSL(s) will be equipped to:

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

Availability

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

8.2 Roles and responsibilities of the Headteacher

The Headteacher of Overdale Junior School will ensure that:

- The policies and procedures adopted by the governing body/ proprietors/ trustees are fully implemented, and followed by all staff:
- Specifically, the Safeguarding & Child Protection Policy, Behaviour Policy, Staff Code of Conduct, LADO Procedures, child on child Abuse/Sexualised Behaviour Policy, Safer Recruitment Policy and other relevant policies are updated annually, ratified by the Governing body proprietors/ trustees annually and that policies are available publicly either via the school website, parents evening, open days or by other means.
- That staff undergo and attend annual Whole School Safeguarding Training (INSET)
- That all staff undergo appropriate online safety training
- That all staff receive regular updates in relation to safeguarding, child protection and online safety.

- Sufficient resources and time are allocated to enable DSL's and other staff to discharge their responsibilities, including taking part in inter-agency meetings and contributing to the assessment of children.
- That the Headteacher is aware of Local Authority Designated Officer (LADO) processes regarding allegations about other staff members, specifically the 'harms' and 'low-level concerns' thresholds.
- That the Headteacher has attended LADO Training and refreshed no later than every 2 years
- That the Headteacher has attended Safer Recruitment Training and that training is refreshed no later than every 5 years; and that at least 1 member of the Governing body proprietors/ trustees has attended Safer Recruitment Training
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children and processes, and such concerns are addressed sensitively and effectively in a timely manner. (Whole school approach, child centred practice and culture of vigilance)
- All staff consider the best interest of a child and are made aware that they have an individual responsibility for referring child protection concerns, promptly and using the proper channels.
- All staff have an understanding of Early Help and have the ability to identify children who would benefit from Early Help intervention.
- That regular external visitors/providers such as cleaners, caterers have shown the school a copy of their H & S and Child Protection guidelines as best practice and where applicable; and that the school has a statement in main reception notifying external visitors who the Schools DSL(s) are and what to do if they have any concerns about a child's welfare
- The DSLs undergo safeguarding and child protection training, which is updated regularly, with advice from the LSCPB, Safeguarding in Education and in line with Keeping Children Safe in Education, September 2023, Annex C
- New members of staff, temporary or permanent including volunteers are given a full induction that includes Safeguarding and Child Protection Guidelines and names of DSL(s).
- All staff are made aware of their right to whistle blow, have a copy of the whistleblowing procedures, are well versed with the procedures and have been made aware of the NSPCC whistleblowing helpline. (Appendix 8 – Schools Whistleblowing Policy)

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

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

We also will ensure that all our governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. The training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in our schools are effective and support the delivery of a robust whole school approach to safeguarding. Our governors and trustees training will be regularly updated.

Furthermore, the governors/proprietors/trustees of our school will ensure that:

- Our school has a Safeguarding and Child Protection Policy and procedures in place, and the policy is made available to parents on request and available on the school website:

[Overdale Junior School – Policies \(overdale-jun.leicester.sch.uk\)](http://overdale-jun.leicester.sch.uk)

- That all school staff members working with children consider the best interests of children and are advised to maintain an attitude of *'it could happen here'* where safeguarding is concerned
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with safeguarding and child protection including online safety and the filtering and monitoring systems in place for the establishment (Lead DSL)
- There is an appointed deputy(s) for child protection, in the event of the unavailability of the Lead DSL
- Where there is a safeguarding concern, Governing Body/Proprietors/Trustees/SLT will ensure the child's wishes and feelings are

taken into account when determining what action to take and what services to provide for them.

- That systems are in place, place, well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
- The DSL and the appointed deputy(s) for child protection undertakes training for designated safeguarding leads, in addition to inter-agency child protection training, which is provided by, or to standards agreed by, LSCPB, and attends refresher DSL training at two-yearly intervals.
- That clear systems and processes are in place for identifying and responding to potential mental health problems to a child including routes to escalate, referrals and accountability systems.
- The Headteacher, and all other staff and volunteers who work with children, undertake appropriate training which is kept up to date through Whole School Training (annually); and that new staff, temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities. (Through the induction process)
- The Headteacher, and all other staff and volunteers who work with children, undertake appropriate online safety training.
- There are procedures for dealing with allegations of abuse against members of staff and volunteers (LADO) and that the thresholds for allegations (Harms Thresholds/Low Level Concerns) against staff and volunteers are understood and reported appropriately by all staff members. (Appendix 3)
- That Code of Conduct is up to date, maintained and adhered to by staff so as not to bring the school into disrepute.
- The chair of governors/ proprietors/ trustees (or, in the absence of a chair, the vice chair) deals with any allegations of abuse made against the Headteacher, in liaison with the Local Authority Designated Officer. (Appendix 3)
- That at least 1 member of the Governing body has attended LADO Training as a minimum and is refreshed regularly.
- That at least 1 member of the Governing Body has attended Safer Recruitment Training as a minimum and is refreshed regularly.
- The governing body / proprietors/ trustees nor individual governors / trustees will have a role in dealing with individual cases or a right to details of cases

except when exercising their disciplinary functions in respect of allegations against a member of staff.

- Any deficiencies or weaknesses brought to the attention of the governing body / proprietors/ trustees are rectified.
- Policies and procedures are reviewed annually, and information is provided to the Local Authority on how the governing body / proprietors/ trustees discharges its duties regarding safeguarding and child protection.
- There is an individual member of the governing body / proprietors/ trustees who will champion and lead on issues to do with safeguarding children and child protection within the school, liaise with the DSL, and provide information and reports to the governing body / proprietors/ trustees, and that person is appropriately trained to discharge their responsibilities effectively. Our schools Lead Governor for Safeguarding is Tony Smith.
- Will ensure that school creates a culture of safe recruitment and, as part of that, adopts recruitment procedures that help deter, reject or identify people who might abuse children (Part three: Safer Recruitment, Keeping Children Safe in Education September 2023).
- That the Chair of the governing body / proprietors/ trustees completes the Annual Safeguarding Return– supporting schools to exercise their duties in relation to Safeguarding & Child Protection and return the document to the local authority in a timely manner.
- That there is a Lead Governor for Antibullying and behaviour in the school. Our leads names are Rashdeep Kelf and Afra Kelsall.
- That there is a Lead staff member for Mental Health in the School. Our lead is Michael Lang.

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

9 Supporting Children

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

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

9.1 Our school will support all students by:

- Taking into account a child's wishes when determining what action to take and what services to provide when dealing with a safeguarding concern.
- That systems are in place, well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
- Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum
- Identifying children who are in need of extra mental health support which includes working with external agencies.
- Identifying children who are or maybe Young Carers and providing relevant support and signposting.
- Promoting a caring, safe and positive environment within the school
- Ensuring children are taught to recognise when they are at risk and know how to get help when they need it. Both, physically, mentally, and online.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children including Early Help
- Notifying Children's Social Care as soon as there is a significant concern.

- Ensuring that a named teacher is designated for Looked After Children/Children In Need (LAC & CIN) and that an up-to-date list of LAC/CIN is regularly reviewed and monitored.
- Providing continuing support to a student (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Headteacher and Lead DSL at the pupil's new school as a matter of urgency.
- Working with partner agencies to support and safeguard children within; Early Help, Children in Need, Child Protection and Looked After Children
- Our Governors/Proprietors and school staff will ensure that children are taught about how to keep themselves and others safe, including online. We recognise that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities. Aspects include:
 - healthy and respectful relationships
 - boundaries and consent
 - stereotyping, prejudice and equality
 - body confidence and self-esteem
 - how to recognise an abusive relationship, including coercive and controlling behaviour
 - the concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and
 - what constitutes sexual harassment and sexual violence and why these are always unacceptable?

10 Confidentiality

We recognise that all matters relating to child protection are confidential and the best interest of a child should be considered at all times. However, The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. Our staff and practitioners (may) share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in

a timely manner. *It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk.*

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

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

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

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

11 Supporting Staff

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

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

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

⁶ <https://saferrecruitmentconsortium.org/>

abuse. These matters form part of staff induction and are referred to in the staff handbook/code of conduct.

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

12 Allegations against staff

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

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

12.3 All staff including supply staff should be aware of the Guidance for Safer Working Practices for Adults who work with Children and Young People 2022⁷

12.4 All staff as part of their annual safeguarding training will receive Online Safety Training and will sign the Acceptable Use Agreement. This sets out responsibilities for all staff, ensuring they have an up-to-date awareness of online safety and that all digital communications with students/parents/carers should be at professional level and only carried out using official school systems. Further information on this can be found in section 41 & 42 of this policy and Appendix 7.

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

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

12.7 The Headteacher/senior teacher on all such occasions will immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO) and follow the process for managing the concern laid down in the LSCPB Procedures (<https://lrs cb.proceduresonline.com/>). In addition to this, the Headteacher is aware of the

⁷ <https://saferrecruitmentconsortium.org/>

harm's thresholds and difference between low level concerns and harms as set out in KCSIE 2023 and within the schools 'Managing Allegations Procedures'. (Appendix 3)

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

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

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

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

12.12 If our school receives an allegation relating to an incident that happened when an individual or organisation was using our premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities), as with any safeguarding allegation, where this is the case, we will follow our safeguarding policies and procedures, including informing the LADO. Furthermore, our lettings agreement for other users requires that the organiser will manage the suspension of adults where necessary from school premises.

12.13 Our school staff including supply staff are aware of and have an understanding of our 'Guidelines for Avoiding Allegations of Abuse' (Appendix 4)

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

13 Whistleblowing

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

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

13.3 All staff are aware of and understand how to use our school's whistleblowing procedures. (Appendix 8)

13.4 All staff have access to the NSPCC Whistleblowing Helpline

14 Our role in the prevention of abuse

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

14.2 The school community will therefore:

- Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to. This includes considering the best interest of a child and maintaining the ethos of *'it could happen here'*.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- We will provide opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.
- Relevant issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, sex and relationship education, mental/physical health, online safety and bullying.
- Relevant safeguarding issues will be addressed through other areas of the curriculum, for example, circle time, English, History, Drama, Art, ICT and E Safety (includes online and offline safety)
- Other areas of work
- All our policies which address issues of power and potential harm, for example bullying, equal opportunities, handling, positive behaviour, will be linked to ensure a whole school approach.

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

15 Safeguarding students who are vulnerable to extremism.

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

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

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

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

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

15.5 Local Context around 'Radicalisation':

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

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

- Online space – high risk, not just in terms of radicalisation but also around harmful influences and platforms hosting hate speech/groups/individuals. This has increased significantly since COVID19 with children and young people being exposed to these narratives, misinformation, disinformation and conspiracy theories. We are also seeing problems with peer to peer sharing of extreme and harmful content.
- The biggest threat is from DAESH and Al Qaeda influenced extremism– this is both Locally and nationally. However, we know that the Extreme right wing and far right have capitalised on the fear and uncertainty of COVID and have used it to their advantage within their propaganda i.e., anti-immigration sentiment, Islamophobia, and anti-Semitic narratives to name a few
- Extremist travel is a priority. The risk around young people travelling out to areas such as Syria and Iraq to engage in conflict is still there (although slightly less now than it was a few years ago) and there should now be a consideration around returnees from Islamic state territories (both adults and children) and how the school would both identify and support them.
- Also consider what support is in place for asylum seekers from Afghanistan– whilst we are not suggesting they are a risk, trauma can cause vulnerabilities and vulnerabilities can leave children open to extremist ideologies
- Self-Initiated Terrorism (previously referred to as lone actor attacks on home soil) is a priority and the propaganda being used by Daesh/Al Qaeda encourages this now rather than travelling to Islamic state territories to engage in conflict. SIT are difficult to identify because they act alone and often self-radicalise online.
- Mixed/Unclear and unstable ideologies are an emerging and increasing risk and should be given the same consideration for support by Prevent as other more clear and consistent ideologies. Young people/children referred to Prevent with these ideologies often present with multiple and complex needs and there is a commonality in cases with an obsession with mass violence (school shooter interests, weapons, mass violence but without targeting a specific group in society) – the majority of local Prevent referrals are for extreme right wing and Mixed/Unclear/Unstable ideologies.
- The extreme right wing is a high priority. Activity is predominantly conducted online and can be covert in nature. We are seeing crossover between the ERW space and COVID conspiracy theories/Incel culture/Anti vax narratives. Right wing groups such as Patriotic Alternative have made a concerted effort throughout the pandemic to engage young people and their parents. PA also have a local footprint in Leicester/Leicestershire

- Through teaching pupils about critical thinking, resilience, fake news, disinformation/misinformation, conspiracy theories etc. and using Fundamental British Values as a foundation, schools are able to take steps to address the risk of this and the impact this may have on pupils

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

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

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

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

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

16.1 CCE is a form of abuse and occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into criminal activity. Safeguarding incidents and CCE can be associated with factors outside the school and/or can occur between children outside of these environments.

Overdale Junior School Staff especially our designated safeguarding lead (and deputies) will take into consideration whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

This is known as contextual safeguarding and assessment of risk outside the home, which simply means Overdale Junior School staff will take into consideration wider environmental factors that may be present in a child's life that are a threat to their safety and or welfare. This way, schools and colleges are able to provide as much information as possible as part of the referral process to Children's Social Care as necessary. Environmental factors within Contextual Safeguarding include but not exclusive to.

17 County Lines & Child Financial Abuse

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

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

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

17.4 We might not immediately think of children when we hear the words 'financial fraud.' But the reality is that more and more young people are finding themselves the victims of financial exploitation. Being groomed online to open bank accounts and launder criminal money. This is known as Child Financial Abuse. (CFB). Criminals befriend young people through social media and online games. They offer them gifts, promise easy money, gaming credits, skins or cryptocurrency. Once they've gained a young person's trust, they force them to carry out fraudulent activities, like opening a bank account for them. This is financial exploitation.

18 Serious Violence, Gang Violence & Youth Crime

Section 18 & 19 of this policy outlines the school responsibility in supporting children who are involved with Gangs and Knife crime. The same safeguarding procedures will apply if a child is experiencing this including contextual safeguarding. The Home Office have produced additional supporting guidance on Preventing and reducing serious violence¹⁰ to support schools/colleges further.

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

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

18.3 Gangs specifically target children who have been excluded from school to groom them as drug dealers in towns across the UK. Exclusion from school appears to be a

¹⁰ [Serious Violence Duty - Statutory Guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/671111/Serious_Violence_Duty_-_Statutory_Guidance.pdf)

highly significant trigger point for the escalation of County Lines involvement for children who might be on the fringes of such activity or who are easily manipulated.

19 Knife Crime

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

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

20 Child Criminal Exploitation and Cybercrime Involvement

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

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

21 Child Criminal Exploitation and Child Sexual Exploitation (CSE)

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

22 Modern Slavery & Trafficking

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

Someone is in slavery if they are:

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

22.2 Human trafficking

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

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

23 Child on Child Sexual Violence and Sexual Harassment

KCSIE 2023, Part 5 is explicit in their definition of Child on Child Sexual Violence and Sexual Harassment and its forms. However, within the context of contextual safeguarding, child on child abuse and peer influence has a massive impact on the child and young person (CYP). If CYP are exposed to other CYP who are known for being exploited, they are more likely to experience child on child abuse and be 'influenced' or 'swayed' to participate in illegal activity, criminal activity and sexual activity. Further information on Child-on-Child abuse and Sexual Violence and Sexual Harassment is outlined in our school's guidance Appendix 6 of this Policy and within section 28 of this policy.

24 Children and the court system

24.1 Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children 5-11 year olds and 12-17 year olds.

<https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds> and <https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds>

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

25 Children with family members in prison

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

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

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

26 Homelessness

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

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

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

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

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

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

- Our school staff fully understand how to raise a concern using the appropriate channels.

26.6 As **Overdale Junior School** staff are aware that safeguarding issues can manifest themselves in many different ways, our staff have received annual safeguarding training and additional information to better equip themselves in the knowledge of other forms of abuse as per Keeping Children Safe in Education 2023. These are outlined in **Appendix 1**.

27. Young Carers

27.1 A young carer is defined as: “You're a young carer if you're under 18 and help to look after a relative with a disability, illness, mental health condition, or drug or alcohol problem. If you're a young carer, you probably look after one of your parents or care for a brother or sister. You may do extra jobs in and around the home, such as cooking, cleaning, or helping someone get dressed and move around. You may also give a lot of physical help to a brother or sister who's disabled or ill. Along with doing things to help your brother or sister, you may be giving them and your parents emotional support, too.”

27.2 Here at Overdale Junior School we understand the difficulties that young carers face when supporting family members which can range from not completing homework, arriving to school late or not having enough sleep as examples. We are not here to judge, but rather to support the needs and wellbeing of the young person where necessary; our DSL's will support the young person in ensuring relevant support and guidance is given. Where possible, parents and carers should make the schools/college aware if a child they live with is a young carer to ensure relevant support is received as soon as possible.

27.3 Furthermore, additional information can be sought by contacting the schools directly or going direct to Leicester City Council, Duty and Assessment Service on: 0116 454 1004 and choose option 1 'City', then option 1 'Child' and then option 4 'Young carer' who provide regular and ongoing support to children and young people that are under the age of 18, who care for family members who are physically or mentally unwell, disabled and/or misuses substances.¹¹

¹¹ [Help for young carers \(leicester.gov.uk\)](https://www.leicester.gov.uk/health-and-social-care/adult-social-care/support-for-carers/help-for-young-carers/) | <https://www.leicester.gov.uk/health-and-social-care/adult-social-care/support-for-carers/help-for-young-carers/>

28 Other Forms of Abuse and neglect

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

28.2 Overdale Junior School staff are aware that sexual exploitation can take many forms and that pupils may not exhibit external signs of abuse. Our staff are also aware that it is an offence carrying a maximum sentence of two years imprisonment where an adult (any adult) intentionally communicates (for example, by e-mail, text message, written note or orally) with a child under 16 (whom the adult does not reasonably believe to be aged 16 or over) for the purpose of obtaining sexual gratification. This act forms part of Section 67 of the Serious Crime Act 2015¹² (offence of Sexual Communication with a Child) and came into force on 3 April 2017.

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

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

28.4 Our school staff are also aware of some of the signs and symptoms of CSE through LSCPB Leaflets¹³, staff induction and as part of annual Whole School Safeguarding Training.

28.5 Our school staff follow guidance and procedures as outlined in 'Safeguarding Children and Young People from Sexual Exploitation in Leicester, Leicestershire and Rutland'¹⁴ available on the LSCPB website.

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

¹² <https://www.gov.uk/government/publications/circular-201701-sexual-communication-with-a-child-implementation-of-s67-of-the-serious-crime-act-2015>

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

¹⁴ <https://www.lcitylscb.org/safeguarding-leaflets/>

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

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

28.10 Groomers will hide their true intentions and may spend a long time gaining a child's trust through a range of mediums including social media platforms. Section 67 of the Serious Crime Act 2015 (offence of Sexual Communication with a Child) which came into force on 3 April 2017 also applies to Sexting, Sharing Nudes and Semi Nudes (including videos and live streams) and Grooming and our staff are fully aware of the legislation¹⁵.

¹⁵ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/604931/circular-commencement-s67-serious-crime-act-2015.pdf

Grooming Models include:

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

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

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

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

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

28.13 Overdale Junior School staff follow school procedures in reporting such concerns and promote E Safety and dangers of Sharing Nudes, Sexting, Grooming and CSE through lessons, PSHE and assemblies. Our pupils are taught how to keep safe on and offline and E Safety is promoted throughout the school and home environment. Our

school have also discussed local and national cases where grooming of young children has taken place such as the Kayleigh Haywood Story/Brecks Game to highlight the dangers.

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

29 Child on Child Sexual Violence & Harassment including child on child Abuse/Children using Harmful Sexual Behaviour ¹⁶ (HSB)

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

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

29.1 Sexual violence and sexual harassment (KCSIE 2023, Part 5) can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

29.2 Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBTQ children are at greater risk. Some risks can be especially compounded where children who are LGBTQ lack a trusted adult with whom they can be open with. Our staff therefore understand and endeavour to reduce any additional

^{16&17} https://llrscb.proceduresonline.com/p_sexually_harm_behav.html?zoom_highlight=children+using+abusive+behaviour

barriers faced and provide a safe space for our children to speak out or share their concerns.

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

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

29.5 Our staff will respect confidentiality and anonymity of a child or young person reporting incidents of sexual violence and sexual harassment including situations where the child or young person asks staff not to tell anyone about the incident, making referrals against the wishes of the young person and considering the potential impact of social media breaching confidentiality. There are no easy or definitive answers when a victim makes this request. If the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies.

29.6 Our lead DSL (or a deputy) will endeavour to balance the victim's wishes against their duty to protect the victim and other children. If the lead DSL (or a deputy) decide to make a referral to local authority children's social care and/or a report to the police against the victim's wishes, our DSL and staff will handle all incidents extremely carefully, and the reasons will explained to the victim, appropriate specialist support will be offered taking into consideration the best interest of the child at all times.

29.7 Where incidents of sexual violence and harassment have been raised, our staff, where applicable, will take into consideration the impact on siblings and understand the importance of intra familial harms.

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

29.9 Children and young people who abuse others should be held responsible for their abusive behaviour, while being identified and responded to in a way that meets their needs as well as protecting others and our school has clear guidelines around this. See also point 28.10.

29.10 Our school staff understand that with regard to the alleged perpetrator(s), advice on behaviour in schools¹⁷ is clear that teachers can sanction pupils whose conduct falls below the standard which could be reasonably expected of them. Disciplinary action can be taken whilst other investigations by the police and/or local authority children's social care are ongoing (if any). The fact that another body is investigating or has investigated an incident does not in itself prevent our school from coming to its own conclusion, on the balance of probabilities, about what happened, and imposing a penalty accordingly. Our DSL or deputy DSL will take a leading role with this.

29.11 Our school also refers to the LSCPB procedures¹⁸ which are written with reference to sexually abusive and inappropriate behaviours. Keeping Children Safe in Education 2023 (Part 5) also makes reference to Child on Child Sexual Violence & Sexual Harassment and where there are serious child protection concerns, as a result of non-sexual violence by a child or young person, leading to actual or possible significant harm, our safeguarding and child protection measures will be implemented.

30 Upskirting

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

30.2 At **Overdale Junior School**, all our staff are aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

¹⁷ [Behaviour in schools guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/671411/behaviour-in-schools-guidance.pdf)

¹⁸ https://lscpb.proceduresonline.com/p_sexually_harm_behav.html?zoom_highlight=children+using+abusive+behaviour

- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras, upskirting and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them and serious action will be taken.

30.3 If our staff have a concern that a child might have been abused by another child and/or is displaying inappropriate sexualised behaviour, staff will in the first instance refer their concerns to the DSL. The DSL will then directly contact Children’s Social Care/DAS in accordance with the LSCPB Referrals Procedure to decide how the incident will be managed. Furthermore, our DSL will also seek advice from the Police where necessary. Our staff are aware of what child abuse and Sexual Violence/Harassment is at national and local levels through our annual Whole School Training and our DSL has attended ‘Harmful Sexual Behaviour’ training as well as ‘Brook Sexual Behaviours Traffic Light’ training to enhance their knowledge in this area further.

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

31.1 The cross-government definition of domestic violence and abuse is¹⁹:

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

- psychological
- physical
- sexual
- financial
- emotional

31.2 There have been a number of high profiles cases both locally and nationally where domestic violence and abuse has had a significant and direct impact on the child and their mental health and wellbeing. If the school is made aware of incidents of domestic violence which is impacting on a child within the school, (suspicions and allegations of abuse, harm and significant risk to a child), the school will follow Local Authority and

¹⁹ <https://www.gov.uk/guidance/domestic-violence-and-abuse>

Leicester Safeguarding Board guidelines in reporting such concerns to Childrens Social Care, Duty and Advice or the Police and will also seek further guidance where necessary.

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

- 1 in 5 teenage girls have been assaulted by a boyfriend.
- Young women are more likely to experience sexual violence than other age groups.
- Young women with older partners are at increased risk of victimisation.
- Recent surveys (including NSPCC²⁰, Zero Tolerance and End Violence Against Women campaign) reveal that approximately 40% of our young people are already being subjected to relationship abuse in their teenage years.

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

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

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

32 Children Missing From Education/Children who are absent from education.

²⁰ [New report shows scale of abuse against teenagers | NSPCC](#)

32.1 Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation – particularly county lines. Our response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to the local authority.²¹

32.2 A Child Missing From Education forms part of the wider LSCPB procedures²² for children who go missing from School, Home or Care Education and includes Families who go missing.

32.3 Should a pupil go missing from Overdale Junior School our Attendance Officer/ Family Support Worker (Michael Lang) will inform the DSL/SLT and contact the Educational Welfare Service. The DSL will consider further actions and/or support should it be required and ensure they help identify any risk of abuse and neglect, including sexual exploitation and to help prevent the risks of them going missing in future.

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

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

33 Honor based Abuse (HBA)

33.1. Honour-based Abuse is a term that embraces a variety of crimes of violence (mainly but not exclusively against women) including domestic abuse, which is perpetrated in the name of so called 'honour'. The honour code which it refers to is set at

²¹ [Missing Children and Adults - A cross government strategy \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) (additional resources for schools/colleges)

²² <https://llrscb.proceduresonline.com/index.htm>

the discretion of male relatives and women who do not abide by the 'rules' are then punished for bringing shame on the family. Infringements may include a woman having a boyfriend; rejecting a forced marriage; pregnancy outside of marriage; interfaith relationships; seeking divorce, FGM, Forced Marriage, abuse linked to faith and culture, breast ironing, inappropriate dress or make-up and even kissing in a public place.

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

34 Female Genital Mutilation

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

34.2 Definition of Female Genital Mutilation²³ (FGM):

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

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Therefore, our staff have been briefed on the importance of FGM as part of their initial Safeguarding Training and as part of our ongoing Safeguarding training on 19/9/23 – SG briefing. Staff are aware of some of the signs and symptoms to be vigilant for.

Responding to FGM – The school will ensure:

- We raise awareness of staff regarding the issues of FGM through Whole School Training
- Staff have a clear understanding of what is FGM.
- FGM is within the schools Safeguarding Policy

²³ FGM Revised Guidance July 2020 - <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

- Sex and Health curriculum supports pupils understanding of their bodies and keeping themselves safe.
- Monitoring absences

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

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

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

35 Forced Marriage

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

35.2 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.

35.3 The Governments definition of a Forced Marriage²⁴ is:

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

²⁴ <https://www.gov.uk/guidance/forced-marriage>

35.4 Overdale Junior School staff, through induction and Whole School Training are aware of the importance and impact on a child/student who is involved in such situations.

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

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

36 Abuse linked to faith, beliefs and culture

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

This kind of abuse can also include:

- Belief in the concept of witchcraft, magic or voodoo
- Demons or the devil acting through children or leading them astray.
- The evil eye or djinns and dakini
- Ritual or muti murders
- Breast Ironing
- Female Genital Mutilation
- Honour based violence and Forced Marriage
- Chastisement of a child in a Place of Worship

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

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

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

37 Early Help and Supporting Children and their Families

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

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

38 Bullying and Safeguarding

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

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

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

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

38.4 Overdale Junior School has a legal duty to ensure we have an Anti-Bully Policy in place and that all staff, children and parents/carers are made aware of it. This document can be accessed on our school's website

[Overdale Junior School – Policies \(overdale-jun.leicester.sch.uk\)](https://overdale-jun.leicester.sch.uk)

and sets out clear procedures in managing such incidents within the school. We also deliver work in school about anti-bullying through assemblies and lessons and our staff are trained in appropriately dealing with such incidents.

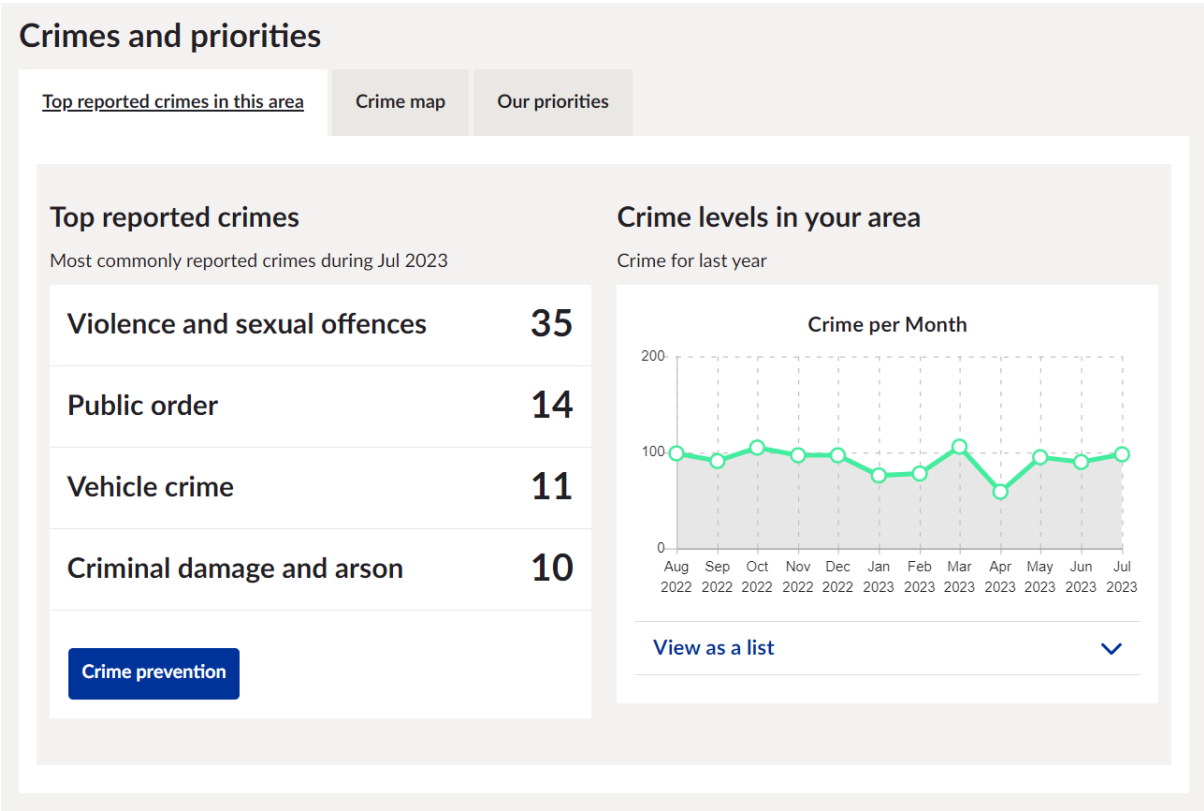
38.5 However, at times, bullying such as child on child abuse; sexualised behaviour, serious incidents of harm, homophobic behaviours, cyber bullying and Sexting/Use of

mobile phones may occur and will be taken seriously and as a serious safeguarding concern especially if the child is at risk of significant harm. In such cases, our Designated Safeguarding Lead and the Headteacher will assess the situation and seek advice and guidance from Children's Social care or the Police especially in relation to illegal activity.

39 Local Priorities

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

39.2 Within our local community area, our priorities are:



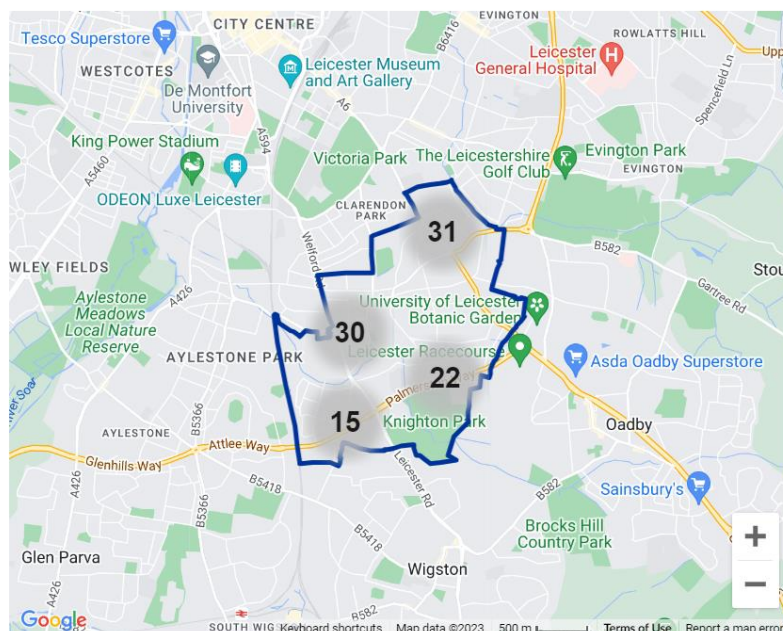
Crimes and priorities

[Top reported crimes in this area](#)

[Crime map](#)

[Our priorities](#)

Click on a hotspot to see more details. Alternatively, [view as A-Z list](#).



Crime type and time period title

All Crimes (98)

July 2023

98 crimes were reported here in July 2023

Violence and sexual offences	35
Public order	14
Vehicle crime	11
All other crime	38

<https://www.leics.police.uk/area/your-area/leicestershire/south-leicester/knighton/about-us/crime-map>

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

40 Private Fostering

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

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

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

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

41 Online Safety

41.1 Technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate. See Appendix 7 for additional information.

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

The school will consider a whole school approach to online safety. This will include a clear policy on the use of mobile technology in the school. Many children have unlimited and unrestricted access to the internet via 4G and 5G and the school will carefully consider how this is managed on our premises. The policy will take into consideration the use of all handheld devices and smart watches.

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

42. Monitoring and Filtering

42.1 Monitoring and filtering play crucial roles in the responsible use of the internet. With the vast amount of information available online, these tools help ensure a safe and productive online environment. Monitoring involves tracking internet activities to prevent illegal or harmful content, protecting users from cyber threats, and enforcing compliance with policy and guidance. Filtering, on the other hand, enables the customisation of

internet access, allowing schools and colleges to block inappropriate content and prioritise educational resources. Both monitoring and filtering are essential in schools, colleges, and homes to safely foster positive internet experience for all users.

42.2 It is the responsibility of our Lead DSL, Tanya Cross, to ensure online safety and understanding the filtering and monitoring systems and processes in place for Overdale Junior School. Our Lead DSL will also ensure ALL our staff receive appropriate training and understand the expectations, roles and responsibilities in relation to filtering and monitoring which also ties in with Teachers Standards²⁵ and staff Code of Conduct Policy and our Governing Body will regularly review its effectiveness. (KCSIE Role of DSL and Para 141)

42.3 Our establishment further understands the importance of regular contact with parents and carers. Where appropriate, these communications will be used to reinforce the importance of children being safe online as it is likely that supporting parents and carers will find it helpful to understand what systems we use to filter and monitor online use. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online.

For additional information on monitoring filtering within our establishment, please see Appendix 7 for additional information.

[Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](#)

(Updated Guidance Gov Mar 23)

[Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](#)

43. Use of school or college premises for non-school activities

43.1 Where governing bodies or proprietors hire or rent out school or college facilities/premises to organisations or individuals (for example to community groups,

²⁵ [Teachers' Standards guidance \(publishing.service.gov.uk\)](#)

sports associations, and service providers to run community or extra-curricular activities) they should ensure that appropriate arrangements are in place to keep children safe.

43.2 When services or activities are provided by the governing body or proprietor, under the direct supervision or management of their school or college staff, their arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case. The governing body or proprietor should therefore seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school or college on these matters where appropriate. This applies regardless of whether the children who attend any of these services or activities are children on the school roll or attend the college.

43.3 The governing body or proprietor should 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; and that failure to comply with this would lead to termination of the agreement.

44 What we do when we are concerned about a child

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

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

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

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

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

45 Policy review

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

46 Other Relevant Policies

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

- Children's behaviour management, including drug/alcohol use.
- Staff behaviour and management (Code of Conduct; Safer Working Practice)
- Parents behaviour and management (Code of conduct when in school)
- Racist incidents and Homophobic Behaviour (LGBTQ)
- Anti-bullying including Peer Abuse and Children Using Sexually Abusive behaviour.
- Sexual Violence and Sexual Harassment between children in schools and colleges (child on child) (Appendix 6)
- Physical interventions/restraint
- Special Educational Needs, Mental Health Issues and Disabled Children
- Trips and visits
- Work experience and work-related learning placements
- First aid and the administration of medicines
- Health and safety & Site security
- Sex and Relationship Education/Underage Sexual Activity (Healthy Relationships and Domestic Violence in Young People)
- Equal opportunities
- ICT and Online safety, including on and offline and acceptable usage (Handheld devices and smart watches)
- Extended School Activities
- Mobile phone and camera use (digital equipment)
- LAC Policy
- Visitor Policy
- Safer Recruitment Policy
- Managing Allegations Procedure / Local Authority Designated Officer (LADO) (Appendix 3)

- Monitoring, Recording, Retaining Safeguarding Records Guidance
- Whistleblowing Procedures (Appendix 8)

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

47. Useful contact numbers and links

Leicestershire Police	999 / 0116 2222222
One Front Door Duty & Advice (Includes out of hours) das.team@leicester.gov.uk Early Help & Support/ early-help@leicester.gov.uk	0116 454 1004
Children's Safeguarding Unit	0116 454 2440
Safeguarding in Education Julie Chapaneri & Mohammed Patel Safeguardingineducation@leicester.gov.uk	0116 454 2440
Local Authority Designated Officer (LADO) Jude Atkinson	0116 454 2440
Leicester Safeguarding Childrens Partnership Board (LSCPb) LSCPb Home (lcitylscb.org)	0116 454 6520
Prevent (Advice / Referral) City: Ailsa Coull – Ailsa.coull@leicester.gov.uk	0116 454 6923 07519 069833
UAVA – United against violence and abuse (Domestic Violence, Abuse between Teenagers and Domestic Violence in BME community) info@uava.org.uk	0808 80 200 28
Forced Marriage Unit fm@fco.gov.uk	020 7008 0151
Female Genital Mutilation Helpline fgmhelp@nscppcc.org	0800 028 3550
NSPCC Whistleblowing Advice Line help@nspcc.org.uk	0800 0280285

Useful websites and links

www.thinkuknow.co.uk

www.disrespectnobody.co.uk

www.saferinternet.org.uk

www.internetmatters.org

www.pshe-association.org.uk

www.educateagainsthate.com

www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

[Children Forced Into Opening Criminal Bank Accounts | The Children's Society \(childrenssociety.org.uk\)](http://childrenssociety.org.uk)

APPENDIX 1– DEFINITION AND INDICATORS OF ABUSE

Overview

Abuse, as outlined in KCSIE 2023, is 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. 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. 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.

1. NEGLECT

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

Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger
- Fabricated or Induced Illnesses (Munchausen Syndrome by Proxy)
- Stealing, scavenging and/or hoarding food
- Frequent tiredness or listlessness
- Frequently dirty or unkempt

- Often poorly or inappropriately clad for the weather.
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviour.
- Illnesses or injuries that are left untreated.
- Failure to achieve developmental milestones, for example growth, weight.
- Failure to develop intellectually or socially.
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings.
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers.

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

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

2. PHYSICAL ABUSE

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

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

- Multiple bruises in clusters, or of uniform shape
- Bruises that carry an imprint, such as a hand or a belt
- Bite marks
- Round burn marks.
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks.

- An injury that is not consistent with the account given
- Changing or different accounts of how an injury occurred.
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fabricated or Induced Illnesses (Munchausen Syndrome by Proxy)
- Fear of going home or parents being contacted.
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying; or
- Isolation from peers.

3. SEXUAL ABUSE

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

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

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home.
- Inability to concentrate, tiredness.
- Refusal to communicate.
- Thrush, persistent complaints of stomach disorders or pains

- Eating disorders, for example anorexia nervosa and bulimia
- Attention seeking behaviour, self-mutilation, substance abuse.
- Aggressive behaviour including sexual harassment or molestation.
- Unusual compliance
- Regressive behaviour, enuresis, soiling
- Frequent or open masturbation, touching others inappropriately.
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

3a. SEXUAL EXPLOITATION

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

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

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

5. EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the

child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment. The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

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

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

6. Sexual Harassment and Sexual Violence²⁶

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual

²⁶[Keeping Children Safe in Education 2023 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/85444/Keeping_Children_Safe_in_Education_2023.pdf)- Part 5

violence we are referring to sexual offences under the Sexual Offences Act 2003¹⁰⁵ as described below:

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

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

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

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

Sexual harassment

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

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names.
- Sexual "jokes" or taunting.
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this

crosses a line into sexual violence – it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and

- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.¹⁰⁸ It may include:
- Non-consensual sharing of sexual images and videos
- Sexualised online bullying.
- Unwanted sexual comments and messages, including, on social media; and
- Sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

6. RESPONSES FROM PARENTS

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

- Delay in seeking treatment that is obviously needed.
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development.
- Reluctance to give information or failure to mention other known relevant injuries.
- Frequent presentation of minor injuries
- A persistently negative attitude towards the child
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Severe chastisement of a child including withholding food and using food as a form of punishment
- Parents request removal of the child from home; or

- Violence between adults in the household.

7. SEND CHILDREN (Special Educational Needs and Disabilities)

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

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

Key issues for safeguarding children with disabilities include:

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

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

Some indicators concerns could include:

- A bruise in a site that might not be of concern on an ambulant child, such as the shin, might be of concern on a non-mobile child.

- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification e.g., deprivation of liquid, medication, food or clothing
- Unwillingness to try to learn a child's means of communication.
- Ill-fitting equipment e.g., callipers, sleep boards, inappropriate splinting; misappropriation of a child's finances
- Invasive procedures which are unnecessary or are carried out against the child's will.
- A lack of knowledge about the impact of disability on the child
- A lack of knowledge about the child, e.g., not knowing the child's usual behaviour
- Not being able to understand the child's method of communication.
- Confusing behaviours that may indicate the child is being abused with those associated with the child's disability.
- Denial of the child's sexuality
- Behaviour, including sexually harmful behaviour or self-injury may be indicative of abuse.
- Being aware that certain health/medical complications may influence the way symptoms present or are interpreted.

Overdale Junior School has a specific SEND Policy. All our staff have access to this policy and key staff members are also aware of the LSCPB Procedures²⁷ online. As best practice our school will ensure we:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
- Help disabled children make their wishes and feelings known in respect of their care and treatment.

²⁷ <http://www.lcitylscb.org/information-for-practitioners/safeguarding-topics/neglect/>

- Ensure that disabled children receive appropriate personal, health, and social education (including sex education).
- Make sure that all disabled children know how to raise concerns and giving them access to a range of adults with whom they can communicate.
- Those disabled children with communication impairments should always have available to them a means of being heard.
- Close contact with families, and a culture of openness on the part of services
- Guidelines and training for staff on good practice in intimate care; handling difficult behaviour; consent to treatment; anti-bullying strategies; and sexuality and sexual behaviour among young people.
- Guidelines and training for staff working with disabled children aged 16 and over to ensure that decisions about disabled children who lack capacity will be governed by the Mental Health Capacity Act once they reach the age of 16.
- Use specialist service needs/multi-agency approach if as a school we feel additional, support resources and interventions are required.

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

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

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

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

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

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

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

SECRETS – A child's trust can place a heavy responsibility on teachers, particularly if they want the abuse to remain a secret. You should tell the child that if he or she is being hurt

you will need to tell other people. The child may need to be reassured that you will only speak to those who need to know and that they will treat the matter confidentially.

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

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

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

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

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

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

If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the DSL/Headteacher must be informed asap; if the concern is in reaction to your Headteacher, you must speak to your Governor. If you feel you cannot speak with your Governors, you must use your whistleblowing procedure and contact Duty & Advice/LADO for advice and support. (Appendix 8)

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

APPENDIX 3 – ALLEGATIONS ABOUT A MEMBER OF STAFF/VOLUNTEERS

Guidance on managing Allegations procedures for Overdale Junior School

****IMPORTANT NOTE: As per KCSIE 2023, it is the sole responsibility for educational establishments to ensure that they have a 'Managing Allegations Guidance' to now include low level concerns/harms threshold for their establishment in place. The below information is taken directly from KCSIE 2023, and all education establishments are required to have guidance in place for such incidents. The information below information is a starting point to support schools to write their own Managing Allegations Appendix for such incidents.****

As per KCSIE 2023, it is the responsibility of Overdale Junior School to ensure procedures are in place for dealing with concerns and/or allegations against those working in or on behalf of schools and colleges in a paid or unpaid capacity, including, members of staff, supply teachers, volunteers and contractors. Our procedures are consistent with local safeguarding procedures and practice guidance and KCSIE 2023²⁸.

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

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

KCSIE 2023²⁹ states that LADO procedures are categorised in to 2 main areas:

1. Allegations that may meet the harms threshold.

²⁸ [Keeping Children Safe in Education 2023 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101311/Keeping-Children-Safe-in-Education-2023.pdf) - Part 4 Managing Allegations

²⁹ [Keeping Children Safe in Education 2023 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101311/Keeping-Children-Safe-in-Education-2023.pdf) - Part 4 Managing Allegations

2. Allegation/concerns that do not meet the harms threshold – referred to as ‘low level concerns’.

In line with the OAK policy on ‘Managing Allegations (Appendix 10), staff must report allegations without delay, in line with the following reporting lines:

- Allegations regarding another member of staff will be reported to the headteacher
- Allegations regarding the headteacher will be reported to the Trust CEO

Where there is a conflict of interest in reporting the allegation to the headteacher or CEO, staff will report the concern directly to the LADO. Information regarding the identity of the LADO can be found on the LA’s website.

See Appendix 10 for more information. See Appendix 8 for Whistleblowing.

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

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

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

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

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

Teachers may sometimes be called upon to intervene physically if a child or children are in danger of injuring themselves or others – as in a fight in the school yard. It is important that in such circumstances the minimum possible reasonable force is used. Where possible another colleague should be called upon to assist, both to minimise the risk of injury to the teacher intervening and to act as witness that reasonable force and no more

was used. After such an event a clear record of what took place should be made, including where possible statements from witnesses. The Headteacher should be informed.

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

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

APPENDIX 5 – INDICATORS OF VULNERABILITY TO RADICALISATION

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

2. Extremism is defined as:

Extremism is the promotion or advancement of an ideology[footnote 3] based on violence, hatred or intolerance[footnote 4], that aims to:

1. negate or destroy the fundamental rights and freedoms[footnote 5] of others; or
2. undermine, overturn or replace the UK's system of liberal parliamentary democracy[footnote 6] and democratic rights[footnote 7]; or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2).

The types of behaviour below are indicative of the kind of promotion or advancement which may be relevant to the definition, and are an important guide to its application. The further context below is also an essential part of the definition.

This is an updated definition and more information can be found here:

[New definition of extremism \(2024\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/new-definition-of-extremism-2024)

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

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

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs.
- Seek to provoke others to terrorist acts.
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most

individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Students may become susceptible to radicalisation through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff can recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society.
 - Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
 - Personal Circumstances – migration; local community tensions; and events affecting the student's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
 - Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life.
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration; and
 - Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
 - Being in contact with extremist recruiters
 - Accessing violent extremist websites, especially those with a social networking element
 - Possessing or accessing violent extremist literature

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

APPENDIX 6 – Overdale Junior School’s Guidance on child-on-child sexual violence and sexual harassment

KCSIE 2023 states that child on child sexual violence and sexual harassment forms part of the statutory guidance about how schools and colleges should respond to all reports and concerns of child-on-child sexual violence and sexual harassment, including those that have happened outside of the school or college premises, and or online.

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

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

Overdale Junior School’s response to ‘Child on Child sexual violence and harassment will be as follows:

(See flowchart overleaf)

Response to reports of Sexual violence, sexual harassment and harmful sexual behaviour Referring to KCSIE Part 5 guidance, 2023

The whole school approach is clear there is a **zero-tolerance** to SVSH, that it is never acceptable and will not be tolerated. Dismissing or tolerating behaviours risks normalizing them.

The school/college has a clear set of values and standards, these are underpinned by the behaviour policy and pastoral support system.

All staff know to report all incidents as a safeguarding concern to the D/DDSL, including those that have happened outside of school premises and/or online. **All staff maintain an attitude of 'it could happen here.'**

Definitions

Sexual violence:

Rape
Assault by penetration
Sexual assault
Causing someone to engage in sexual activity without consent

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 and includes:

Unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour, sexual exploitation or online sexual harassment

Harmful sexual behaviour:

(exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent.)

HSB should be considered in a safeguarding context.

SVSH & HSB exists on a continuum and may overlap; can occur online and offline (or simultaneously) and both inside and outside of school/college/settings.

Report received (from the victim or third-party) (Onsite, offsite or online)

Victim reassured

- Victim is taken seriously, supported and kept safe; never given the impression they are creating a problem, nor made to feel ashamed for making a report.
- Confidentially not promised at this stage
- If possible, managing report with two members of staff present
- Listen carefully to the victim, non-judgmentally
- Record the disclosure (facts as reported) **it is essential a written record is made**
- If victim does not give consent to share, staff may still lawfully share in order to protect child from harm and to promote the welfare of children (see KCSIE 2023 para 473-476)
- Staff should inform the DSL or DDSL as soon as practically possible; with careful management of reports that include an online element, refer to KCSIE 2023 para 470

Anonymity

Note that in cases of sexual violence there is legal protection of the victim's identity. Remember that this also includes sharing on social media and rumours amongst pupils in school and school should do all they reasonably can to protect the anonymity of any children involved in any report of sexual

DSLs will need to consider: (SVSH and HSB)

Immediately: Consider how to support the victim, the alleged perpetrator, all other pupils and staff and keep them safe.

- wishes of the victim
- nature of the alleged incident/s
- ages and developmental stages of the children involved
- any power imbalance between the children, for example, age difference, disability or learning difficulty
- is the alleged incident a one off or a sustained pattern of behaviour
- abuse can happen within intimate personal relationships between children
- importance of understanding intra familial harms and any necessary support for siblings following an incident
- time and location of incident, and any action required to make the location safer.
- contextual safeguarding approach, for example, are there ongoing risks to the victim, other children, environmental risks, links to child criminal or sexual exploitation
- engaging with parents and carers – refer to KCSIE 2023 paras 547-552

Options to manage a report of SVSH or HSB

Manage Internally

One-off incidents which the school believes that the child(ren) is not in need of early help or statutory interventions, which would be appropriate to deal with internally under the school's behaviour policy and provide pastoral support via school's early help offer.

Early Help

(Eg non-violent HSB)

Referral to multi-agency
Early Help services

Refer to social care

All incidents where a child has been harmed, is at risk of harm or is in immediate danger.

Social Care staff will decide next steps.
Be ready to escalate if necessary.

Report to police

Any report to the police will generally be in parallel with a referral to Children's social care.

Refer to KCSIE 2023 para 505-527

REMEMBER: All concerns, discussions, decisions and rationale will be recorded on CPOMS.

Risk and needs assessment

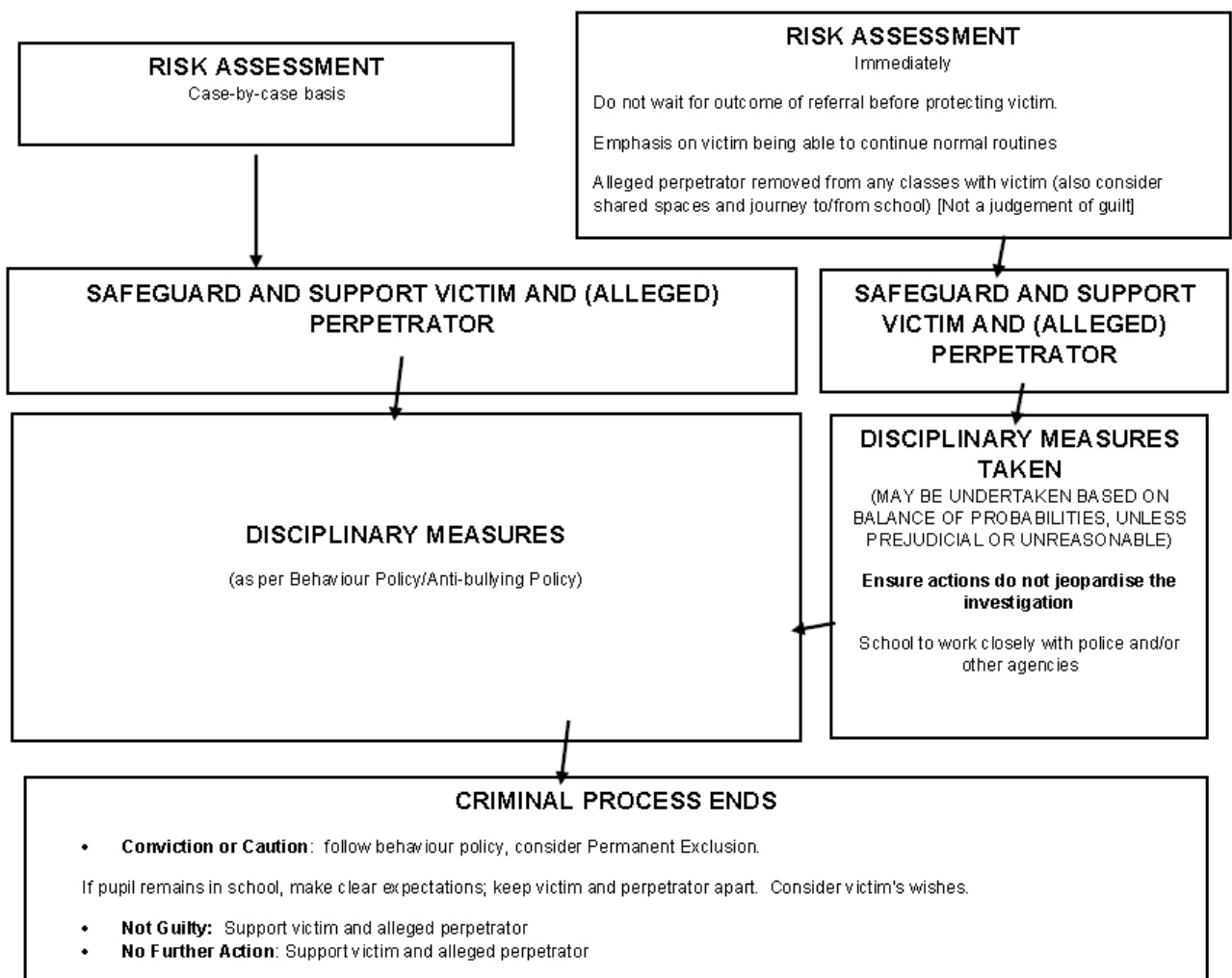
(case by case basis, consider proportionality of the response)

It should be recorded and kept under review.

A contextual safeguarding approach should be used to ensure assessment considers risks posed by any wider environmental factors present in a child's life.

The DSL must ensure they are engaging with Children's social care and specialist services as required.

DSL to make an immediate risk and needs assessment (this may require multi-agency input) to put adequate measures in place to protect all children and keep them safe.



Appendix 7 – Monitoring and Filtering, Online Safety & Cyber Crime – Additional information

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate. The breadth of issues classified 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, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.

Contact: being subjected to harmful online interaction with other users; 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 (e.g., consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and

Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

Overdale Junior School already has an E-Safety Policy in place which can be accessed

[Overdale Junior School – Policies \(overdale-jun.leicester.sch.uk\)](https://overdale-jun.leicester.sch.uk)

and our approach to online safety and monitoring and filtering is reflected within our Child Protection and Safeguarding Policy, section 42.

In order to meet the duties set out in KCSIE 2023, Paragraph 141, Overdale Junior School follows the Department for Education's³⁰ filtering and monitoring standards where we will;

- Identify and assign roles and responsibilities to manage filtering and monitoring systems.
- Review filtering and monitoring provision at least annually.
- Block harmful and inappropriate content without unreasonably impacting teaching and learning.
- Have effective monitoring strategies in place that meet our high safeguarding needs.

Our Governing will review the standards and discuss with IT staff, SLT, Lead DSL and service providers what more needs to be done (if anything) to support us to meet the standard set out by the DfE including in part, the risk assessment required by the Prevent Duty.

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Additional resources:

Safer Internet Centre: "appropriate" filtering and monitoring. [Appropriate Filtering and Monitoring – UK Safer Internet Centre](#) South West Grid for Learning ([Safety and Security Online | SWGfL](#)) tool to check relevant filtering lists (CSA content, Sexual Content, Terrorist content, Your Internet Connection Blocks Child Abuse & Terrorist Content).

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

³⁰ [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](#)

- Unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded.
- 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and,
- Making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area at Overdale Junior School, Our Lead DSL/DSL's will consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety. Where such cases arise in our school and a crime is possibly being committed, our school will follow our safeguarding procedures and contact the Police and relevant agencies where appropriate. Additional information can be found at: national Crime agency: [Cyber Choices – National Crime Agency](#) and [National Cyber Security Centre – NCSC.GOV.UK](#)

Remote Education³¹

Government Guidance – Safeguarding children and teachers online: Keeping children and teachers safe during remote education is essential. Our teachers when delivering

³¹ [Safeguarding and remote education - GOV.UK \(www.gov.uk\)](#)

remote education online are aware that the same principles set out in our school staff behaviour policy/code of conduct will apply. There are times where remote learning, virtual lessons, live streaming and recorded videos may be applied within our school and where children to are asked to complete tasks and assignments independently. Where this is the case, our establishment, in line with on Online Safety Policy and CP Safeguarding Policy will ensure our online education is safe for both teachers and children.

As a school when organising live lessons or recording lessons we will, as a minimum endeavour to:

- use neutral or plain backgrounds.
- ensure appropriate privacy settings are in place.
- ensure staff understand and know how to set up and apply controls relating to pupil and student interactions, including microphones and cameras.
- set up lessons with password protection and ensure passwords are kept securely and not shared.
- ensure all staff, children, students, parents and carers have a clear understanding of expectations around behaviour and participation.

Important conversations with parents, carers and children

Overdale Junior School pride ourselves in communicating regularly and supporting parents and cares with their child's education. In our communications with parents/carers, we will highlight the importance of their child's online safety in today's digital age. We will support parents/carers to teach their children about the potential risks of the internet and the importance of privacy; to set clear boundaries and guidelines for internet usage, regularly monitor their online activities and keeping any passwords and credentials safe. We will support parents/carers to encourage open communication, so they feel comfortable sharing any concerns. We will highlight to parents the importance of utilising parental controls and safety tools to protect their child from harmful content online. By being involved and informed, we will create a safer online environment for our children both in and out of school.

We understand it is especially important for parents and carers to be aware of what their children are being asked to do, including:

- sites they will be asked to use.
- school staff their child will interact with

Appendix 8 – Whistleblowing policy



WHISTLEBLOWING POLICY

Version: 3.0
Approved by: Trustee Board
Issue Date: 2 March 2022
Review Date: 9 March 2023
Date of next review: March 2024

REVIEW HISTORY

VERSION NO.	DATE OF CHANGE	CHANGE SUMMARY	PAGE NO.
1.2	04.03.2021	Revised and approved by HR Committee	
1.3	12.03.2021	Updated with revised branding	
2.0	24.2.2022	Updated to include a named member of staff and a named trustee and their contact details as point of contact for whistleblowing concerns	6
3.0	10.01.2023	Updated in new brand	

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INTRODUCTION

1.1 This policy applies to all Oak Multi Academy Trust (the Trust) employees regardless of whether they are permanent, fixed term, casual, agency or volunteers.

1.2 The Trust are committed to the highest standards of openness, honesty and accountability. It is very important that all employees feel they can talk about any concerns they may have and where they have reasonable cause to believe there has been a detrimental effect on education provided to pupils and the working environment for staff.

1.3 Whistleblowing is the disclosure of information which relates to suspected wrongdoing or dangers at work. This policy encourages and enables employees to raise promptly any serious concerns they may have about the activities of employees, Trustees, Governors, or external organisations in relation to their dealings with the Trust. This policy:

- 1.3.1 Enables employees to raise any concerns they may have and to receive feedback about the outcome of any resulting investigation. It is important to note that the employee will not receive information regarding the detail of the investigation, nor any actions taken.
- 1.3.2 Allows employees to understand how and where to escalate their concerns, if following the completion of any internal processes, their concerns remain.
- 1.3.3 Protects employees from reprisals or victimization for 'whistleblowing' made in good faith.

PURPOSE

2.1 Where an employee has a concern it may be about something that is either already happening, has taken place, or is likely to happen in the future. This may include:

- 2.1.1 A criminal offence or is potentially unlawful.
- 2.1.2 A miscarriage of justice.
- 2.1.3 Regarding the application of the Trust's policies or operating procedures.
- 2.1.4 An act of fraud or corruption.
- 2.1.5 Seems likely to cause damage or harm to a member of the public, the Trust, employees, or the pupils.
- 2.1.6 An act creating a risk to health and safety.
- 2.1.7 An act causing damage to the environment.
- 2.1.8 Is a breach of any other legal obligation.
- 2.1.9 Is a deliberate attempt by an individual or group of people to conceal any of the above.

- 2.2 A whistle-blower is a person who raises a genuine concern relating to any of the above. Any genuine concern related to suspected wrongdoing or danger affecting any of the Trust's activities (a whistleblowing concern) should be reported under this policy.
- 2.3 This policy should not be used for complaints relating to an employee's personal circumstances, such as the way they have been treated at work. In those cases, employees should use the Grievance Procedure.
- 2.4 Employees should seek advice from a member of the Academy or Trust's Central Team if uncertain whether something is within the scope of this policy.
- 2.5 If an employee's concern is in relation to safeguarding and the welfare of pupils at an academy, they should consider whether the matter is better raised under the child protection policy and in accordance with the arrangements for reporting such concerns, i.e. via the designated safeguarding lead, although the principles set out in the is policy may still apply.

CONFIDENTIALITY

- 3.1 The identity of employees who raise concerns will be protected as far as practicable. However, the investigation may, out of necessity in some instances, reveal the source of the information and statements made by the employee(s) who raised the issue may comprise part of the formal process, for example if a formal process/hearing is required.
- 3.2 Employees are encouraged to put their name to any allegations made. Concerns expressed anonymously will be considered at the discretion of the Trust taking into account:
- 3.2.1 The seriousness of the issues raised.

3.2.2 The credibility of the concern.

3.2.3 The likelihood of the allegation being substantiated and

3.2.4 whether it is considered that the allegations are untrue/false.

3.3 Employees who raise an issue in good faith under this policy are protected by the Public Interest Disclosure Act 1998 from any repercussions on their present position or future career. The Act does not protect anyone who is acting maliciously, making false allegations or who is seeking personal gain. The Trust does not tolerate any form of harassment or victimisation against an individual raising a concern.

3.4 If an allegation is made in good faith, but is not upheld by the investigation, no action will be taken against the employee who raised the concern. However, employees who make malicious or vexatious allegations may be subject to disciplinary action.

3.5 The Central Team will keep a record of disclosures made under the Whistleblowing policy.

3.6 Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation and in accordance with the Trust retention policy.

RAISING A CONCERN

Who can raise a concern?

4.1 Any individual who currently works for the Trust may raise a concern under this policy. In addition, a complaint may also be raised by an individual who works for an organisation that provides a service to the Trust such as agency workers, volunteers, trustees and governors, or former employees.

How to raise a concern?

4.2 Employees should normally raise concerns with their Headteacher in the first instance. The line manager may be able to agree a way of resolving the concern quickly and effectively. This will depend on the nature of the concern, the seriousness and sensitivity of the issue and who is allegedly involved.

4.3 Where the concern is more serious or where employees feel unable to approach their Headteacher, they should invoke the Whistleblowing policy and may raise their concern with the central Trust:

- [Kam](#) Karaji, Trustee & Chair of Finance, Audit and Risk Committee
- Nicola Wall, Trust HR Manager:
nwall@oaktrust.org

4.4 Concerns can be raised orally or in writing. It is important that the employee provides as much detail as possible (including specific names, dates and places where known).

4.5 In addition, where concerns are of a serious nature and criminal activity is suspected, employees have the right to raise issues directly with the police or other relevant agencies as they see fit. However, the aim of this policy is to provide an internal mechanism for reporting, investigating and remedying any wrongdoing in the workplace. In most cases employees should not find it necessary to alert anyone externally.

4.6 When taking the matter outside of the Trust, the employee must ensure that they do not disclose confidential information about the Trust or its employees and pupils which is not relevant to the issue.

RESPONSE

5.1 The action taken will depend on the nature of the concern. For example, the matter may:

5.1.1 be investigated internally

5.1.2 be investigated by a third party

5.1.3 be referred to the police, or relevant professional body

5.2 In order to protect individuals and the Trust, initial enquiries will be made to determine whether an investigation is appropriate and if so, what form it should take. Concerns or allegations which fall within the scope of specific procedures (for example, child protection or unlawful discrimination issues) will normally be referred for consideration under those procedures.

5.3 Some concerns may be resolved by agreed action without the need for investigation.

5.4 Within two weeks of a concern being received, the Central Team will write to the employee:

5.4.1 Acknowledging that the concern has been raised;

5.4.2 Indicating how it is proposed to deal with the matter;

5.4.3 Advising whether further investigations will take place and, if not, why not; and

5.4.4 Confirm, where possible, an estimate of how long it will take to provide a final response.

5.5 If necessary, further information will be sought from the employee regarding the concern. The employee will have the right to be accompanied at any meetings by a Trade Union representative or work colleague.

OUTCOME OF THE INVESTIGATION

6.1 If an investigation is warranted, the employee will be informed about the outcome of any investigation but not the detail of the investigation or any action taken against another employee (e.g. disciplinary action).

6.2 The employee who raised the concern has no right of appeal against the outcome of the investigation, however, if the employee is not satisfied with the outcome of the Trust investigation, they may raise their concern with:

- Chief Executive Officer
- Chair of Trustees

RESPONSIBLE OFFICER

The Chair of Trustees has overall responsibility for the maintenance and operation of this policy and delegates the responsibility for this to the Chief Executive Officer. The Chief Executive Officer must maintain a record of concerns raised and their outcomes and will report to the board of trustees.

Appendix 9 – Anti-bullying policy



ANTI-BULLYING POLICY

ISSUE DATE:	December 2021
APPROVED BY:	Trustee Board
DATE OF REVIEW:	24 January 2023
DATE OF NEXT REVIEW:	January 2024

REVIEW HISTORY

VERSION NO.	DATE OF CHANGE	CHANGE SUMMARY	PAGE NO.
1.0	12.2.2021	Put in new branding	
1.1	8.3.2021	Amended grammar and inconsistencies	
1.2	11.10.21	Removed FAB references in OJS section	
2.0	08.11.22	New branding	
2.0	16.01.22	Schools sections updated	

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1. POLICY STATEMENT

- 1.1 The Trust regards any type of bullying as unacceptable. Every person in our Trust community has the right to be part of an environment in which they feel safe and secure. This applies to pupils, parents, carers and staff. All pupils, parents, carers and staff should know what our policy is on bullying and know what they should do if any bullying behaviour takes place.
- 1.2 The Trust has a legal obligation to have measures in place to prevent all forms of bullying. This policy is designed, together with other policies and legislation outlined in [Appendix 2](#), to minimise bullying behaviour. When such behaviour does occur, all incidents will be dealt with swiftly and effectively in accordance with these policies and legislative guidelines. Anyone who knows that bullying is happening is expected to tell school staff. This is to include bystanders, parents and other school staff. Parents and carers have a pivotal role to play in counteracting pupil bullying. Where bullying is clearly established, parents/carers of both the person being bullied and the perpetrator will always be contacted and the relevant school will seek to involve them in the resolution process.
- 1.3 We are committed to providing a caring and safe environment for all of our staff and pupils so they can work and learn in a supportive and secure atmosphere. Bullying of any kind is unacceptable in our schools.

2. PURPOSE

- 2.1 To promote the aims and values of the school – no-one deserves to be a victim of bullying.
- 2.2 To develop a positive and safe learning environment in which bullying will not be tolerated.
- 2.3 To promote inclusion, mutual respect, and self-esteem, ensuring that the physical, social, emotional, and mental health needs of all members of the school community are considered and supported.
- 2.4 To raise the standards of behaviour and levels of achievement for all. Pupils who are bullying need to learn different ways of behaving.
- 2.5 Schools have a responsibility to respond promptly and effectively to issues of bullying.

3. OBJECTIVES

- 3.1 All trustees, governors, teaching and support staff, pupils and parents should have an understanding of what bullying is.
- 3.2 All trustees, governors, teaching and support staff should know what the school policy is on bullying, and follow it when bullying is reported.
- 3.3 All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- 3.4 As a Trust we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- 3.5 To protect the most vulnerable pupils in school including those with SEND, those new to school and those that are at risk of harm.
- 3.6 Bullying will not be tolerated.

4. RATIONALE

- 4.1 Bullying is present to a greater or lesser extent in all institutions. All members of the Trust community deserve the right to feel valued, equal and respected and be able to come to school/work without fear. Bullying has a serious effect on a person's self-esteem, emotional and mental health, which in turn may prevent them from developing to their full potential. In terms of a young person, this can seriously affect their life chances.
- 4.2 Staff Equal Opportunities – every member of the school community is entitled to expect equality of protection from bullying as well as protection and support from policies and procedures. This is in line with the Equality Act, 2010. We recognise that all adults in the school community should be positive role models for pupils. For further guidance see 'Advice for parents and carers on cyber bullying' Department for Education.
- 4.3 The bullying of school staff, whether by pupils, parents, carers or by other staff will not be tolerated.

5. DEFINITION OF BULLYING

- 5.1 Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. It is different from other types of aggressive behaviour because it is defined as something that happens repeatedly and is directed specifically at an individual or group.

5.2 We define bullying as physical or verbally aggressive behaviour that occurs 'Several Times on Purpose'. Some schools use this definition to help children understand the seriousness of bullying compared to other unacceptable behaviours and provides the 'STOP' acronym that leads to children knowing they should 'Start Telling Other People'. Similarly, The Department of Education defines as 'Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

5.3 Bullying comes in many forms and may target others on the basis of race, religion, culture, Special Educational Needs, disability, appearance, health conditions, home circumstances, gender, sexuality (homophobia or biphobia), or gender identity (transphobia).

5.4 Bullying can include the following behaviours:

- Physical – hitting; kicking; pushing; barging; tripping; pulling; stealing or hiding belongings; damage to personal property; deliberate staring or pointing; 'dirty looks'; sexual assault; any other use of violence.
- Verbal – name-calling; teasing; taunting; personal insults or insults to family members; offensive or threatening language; sarcasm; spreading rumours.
- Behavioural (including Psychological) – social exclusion from group activities; being unfriendly; isolating; deliberate ignoring; forcing someone to do something against their will; spreading rumours or stories; graffiti; defacing property; stealing; displaying offensive literature or materials; tormenting (e.g. hiding books, threatening gestures).
- Sexual – unwanted physical contact or sexually abusive comments.
- Sexting – when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.
- Cyberbullying – offensive or abusive text or internet/social media messages, recording images using mobile device, mobile threats via calls and/or text messaging, and other uses of ICT such as bullying over gaming devices. Cyberbullying is a different form of bullying and can happen at all times of the day, with a potential bigger audience. The Education Act 2011 amended the power in the Education Act 1996 to allow staff who have been authorised by the Principal to examine data or files on mobile devices, and delete these, where there is good reason. In addition, schools will report any issues to the police and other agencies if necessary if staff believe an offence may have taken place or young people are at risk of harm.

5.5 Perpetrators may use different pretexts as the basis of their bullying and some forms of bullying are aimed at specific groups or based on factors which put

individuals at a greater risk of being bullied. These groups include but are not solely restricted to the protected characteristics under the Equality Act 2010 of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity:

- Age – where the motivation for bullying is based on the person's age.
- Appearance or health conditions – where an individual or group are targeted because of their physical appearance or a health condition. For example, a disfigurement, a traumatic injury, severe skin condition.
- Disability – where the motivation is based on prejudice or negative attitudes about people living with a disability (or perceived disability). People who have disabled family members may also be the target of bullying behaviours;
- Gender reassignment – relates to gender identity. It is based on prejudice or negative attitudes, views or beliefs about trans people. Transphobic bullying affects people who are trans but can also affect those questioning their gender identity as well as people who are not trans but do not conform to gender stereotypes;
- Home circumstances – where the motivation for bullying is based on the persons living arrangements for example: young carers, children in care or geographic locality i.e. where they live;
- Homophobic and Biphobic bullying – relates to a person's sexual orientation. It is based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bi people. Individuals or groups can be targeted because of their actual or perceived sexuality. People who have lesbian, gay or bi family members can also be targeted as can students who do not conform to gender stereotypes;
- Marriage and Civil Partnerships – where the motivation is centred around the fact that someone or a couple have or even have not entered into a legal union;

Pregnancy and Maternity (including breastfeeding) – relates to a female student or staff member who is pregnant and may be targeted as result thereof;

- Racial, cultural and religious groups where the motivation for bullying is based on the target's skin colour, culture, nationality or faith;
- SEN and disabled students where an individual or group are targeted because of a special educational need or disability which includes learning difficulties, sensory impairments and mental health conditions;
- Sex – where an individual or group are targeted because of their gender:
- Sexual bullying – can relate to the target's gender or body, this can have a sexual and/or sexist element.

5.6 Bullying can also take place through third person involvement i.e., another person being encouraged to take part in any of the behaviours above and maybe seen as indirect bullying.

5.7 All staff should also be aware to the possibility of a member of staff bullying a child. Should anyone suspect that this is taking place this should be reported immediately to the Headteacher. If the Headteacher is suspected of bullying, the matter should be reported to the Trust CEO.

5.8 Bullying involves an imbalance of power between the perpetrator and victim which may manifest itself in several ways: it maybe physical, psychological, derived from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. If not addressed or known about, bullying can lead to peer-on-peer abuse.

5.9 It is important to understand that bullying is not a one-off incident of unkindness, an occasional falling out with friends, name calling / unkindness between people, arguments or when the occasional 'joke' is played on someone. For example, children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

6 AWARENESS

6.1 Each school communicates its stance on bullying to all staff, pupils and parents annually and by publishing its policy on the school website. There is an agreed collective responsibility to address any incidents, either observed or reported and to record such incidents. The issue of what bullying behaviour looks like is raised throughout the year, to maintain awareness, for example, in assemblies, displays, anti-bullying week and tutor time activities. The pastoral team or class teachers discuss what bullying behaviour is with tutor groups/classes, and subject areas may explore the issue through topic work. It is during these discussions that pupils are made aware of how it might feel to be the target of bullying behaviours and to ensure they fully understand what it is, and that it is never acceptable. We work with both pupils displaying bullying behaviours and the pupils who are the targets of this behaviour, in order to make change. This can include 1:1, group work, referrals to outside agencies, liaison with the police. Education to prevent bullying will be provided to all pupils during their time in school and appropriate behaviour will be reinforced during lessons and around the school site. Curriculum opportunities are used to address bullying in each school.

6.2 Whilst preventing bullying behaviour is safeguarding individuals, there may be occasions when further safeguarding concerns arise. In the case of young people,

all staff will be aware of systems within their school which support safeguarding and will be explained to them as part of staff induction.

This should include the:

- Child protection policy, which should amongst other things also include the policy and procedures to deal with peer-on-peer abuse;
- Behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying);
- Staff behaviour policy (sometimes called a code of conduct);
- Safeguarding response to children who go missing from education; and
- Role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

6.3 Staff will receive training on child-on-child abuse. All staff should be aware that children can abuse other children. And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.

All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse, they should speak to their designated safeguarding lead (or deputy). It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- Abuse in intimate personal relationships between peers;
- Physical abuse such as 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);

- 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; For further information about sexual violence see Annex B. For further information about sexual harassment see Annex B.
- 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 nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- 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, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff should be clear as to the school's or college's policy and procedures about child-on-child abuse and the important role they must play in preventing it and responding where they believe a child may be at risk from it.

6.4 The process for the monitoring of incidents is included in [Appendix 1](#).

7. BULLYING OUTSIDE SCHOOL PREMISES

7.1 Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Should bullying behaviour be reported to school staff, it will be investigated and acted on. The Headteacher will consider whether it is appropriate to notify the police of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

7.2 Teachers have the power to discipline pupils for misbehaving outside the school premises to such extent as it is reasonable. The bullying may be done by pupils from our own school, by pupils from other schools or by people who are not at school at all. Where bullying outside is reported to staff it will be investigated and acted on. We may decide to notify the police of the action taken against the pupil.

8. SIGNS AND SYMPTOMS

In the case of a young person, they may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school.
- Doesn't want to go on the public transport including buses and taxis.
- Begs to be driven to school.
- Changes their usual routine.
- Is unwilling to go to school (school phobic).
- Begins to truant.
- Becomes withdrawn, anxious or lacking in confidence.
- Starts stammering.
- Attempts or threatens suicide or runs away.
- Cries themselves to sleep at night or has nightmares.
- Feels ill in the morning.
- Begins to do poorly in school work.
- Comes home with clothes torn or books damaged.
- Has possessions which are damaged or "go missing."
- Asks for money/starts stealing money (to pay someone asking them for money).
- Has unexplained cuts or bruises.
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Stops eating.
- Is frightened to say what's wrong.
- Gives improbable excuses for any of the above.

- Is afraid to use the internet or mobile phone or always needing to be on social media.
- Hypervigilance around others.
- Is nervous and jumpy when a cyber-message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

9. REPORTING INCIDENCES OF BULLYING

9.1 Reporting and Responding to Bullying:

No one deserves to be bullied. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. We take our responsibility to respond promptly and effectively to incidents of bullying. There is an agreed collective responsibility to address any incidents of bullying. Pupils are encouraged to tell their class teacher or form tutor, House Manager, Pastoral Support Worker or a member of staff that they trust. The teacher who receives the information will establish the details of the incident, and pass the information to the relevant staff member, who will be responsible for interviewing the main persons involved, as well as any other witnesses in order to establish the truth of what has happened. If parents suspect that the child is being bullied, their first port of call will be the class teacher/form tutor. They may, in some circumstances, refer it to a member of the Pastoral Team or to the Senior Leadership Team. If any degree of bullying is identified, the following action will be taken in consultation with a senior member of staff:

9.1.2. Pupils:

Children are encouraged to 'Start Telling Other People.'

They are encouraged to report possible bullying to any member of staff they trust, a friend or a member of their family.

Children who are 'bystanders' are encouraged to support their peers by reporting any suspected bullying.

Guidance for pupils experiencing bullying:

- Try to remove yourself from the situation as soon as possible
- Try to stay calm
- Ask them to stop; be firm and clear
- Tell your class teacher/tutor/House Manager/someone you trust what has happened straight away
- If you are scared to tell a teacher or an adult by yourself, as a friend to go with you
- Do not blame yourself for what has happened.

When you report an act of bullying:

- Be clear about what has happened to you
- Be clear about how often it has happened
- Be clear about who was involved
- Be clear about who witnessed the incident
- Be clear about where it happened.

9.1.3. Staff:

All incidents of suspected bullying will be dealt with by the member of staff it is reported to. Designated staff will vary among schools.

All staff are responsible for the health and wellbeing of the children and have a duty to respond seriously to any claim of bullying. If necessary and appropriate, particularly if behaviour in school is repeated out of school, police will be consulted.

All staff must report bullying as specified in their individual school procedures, outlined in Appendix 1.

9.1.4. Parents:

Parents are encouraged to share any concerns with their child's class or form teacher, Head of Year, Head of House, or a member of the Senior Leadership Team. In serious cases parents should be informed and will be asked to come into a meeting to discuss the problem.

If your child is bullying others:

- Explain that their actions are wrong and it is making others unhappy.
- Make an appointment to see your child's class teacher/form tutor/House Manager to explain the problem your child is experiencing as well as discussing how you can work together to prevent further acts of bullying.
- Regularly ask your child how things are going at school.

9.2 If your child is experiencing any form of electronic bullying:

- Ensure your child is careful when sharing their mobile phone number/e-mail address with others and use social networking sites sensibly. Encourage them to 'block' any users that they do not know or are making them unhappy.
- Check exactly when an inappropriate message was sent and keep any evidence.
- Where necessary report incidents to the school or to the police.

10. PROCEDURE FOR DEALING WITH REPORTED INCIDENTS OF BULLYING

10.1 Victim:

The bullying behaviour or threats of bullying must be investigated immediately, and the bullying stopped.

Parents/carers will be informed.

Victims will be reassured that they have done nothing to deserve the bullying and that what may have happened is not their 'fault.'

The person being bullied will be offered 1-1 support after an act of bullying has taken place to express how they feel and to ensure that any further incidents of bullying are dealt with swiftly and sanctions are escalated.

The victim will be consulted with on how to rebuild relationships with the perpetrator if they want to do this.

Referral to the school counsellor/School Nurse (where available) may be considered appropriate.

Following investigations, staff will periodically 'check in' with children that have been the victim of bullying to ensure that the child feels happy and secure at school.

Interventions may be put in place to support the victim and support them in developing appropriate skills to protect themselves from bullying behaviours. Sanctions may be imposed such as withdrawal from clubs, social events, trips.

10.2 Perpetrator(s):

Parents will be contacted and informed and may be asked to come in to discuss the problem.

A behaviour contract may be drawn up with the involvement of parents and carers. Parents will be invited into school to discuss their child's behaviour and strategies that can be taken to modify it.

10.3 Parents/Carers:

Parents / carers of both victim and perpetrator will be kept informed throughout the process.

Close contact will be maintained with the victim's parents or carers to ensure that the victim adjusts positively back to school life as quickly as possible.

Parent views will be taken into account but the school will stress that wherever possible reconciliation will be considered in order to provide clear resolution for all concerned while not condoning the bullying.

10.4 Reconciliation:

The perpetrator will be asked at a suitable point to genuinely apologise, in writing or in person.

Children will be encouraged to reconcile any issues over a period of time so that any injustice can be rectified.

Some children will be asked to participate in one to one or group interventions to support their social development and reduce the incidents of bullying behaviours.

10.5 Prevention Strategies:

We aim to help children to prevent bullying, by reinforcing our policy through:

- Encouraging to "Start Telling Other People."
- Pupils are encouraged not to be bystanders.
- SLT, Inclusion team and lunchtime supervisors support at unstructured times.
- Assemblies and events to support appropriate behaviours.
- Tutor time activities.
- Individual or group interventions.
- Restorative justice.
- Individual mentoring or support from in school teams.
- Liaison with SEND faculty where necessary.
- Referral to School Nurse and/or Counsellor.
- Referrals to other agencies to support.
- Whole school surveys.
- Reports and behaviour contracts.
- Information shared with parents through parents' evenings and events, newsletters and messages home.

School-specific strategies can be found in [Appendix 1](#).

APPENDIX 1: SCHOOL-SPECIFIC PROCEDURES AND STRATEGIES

Overdale Junior School

Incident reported by child/adult

☒

Perpetrator talked to by member of staff

☒

Recorded in (lunchtime) incident book. Sanction may be applied against the perpetrator e.g. Reflection, Time Out strategies.

☒

IF INCIDENTS CONTINUE

☒

Child talked to by class teacher/senior leaders. Recorded in (lunchtime) incident book. Parents may be informed by phone call or letter.

☒

IF INCIDENTS CONTINUE

☒

Both sets of parents/carers asked in to see the Headteacher/class teacher.

☒

Strategy developed with consent of both sets of parents/carers

☒

IF INCIDENTS STILL CONTINUE

☒

Parents/carers asked in to see the Headteacher and further intervention (additional external support (Behaviour Support) may be sought for perpetrator and victim]

☒

IF INCIDENTS STILL CONTINUE

☒

Exclusion procedures may begin

☒

Headteacher, child and/or parents/carers may meet later to ensure the problem is resolved.

Strategies:

- Circle of Friends or other managed lunchtime interventions such as Games Club, may be offered to especially vulnerable children.
- Ensure all children can identify trusted adults they can speak to about their concerns. • Promoting the Overdale Way reinforcing positive language and relationships
- Restorative conversations and techniques used to gain understanding and build relationships
- Engage Pastoral Support worker for further victim or perpetrator support where necessary
- Child friendly anti-bullying advice leaflet to reinforce the 'STOP' message used across the school.
- Assemblies on positive relationships and anti-bullying.
- Weekly celebration assemblies that reward achievement/good behaviour.
- PSHE/Circle time lessons including role play to develop good moral behaviour, social and communication skills.
- Ensuring that the school environment does not allow places where bullying can go unnoticed.
- High profile activities occur during National Anti-Bullying Week every November.
- Conflict resolution training for dining supervisors.
- School Council help to review the Anti-Bullying Policy and promote the STOP message through activities and fundraising.
- Actively celebrate and value diversity and difference within the school community e.g. Diversity Day.

APPENDIX 2: FURTHER GUIDANCE

USEFUL SOURCES

Keeping Children Safe in Education

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

Beyond Bullying www.beyondbullying.com The Anti-Bullying Alliance An alliance of over 60 organisations www.anti-bullyingalliance.org.uk

CEOP (Child Exploitation and Online Protection Centre) www.thinkuknow.co.uk

ChildLine 0800 11 11 www.childline.org.uk

ChildNet International www.childnet.com

Kidscape 08451 205 204 (helpline for parents) www.kidscape.org.uk

Mencap: Represents people with learning disabilities www.mencap.org.uk

Stonewall An LGBT equality organisation www.stonewall.org.uk

Further Guidance for School Leaders, Staff and Governing Bodies 'Preventing and Tackling

Bullying' by the Department for Education'. This can found online at

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

www.kidpower.org

www.nationalbullyinghelpline.co.uk

www.nspcc.org.uk

www.youngminds.org.uk

LEGISLATION

Education and Inspection's Act 2016 section 86

Education (Independent Schools standards) regulations 2014

Education Act 2011 (updating and amending the Education Act 1996)

Equality Act 2010- schools and academies are required to comply with the Public Sector Equality Duty (PSED)

The Children Act 1989

Malicious Communications Act 1988

Protection from Harassment Act 1997

Communications Act 2003

Public Order Act 1986

Keeping Children Safe in Education guidance and advice

Appendix 10 – School's managing allegations of abuse policy



Managing Allegations of Abuse

Version	1.0
Approved By	Trustee Board
Issue Date	13 October 2021
Review Date	01 December 2023

REVIEW HISTORY

VERSION NO.	DATE OF CHANGE	CHANGE SUMMARY	REF.
1.0	14.10.21		
2.0	30.08.22	Updated in new brand	
2.0	30.08.22	Minor changes to dates (2021 into 2022)	

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Statement of intent

Oak Multi-Academy Trust takes its responsibility of care for pupils seriously. We will thoroughly investigate allegations of abuse against staff – this will be done in a fair way that does not prejudice either the pupil or the member of staff. Any investigation of an allegation of abuse will be made in line with this policy and we will provide both the accuser and accused with the support they require during the investigation.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 1989
- Education Act 2002
- Children Act 2004
- Data Protection Act 2018
- UK General Data Protection Regulation (UK GDPR)
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2023) 'Working Together to Safeguard Children'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Disciplinary Policy and Procedure
- Staff Code of Conduct
- Data Protection Policy
- Behavioural Policy
- Low-level Concerns Policy

All data will be processed in line with the UK GDPR recommendations.

Scope of this policy

NB. 'Child' refers to anyone under the age of 18. 'The school' refers to any site across Oak Multi Academy Trust.

This policy covers the process for dealing with allegations that meet the harm threshold, which are allegations where it is alleged that anyone working in the school or on the school site, including supply teachers, volunteers and contractors, has:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children, including in relation to behaviour that may have happened outside of school that might make the individual unsuitable to work with children.

Procedures for managing allegations that do not meet the harm threshold (also known as 'low-level concerns') are not covered in this policy. Low-level concerns will not be viewed as insignificant but any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not considered serious enough to consider a referral to the Local Authority Designated Officer (LADO). Please refer to the Low-level Concerns Policy where allegations do not meet the harm threshold.

For the purpose of this policy, "allegation" refers to allegations that meet the harm threshold.

Staff covered by this policy

This policy covers allegations against those working in or on behalf of the school in a paid or unpaid capacity, including members of staff, supply teachers, volunteers and contractors.

In some cases, the school will have to deal with an allegation against an individual not directly employed by them, e.g. supply staff provided by an employment agency, where the school's disciplinary procedures do not fully apply because agencies will have their own procedures.

In these cases, the school will ensure allegations are dealt with properly and will often take the lead on dealing with the allegation as it has access to all of the necessary information. Under no circumstances will the school decide to cease to use a supply teacher due to safeguarding concerns without finding out the facts and liaising with LADO to determine a suitable outcome.

Any supply agencies used by the school will be informed of the school's process for managing allegations. The school will also take account of the agency's policies and their duty to refer to the DBS as personnel suppliers.

If an allegation is made against a governor, the school will follow their local procedure. Where an allegation is substantiated, the school will follow the procedures to consider removing the governor from office.

For the purposes of this policy "member of staff" refers to staff, supply staff, volunteers and contractors.

Role and responsibilities

The Trustee board will be responsible for:

- Ensuring this policy is implemented consistently within the Trust.
- Ensuring welfare support is put in place for staff subject to allegations.
- Making the final decision of whether the CEO, subject to an allegation should be suspended. See the Oak Academies Trust Scheme of Delegation for specific levels of authority.

The Trust CEO (or suitable delegate) will be responsible for acting as the case manager for allegations relating to the headteacher.

The headteacher will be responsible for acting as the case manager for allegations, unless the allegation relates to them or there would be a conflict of interest if they were the case manager.

The case manager will be responsible for:

- Conducting a basic enquiry as soon as an allegation is reported.
- Leading investigations into allegations.
- Working with the LADO when dealing with allegations.

The DSL will be responsible for making referrals to CSCS (Children's Social Care Services) and/or the police where necessary.

The LADO will provide advice and guidance to the school when considering allegations. Their role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out.

Reporting concerns and allegations

Staff must report allegations without delay, in line with the following reporting lines:

- Allegations regarding another member of staff will be reported to the headteacher
- Allegations regarding the headteacher will be reported to the Trust CEO

Where there is a conflict of interest in reporting the allegation to the headteacher or CEO, staff will report the concern directly to the LADO. Information regarding the identity of the LADO can be found on the LA's website.

Where a pupil makes a disclosure to a member of staff about the behaviour of another member of staff, staff must follow the reporting lines above.

Once an allegation has been made, a case manager will be assigned to lead the investigation. The case manager will be the headteacher or, where the headteacher is the subject of an allegation, the Trust CEO (or delegate).

Initial response

CSCS and, as appropriate, the police will be contacted immediately if a child has been harmed, there is an immediate risk of harm to a child, or the situation is an emergency. These reports will be made in line with the school's Child Protection and Safeguarding Policy.

Before contacting the LADO, the case manager will conduct a basic enquiry to establish the facts to help them determine whether there is any foundation to the allegation. During this basic enquiry, the case manager will ensure they collect any information that will be required by the LADO and will be careful not to jeopardise any potential future police investigation.

Once the case manager has conducted the basic enquiry, they will contact the LADO. The case manager and LADO will discuss the nature, content and context of the allegation and decide if:

- No further action is needed.
- A strategy discussion should take place.
- There should be involvement from the police and/or CSCS.

Where the case manager is concerned about the welfare of other children in the community or the staff member's family, they will discuss these concerns with the DSL and conduct a risk assessment of the situation. Where necessary, the DSL will make a referral to CSCS.

If the allegation is about physical contact, e.g. restraint, the strategy discussion or initial evaluation with the LADO will take into account that teachers and other staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour.

No further action

Where the initial assessment leads to no further action, the case manager and LADO will:

- Record the decision and justification for it.
- Agree on what information should be put in writing to the individual concerned and by whom.

Strategy discussion

If there is cause to suspect a child is suffering, or is likely to suffer, significant harm, a strategy discussion involving the police and/or CSCS will be convened. Strategy discussions will take place in line with the '[Working Together to Safeguard Children](#)' statutory guidance – Updated 2023.

CSCS will convene the meeting to determine the child's welfare and plan rapid future action if there is reasonable cause to suspect the child is suffering or likely to suffer significant harm. A representative of the school may be invited to the meeting.

The discussion will be used to:

- Share available information.
- Agree the conduct and timing of any criminal investigation.
- Decide whether enquires under section 47 of the Children Act 1989 must be undertaken.

Investigation

Where it is clear than an investigation by the police or CSCS is unnecessary, or the strategy discussion or initial assessment decides that this is the case, the LADO will discuss the next steps with the case manager.

Where further enquiries are required to enable a decision about how to proceed, the LADO and case manager will discuss how the investigation will be undertaken and who should conduct the investigation. In most cases, the investigation will be undertaken by a senior member of staff at the school. Where there is a lack of appropriate resources within the school to conduct the investigation, or the nature or complexity of the allegation requires it, the allegation will be conducted by an independent investigator.

The case manager will monitor the progress of the investigation to ensure that it is dealt with thoroughly, fairly and as quickly as possible. The first review will take place no later than four weeks after the initial assessment where possible. Dates of subsequent reviews will be set at the review meeting if the investigation continues and will be conducted at least at fortnightly intervals.

Informing the member of staff

The member of staff subject to an allegation should be informed of the allegation and given as much information as possible, unless there are good reasons not to. In cases where the allegation needs to be reported to CSCS and/or the police, the case manager will seek advice from the LADO, CSCS and police as appropriate regarding what information can be shared.

Supply staff

Where an allegation relates to a member of supply staff, the agency will be fully involved and cooperate with any enquiries from the school, LADO, police and/or CSCS. In these cases, the school will usually take the lead as the agency will not have direct access to the required information.

The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency or agencies are taken into account by the school during the investigation.

Confidentiality

The case manager and LADO will discuss what information will be shared and with whom, alongside which actions will be taken to manage any possible breaches of confidentiality or press interest.

Information regarding an allegation will only be shared with necessary parties. Every effort will be made to protect the privacy of all parties involved in an allegation. Confidentiality will also be maintained to ensure a fair investigation can be undertaken.

All parties involved in an allegation will be made aware of the requirement to maintain confidentiality and guard against unwanted publicity about any allegations made against teachers whilst investigations are in progress.

Breaches in confidentiality will be taken seriously and may warrant a separate investigation. The school will not provide the media with any information regarding an allegation.

Suspension

Suspension will never be an automatic response when an allegation is reported – all options to avoid suspension will be considered prior to taking that decision.

The case manager will carefully consider whether the circumstances warrant suspension from contact with children at the school, or until the allegation is resolved. Suspension will be considered only in cases where there is cause to suspect a child or other children at the school is/are at risk of harm, or the case is so serious that it might be grounds for dismissal.

The case manager will seek advice from the Trust Central Services (HR) and the LADO, as well as the police and CSCS where they have been involved. The following options will be considered by the case manager before suspending a member of staff:

- Redeploying the member of staff within the school so that they do not have direct contact with the child or children concerned.
- Providing an assistant to be present when the individual has contact with children.
- Redeploying the member of staff to alternative work in the school so the individual does not have unsupervised access to children.
- Moving the child or children to classes where they will not come into contact with the member of staff – this decision will only be made if it is in the best interests of the child or children involved and takes account of their views.
- Temporarily redeploying the member of staff to another role in a different location, e.g. to an alternative school, where available.

Depending on the levels of authority in the Scheme of Delegation, the Headteacher, CEO or Trustees will make the final decision on whether the member of staff should be suspended. Where a strategy discussion, or initial assessment, concludes that there should be enquiries by CSCS, and/or an investigation by the police, the LADO will seek the views of the police and CSCS regarding whether the member of staff should be suspended from contact with children. Police involvement does not make it mandatory to suspend a member of staff. The decision to suspend will be made on a case-by-case basis following a risk assessment of whether the person poses a risk of harm to children.

If immediate suspension is considered necessary, the case manager will record the rationale and justification for this decision, alongside the alternatives to suspension that were considered and why they were rejected.

Where suspension is deemed necessary, written confirmation will be given to the member of staff within one working day where possible, which will provide as much detail as appropriate for the reasons for the suspension. The member of staff will be told immediately who their named contact is within the school for the period of their suspension.

Where an allegation relates to a member of supply staff, the governing board will discuss with the supply agency or agencies where the member of staff is working across a number of schools, whether it is appropriate to suspend the individual, or redeploy them to another part of school, whilst an investigation is carried out.

Where the school is made aware that the Secretary of State has made an interim prohibition order, in respect of an individual who works at the school, immediate action will be taken by the school to ensure the individual does not carry out work in contravention of the order, i.e. not carrying out teaching work, pending the findings of the TRA investigation.

Information on the pay arrangements implemented while a member of staff is suspended, or an interim prohibition order is in place, can be found in the Trust Disciplinary Policy.

Supporting those involved

Pupils and parents

The welfare of the pupil(s) involved in an allegation will be paramount. Pupils involved will be fully supported in line with the Child Protection and Safeguarding Policy.

The parents of the pupil(s) involved in an allegation will be told about the allegation as soon as possible if they do not already know about it, unless notifying the parents would put the pupil at further risk. The case manager will work with the LADO to agree who should be informed about the allegation.

Parents will be made aware of the requirement to maintain confidentiality and guard against unwanted publicity about any allegations made against teachers whilst investigations are in progress.

Parents will be kept informed about the progress of the allegation, including the outcome and any action taken.

Staff who report an allegation

The school will ensure that all staff feel equipped and supported to report any allegations or concerns.

Staff subject to an allegation

Any staff member subject to an allegation will be offered welfare support. The school has a duty of care to all staff and will:

- Manage and minimise the stress caused by the allegation.
- Inform the member of staff as soon as possible about the allegation, explaining the likely course of action, guided by the LADO, and the police where necessary.
- Advise the member of staff to contact their trade union representative, or a colleague for support.
- Appoint a named representative to keep the staff member informed about the progress of the case.
- Provide access to counselling or medical advice where appropriate.
- Not prevent social contact with work colleagues and friends, when staff are suspended, unless there is evidence to suggest this may prejudice the gathering of evidence.

Any information regarding an allegation is confidential and will not ordinarily be shared with other staff or with pupils or parents who are not directly involved in the investigation.

Outcomes

The following definitions will be used when determining the outcome of an allegation:

- **Substantiated:** There is sufficient evidence to prove the allegation.
- **Malicious:** There is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive or cause harm to the person subject of the allegation.
- **False:** There is sufficient evidence to disprove the allegation.
- **Unsubstantiated:** There is insufficient evidence to either prove or disprove the allegation.
- **Unfounded:** There is no evidence or proper basis which supports the allegation being made.

The options available to the school will depend on the nature and circumstances of the allegation and the evidence and information available.

Referral to the DBS (Disclosure and Barring Service)

If an allegation is found to be substantiated and the member of staff is dismissed, resigns or otherwise ceases to provide their services to the school, or the school ceases to use the person's services, the school has a legal duty to make a referral to the DBS. For members of teaching staff at the school, the case manager will consider whether to refer the matter to the TRA to consider prohibiting the individual from teaching.

The school will also make a referral to the DBS where it is considered an individual has engaged in conduct that harmed, or is likely to harm, a child, or if they otherwise pose a risk of harm to a child.

Criminal investigations

Some allegations may result in a criminal investigation taking place. The police will inform the school and the LADO when:

- A criminal investigation and any subsequent trial is complete.
- It is decided to close an investigation without charge.
- It is decided not to continue to prosecute after the person has been charged.

The case manager and LADO will discuss whether any further action against the member of staff is appropriate, including disciplinary action.

Unsubstantiated, unfounded, false or malicious allegations

If an allegation is determined to be unsubstantiated, unfounded, false or malicious, the LADO and the case manager will consider whether the pupil and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. If this is the case, the DSL will decide whether a referral to CSCS needs to be made. If a report is shown to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate against the individual who made it, in line with the Trust Disciplinary Policy (for staff reporters) or Behaviour Policy (for pupil reporters).

Returning to work

Where a member of staff has been suspended and it is decided on conclusion of the case that they can return to work, the case manager will decide on the best course of action to facilitate the return to work and seek advice from Trust Central Services (HR) and the LADO where necessary. The case manager will also consider how the staff member's contact with the child who made the allegation can best be managed if they are still attending the school. The member of staff will be provided with support, including welfare support, during their return to work.

Resignations

If the member of staff leaves, resigns or ceases to provide their services during an investigation, the school will not stop the investigation and it will be completed.

The staff member subject to the allegation will be given a full opportunity to answer the allegation and make representations about it. The process of recording the allegation and supporting evidence and reaching a judgement on the allegation will continue even if the member of staff does not cooperate. The member of staff concerned will be notified of the conclusion of the allegation and sanctions that may be posed.

Other than where allegations are false, malicious, unsubstantiated, or unfounded, the outcome will be made clear when providing references to prospective employers.

Settlement agreements

The school will not use settlement agreements (also known as compromise agreements) where there are allegations that indicate a person is a risk or poses a risk of harm to children or is deemed not suitable to work with children. A settlement agreement is an agreement by which a person agrees to resign if the employer agrees to not pursue disciplinary action and both parties agree a form of words to be used in any future reference.

In limited circumstances, it may be appropriate to use settlement agreements to end the employment relationship on agreed terms. Where a settlement agreement is used, this will not prevent the school from:

- Fulfilling its legal duty to refer cases to the DBS where the referral criteria are met.
- Providing a fair, accurate and truthful reference that is not misleading to potential employers when requested.

- Considering whether to make a referral to the TRA where the criteria are met.

Record keeping

Any details of allegations that are found to be malicious or false will be removed from the staff member's personnel record, unless they give their consent for the information to be retained.

For all other allegations, the following information will be kept on the staff member's personnel file:

- A clear and comprehensive summary of the allegation.
- Details of how the allegation was followed up and resolved.
- Details of any action taken, and decisions reached and the outcome.
- A copy provided to the person concerned, where agreed by CSCS or the police.
- A declaration on whether the information will be referred to in any future reference.

The school will retain records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the enquiry. All other records will be retained until the staff member subject to the allegation has reached normal pension age or for a period of 10 years from the date of the allegation, whichever is longer.

All records will be managed in line with the Trust's Data Protection Policy.

References

Where an allegation is found to be false, unfounded, unsubstantiated or malicious, the school will not include details of the allegation in references. Substantiated allegations will be included in references, provided that the information is factual and does not include opinions.

Non-recent allegations

If an adult makes an allegation to the school that they were abused as a child, they will be advised to report the allegation to the Police. Non-recent allegations made by a child will be reported to the LADO in line with the LA's procedures for dealing with non-recent allegations.

All pupils and staff will be made aware that abuse can be reported no matter how long ago it happened.

Monitoring and review

Throughout the process in handling allegations and at conclusion of a case in which an allegation is substantiated, the LADO will review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the school's procedures to help prevent similar events in the future.

This policy will be reviewed annually by the CEO and Trustees. Any changes to this policy will be communicated to all staff and other relevant stakeholders, e.g. supply agencies. The next scheduled review date for this policy is October 2023.

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