

# LEICESTER GRAMMAR SCHOOL TRUST

## LEICESTER GRAMMAR JUNIOR SCHOOL

### SAFEGUARDING POLICY

*This is one of the policies concerned with pastoral care. It should be read with regard to the policies on substance misuse, attendance, equal opportunities, anti-bullying, pupil behaviour, KCSIE 2020, WT 2018 and pastoral care. It should be read with regard to the Prevent Duty 2015.*

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

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## NAMED STAFF AND CONTACTS

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- Deputy Designated Senior Leads for Child Protection& Safeguarding: David Fulton (Deputy Head Academic): [fultond@leicestergrammar.org.uk](mailto:fultond@leicestergrammar.org.uk) 0116 2591950
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- Designated Teacher for Children in Care: Rachel Strong (Deputy Head Pastoral) [strongr@leicestergrammar.org.uk](mailto:strongr@leicestergrammar.org.uk) 0116 259 1950
- Nominated Safeguarding Trustee: Dr Hadley & Steven Gastowicz (Chair of Trustees); 0116 2591900

### Head of Service - Safeguarding Improvement and Quality Assurance

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#### Allegations Manager/LADO:

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#### First Response Children's Duty ( Tier 4 Same -day referrals) Tel: 0116 305 0005

E-mail: [childrensduty@leics.gov.uk](mailto:childrensduty@leics.gov.uk)

Address: First Response Children's Duty

Room 100b, Pen Lloyd building

County Hall, Championship Way

Glenfield LE3 8RF

**First Response Advice Line** (to be used by DSL only) Tel: 07966 111058

**Early Help – Queries and Consultation Line:** 0116 3058727

**Local police force (non-emergency/report FGM):** 101

## 1. INTRODUCTION

1.1 Leicester Grammar Junior School fully recognises the contribution it can make to protect children and support pupils in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. The pupils' welfare is of paramount importance. Safeguarding and promoting the welfare of children is everyone's responsibility.

1.2 This policy is consistent with:

- the legal duty to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002 [or section 157 of the Education Act 2002 for independent schools and academies]

*The statutory guidance Keeping Children Safe in Education (September 2020) (KCSIE) and Working Together to Safeguard Children -(2018) (WT)*

*The Statutory Framework for EYFS*

- the Leicestershire and Rutland Safeguarding Partnership – Multi -Agency Safeguarding Arrangements and [www.northamptonshirescb.org.uk](http://www.northamptonshirescb.org.uk) which contain the procedures and guidance for safeguarding children)

1.3 There are four main elements to our Safeguarding/Child Protection Policy:

- **Prevention** e.g. positive school atmosphere, teaching and pastoral support to pupils, safer recruitment procedures;
- **Protection** by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns;
- **Support** to pupils and school staff and to children who may have been harmed or abused;
- **Working with parents** to ensure appropriate communications and actions are undertaken.

1.4 This policy applies to all staff, volunteers, Trustees and visitors to the school. We recognise that child protection is the responsibility of all adults within our School and child protection is addressed in all recruitment interviews. We will ensure that all parents and other working partners are aware of our safeguarding policy by mentioning it in our school prospectus, including the policy on our website, displaying appropriate information in our reception and by raising awareness at initial meetings with parents as appropriate.

## 1.5 Extended School Activities

Where the Board of Trustees provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another body, the Board of Trustees and member of staff responsible will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and that there are arrangements to liaise with the school on these matters where appropriate.

## **2. SAFEGUARDING COMMITMENT**

2.1 For the purposes of this policy, safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and

taking action to enable all children to have the best outcomes.

2.2 The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff encourage children and parents to feel free to talk about any concerns and to see school as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from members of staff.

2.3 Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- Ensure that children know that there are adults in the School whom they can approach if they are worried or are in difficulty;

Include in the curriculum activities and opportunities for PSHE/Citizenship/Relationships Education, Relationships and Sex Education and Health Education which equip children with the skills they need to stay safe from abuse (including online and other contexts children are in), and to know to whom they can turn for help; ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies.

- Operate safer recruitment procedures and make sure that all appropriate checks are carried out and recorded on the single central record for new staff and volunteers who will work with children, including identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in school (s. 128) etc

### **2.4 Safeguarding in the Curriculum**

Children are taught about safeguarding in school. The following areas are among those addressed in PSHE, Relationships Education, Relationships and Sex Education and Health Education and the wider curriculum:

- Bullying, including Cyberbullying
- Drugs, alcohol and substance misuse, including awareness of County Lines and the Criminal Exploitation of children
- E Safety / Internet safety (included also in Computing curriculum)
- Preventing Extremism and Radicalisation, see appendices 4 and 5
- Stranger danger
- Fire and water safety
- Personal Safety
- Road safety
- Domestic Abuse
- Healthy relationships/consent
- So called Honour based Abuse issues, eg forced marriage, FGM (see appendix 6)
- Coping with pressure
- Disability
- Sexual Exploitation of Children (CSE), including cybercrime
- Child criminal exploitation
- Preventing Extremism and Radicalisation (see Appendices 4 and 5)

Please see the Appendix 9 with Overview of the PHSE curriculum

### **3 ROLES AND RESPONSIBILITIES**

#### **3.1 General**

All adults working with or on behalf of children have a responsibility to safeguard and promote their welfare. All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially sections 17 (children in need) and 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the School.

The names of the Designated Safeguarding Leads are listed at the start of this document. All staff have been made aware of the different types of child abuse and specific safeguarding issues as indicated in the *Keeping Children Safe in Education* (2020) document.

#### **3.2 Roles and responsibilities of the Board of Trustees**

In accordance with the Statutory Guidance *Keeping Children Safe in Education, September 2020*, and the Independent Schools Standards regulations on recruitment, the Board of Trustees will ensure the following:

- The School has its own safeguarding policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly and is available on the School website.

- The School operates safer recruitment practices, including a standard application form, appropriate use of references, verification of qualifications and DBS checks on new staff and volunteers. Gaps in applicant's employment history will be followed up and also if the applicant's last school is not given as a point for references. Furthermore, the Headteacher, a nominated Trustee and both Deputy Heads have undertaken Safer Recruitment Training and Assessment, which is refreshed every 5 years.
- There are procedures for dealing with safeguarding concerns and allegations of abuse against members of staff and volunteers. See Appendix 2
- There is a senior member of the School's leadership team who is designated to take lead responsibility for dealing with child protection (the "Designated Safeguarding Lead") and that there is always cover for this role with appropriate arrangements for before/after school and out of term time activities. There is also a nominated Trustee with specific responsibility for Safeguarding.
- The Designated Safeguarding Lead and deputies undertake effective Local Authority training (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) using safeguarding briefings etc.
- The Headteacher, and all other staff and volunteers who work with children (including early years practitioners within any settings on the school site) undertake appropriate training which is regularly updated at least annually (and more comprehensively, every three years in compliance with Safeguarding Children Partnership protocol); and that new staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities (including this Policy and Part 1 of Keeping Children Safe in Education, the pupil Behaviour Policy and how to respond if children go missing). The Local Authority induction leaflet, "Safeguarding in Education Induction – Child Protection Information, Safer Working Practice" will be used as part of this induction and Annex A from "Keeping children safe in education" September 2020 is provided to all staff working directly with children.
- Any deficiencies or weaknesses brought to the attention of the Board of Trustees will be rectified without delay. Contact can be made with the Trustees via either Dr Susan Hadley who is the Trustee responsible for Safeguarding or the Chair directly. Contact details are displayed on the noticeboard in the Staff Room ([chair@leicestergrammar.org.uk](mailto:chair@leicestergrammar.org.uk), [hadleys@leicestergrammar.org.uk](mailto:hadleys@leicestergrammar.org.uk))
- The Chair of Trustees (or, in the absence of a Chair, the Vice Chair) deals with any safeguarding concerns or allegations of abuse made against the Headteacher, in liaison with the Local Authority Allegations Manager (LADO).
- Effective policies and procedures are in place and updated annually including a behaviour 'code of conduct' for staff and volunteers Guidance for Safer Working Practice for those who work with children in education settings May 2019" (supplemented by the COVID-19 Addendum April 2020). Information is provided to the Local Authority (on behalf of the Safeguarding Children Partnership) through the Annual Safeguarding Return
- There is an individual member of the Board of Trustees (Dr Susan Hadley) who will champion issues to do with safeguarding children and child protection within the school,

liaise with the Designated Safeguarding Lead, and provide information and compliance/monitoring reports to the Board of Trustees,.

- The School contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children (2018)* including providing a co-ordinated offer of Early Help for children who require this. This Early Help may be offered directly through school provision or via referral to an external support agency. Safeguarding arrangements take into account the procedures and practice of the local authority and the Leicestershire and Rutland Safeguarding Children Partnership.

### **3.3 Headteacher**

The Headteacher of the School will ensure that:

- The policies and procedures adopted by the Board of Trustees are effectively implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified to the Local Authority Allegations manager (LADO). The School will act in accordance with any advice given by the LADO and will not investigate allegations or inform any individuals without the LADO's consent. The School may take action in the event of allegations against staff in accordance with its disciplinary procedures. If the allegation is substantiated, the normal disciplinary procedure for staff will be followed. A criminal offence, regardless of significant harm to a child, would be considered as gross misconduct and is liable to result in dismissal.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner. The NSPCC whistle blowing helpline number is also available (0800 028 0285).
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children's Social Care (Children and Family Specialist Services) or the Police

### **3.4 Designated Senior Lead for Safeguarding**

The responsibilities of the Designated Senior Lead for Safeguarding are found in Annex B of *Keeping Children Safe in Education* and include:

- Acting as a point of contact and the provision of information to the Safeguarding Children Partnership on safeguarding and child protection
- Liaising with the Headteacher about issues especially to do with ongoing enquiries under Section 47 of the Children Act 1989 and police investigations

- Liaising with the Board of Trustees and the Local Authority on any deficiencies brought to attention of the Board of Trustees and how these should be rectified without delay.
- Management and referral of cases of suspected abuse to Specialist Services First Response Children's Duty (and/or police where a crime may have been committed)
- Referral of cases to the Chanel programme (through the local police Prevent Engagement Team) where there is a radicalisation concern)
- Acting as a source of support, advice and expertise within the school and liaising with staff on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies..
- To attend and contribute to child protection conferences and multi-agency meetings when required
- Being alert to the specific needs of vulnerable children, especially those with a social worker, special educational needs, a disability and young carers and promote their educational outcomes by sharing relevant information with teachers and leaders about welfare, safeguarding and child protection issues.
- Recognise how to identify signs of abuse and when it is appropriate to make a referral
- Ensuring each member of staff has access to and understands the school's safeguarding/child protection policy especially new or part-time staff who may work with different educational establishments;
- Ensuring all staff have induction training covering child protection, the pupil behaviour policy, children who go missing and staff behaviour. Staff will be trained to recognise, record and report any concerns immediately they arise and will be provided with part 1 of KCSIE and Annex A to those working directly with children.
- Keeping detailed (signed and dated), accurate and secure written records of concerns, actions and referrals;
- Obtaining access to resources and effective training for all staff and attend refresher training courses every two years. Keep up to date with new developments in safeguarding by accessing briefings and journals at least annually.
- Where children leave the school, ensuring their child protection file is passed to the Designated Safeguarding Lead and signed for in the new school/college as soon as possible (best practice is in a face to face meeting) – this will be in advance of the pupil arriving where specific ongoing support is required.
- Ensure all staff have induction training. Information provided during induction will include:

- A paper copy of the Safeguarding Policy and Procedures, including the names and role of the DSLs and deputies, and a copy of the safeguarding response to children missing from education
- staff code of conduct (including whistleblowing)
- the pupil behaviour policy,
- training to recognise and report any concerns immediately they arise
- Part 1 of “Keeping Children Safe in Education” 2020 and Annex A to those working directly with children
- Online safety
- A paper copy of the staff code of conduct, which will include whistleblowing, acceptable use of IT, communication with pupils and parents and use of social media.

This list is not exhaustive

- Maintaining and monitoring secure child protection records, including monitoring and acting upon individual concerns, patterns of concerns (eg children who repeatedly go missing) or complaints, in accordance with section on “Records, Monitoring and Transfer” below.
- Understand the unique risks associated with online safety and have the relevant knowledge to keep children safe when they are online at school.
- Encourage a culture of listening to children and taking account of their wishes and feelings
- Ensure that the safeguarding/child protection policy is reviewed at least annually, working with the Board of Trustees
- Ensure that the safeguarding/child protection policy is available publicly

#### **4. RECORDS, MONITORING AND TRANSFER**

- 4.1 Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the School. Records of concerns are written down or typed, signed (possibly electronically) and dated and passed immediately to the Designated Safeguarding Lead or a Deputy. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be passed over to other agencies (in accordance with the Data Protection Act 2018 and GDPR principles).
- 4.2 Records relating to actual or alleged abuse or neglect are stored apart from normal pupil or staff records. Normal records sometimes have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.

- 4.3 Child protection records are stored securely, with access confined to specific staff, eg the Designated Safeguarding Lead (and relevant Deputies), and the Headteacher. Records are kept for all time.
- 4.4 Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon. A case file chronology, summarising case activity and significant events in the child's life helps to enable effective monitoring. This is stored at the front of each safeguarding file. There is an additional electronic safeguarding log detailing all referrals. This is held within a restricted area and is only accessible to the Designated Safeguarding Lead and relevant Deputies
- 4.5 When children transfer school their safeguarding records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Senior Lead in the receiving school, with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. Where a child needs specific ongoing support relevant information will be transferred prior to the child arriving at their new school. In the event of a child moving out of area and a physical handover not being possible then the most secure method should be found to send the confidential records to a named Designated Senior Lead and a photocopy kept until receipt is confirmed. Files requested by other agencies e.g. Police, court, social services should be copied.

## **5. SUPPORT TO PUPILS AND SCHOOL STAFF**

### **5.1 Support to pupils**

Our School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way and that this is likely to adversely impact their mental health and emotional well-being. It is therefore important that staff recognise that mental health concerns. For such children school may be one of the few stable, secure and predictable components of their lives. Other children may be vulnerable because, for instance, they have an allocated social worker, have a disability or special educational needs, are in care, a care-leaver or previously looked after, are a young carer or are experiencing some form of neglect, are frequently missing from home, are misusing drugs or alcohol, are experiencing challenging family circumstances . Our school seeks to remove any barriers that may exist in being able to recognise abuse or neglect in pupils with Special Educational Needs or a disability. We will seek to provide such children with the necessary support to build their self-esteem and confidence, helping them to secure the very best educational outcomes they are able to achieve. The context in which safeguarding incidents and/or behaviours occur, whether in school or within or outside the home (including wholly online), will be considered by staff, particularly the DSL and Deputy DSLs, the school nurse and the Head of Learning Support. Any associated threats or

risks will be included in assessments and relevant information included in referrals to Children's Social Care (this is known as contextual safeguarding). General indicators of abuse and neglect (from Part 1 of the statutory guidance) are also included in Appendix 7 of this policy and further information about specific forms of abuse are contained within Appendix A of the statutory guidance, "Keeping Children Safe in Education 2020".

## **5.2 Peer on Peer Abuse**

This School recognises that children sometimes display harmful behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse is unacceptable and will not be tolerated or passed off as "banter" or "part of growing up". This abuse could, for example, include sexual violence and sexual harassment, upskirting, initiation/hazing type violence, all forms of bullying, aggravated sexting and physical violence (eg hitting, kicking, shaking, biting, hair pulling, etc) experienced by both boys and girls, however girls are more likely to be the victims and boys perpetrators.. There are a number of school and local authority or Safeguarding Children Partnership guidance documents and policies to which detail the school's procedures to address and minimise these concerns including the Behaviour Policy, Anti-bullying Policy, E-safety/Online Safety Policy, "Guidance for schools working with children who display sexually abusive behaviour" (Leicestershire LA Guidance) and the DfE guidance 'Sexual violence and sexual harassment between children in schools and colleges'. The PSHE curriculum includes teaching children to recognise and deal with peer on peer abuse.

Where an incident has occurred or specific risks are identified the details will be added to a safeguarding or behaviour record for the children concerned and an investigation conducted by the DSL or Headteacher. A written risk assessment will be undertaken in order to minimise the risk of further harm and to ensure the safety of all staff and pupils. Parents or carers of the children involved will be informed as soon as it is appropriate to do so. Support will be offered to the alleged victim, the child or young person accused and any other children involved by different adults in school (to avoid a possible conflict of interest). A referral to any outside agency will be made eg Police/Social Care. Detailed procedures are included in the linked school policies mentioned above. Cases of peer on peer abuse will be recorded centrally on the behaviour and bullying log and the sanctions log by the DSL or the Headteacher and will be noted on SIMS. Refer to KCSIE Part 5: Child on child sexual violence and sexual harassment and Annex A of KCSIE.

## **5.3 Sexting**

School will always respond if informed that children have been involved in 'sexting' (youth produced sexual imagery). The UK Council for Child Internet Safety (UKCCIS) guidance, "Sexting in schools and colleges: responding to incidents and safeguarding young people" will be used to guide the school's response on a case by case basis.

The key points being:-

- Inform the Headteacher/DSL as soon as possible
- Support the children involved as appropriate and in accordance with their best interests
- Inform all parents of involved children unless by doing so you put a child at risk
- Images will not be viewed by school staff
- If school is to deal with the matter, involve parents in ensuring the images are deleted

If there is evidence of exploitation, blackmail or the deliberate targeting of a vulnerable student, inform the police.

#### **5.4 Sexual violence and sexual harassment**

Sexual violence refers to sexual offences as described under the Sexual Offences Act 2003 including rape and sexual assault. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline and may include sexual name-calling, taunting or "jokes" and physical behaviour, for example, deliberately brushing against someone or interfering with clothes. Upskirting is also a criminal offence (under the Voyeurism (Offences) Act 2019) and typically involves taking a picture under a person's clothing (not necessarily a skirt) without them knowing in order to obtain sexual gratification or to cause humiliation, distress or alarm (anyone of any gender can be a victim). Evidence shows that girls, children with SEND and LGBT children are more likely to be the victims of sexual violence and harassment and boys are more likely to be the perpetrators. However sexual violence and sexual harassment can occur between children of any gender. Following a report of sexual violence the DSL should follow the DfE guidance 'Sexual Violence and Sexual Harassment Between Children in Schools and Colleges May 2018' The DSL will liaise with early help, children's social care police and parents as appropriate. The wishes of the victim should be considered when appropriate, staff should always act in the best interests of the child. School will offer support to both the victim(s) and alleged perpetrator(s). Parents will be involved in discussions about the format this support will take. Sexual violence and sexual harassment is not acceptable and will not be tolerated. Refer to KCSIE Part 5: Child on child sexual violence and sexual harassment and Annex A of KCSIE

#### **Curriculum**

Planned PSHE and Relationships Education, Relationships and Sex Education and Health Education (Using the scheme Jigsaw) will include a number of safeguarding issues as set out in the DfE statutory guidance.. This will be appropriate to pupil's age and stage of development. It will also be underpinned by the school's behaviour policy and pastoral support system (See Appendix 9)

- 5.5 Children Missing from Education** (including absence from school) (further information in Annex A KCSIE) – our school recognises the entitlement that all children have to education and will work closely with the local authority to share information about pupils who may be missing out on full time education or who go missing from education. The local authority will also be informed where children are to be removed from the school register a) to be educated outside the school system; b) for medical reasons; c) because they have ceased to attend; d) because they are in custody; e) because they have been permanently excluded. We also recognise that when children go missing this is a sign

that they may have been targeted by perpetrators of Child Sexual Exploitation and/or drug related criminals (County Lines). Children may also be groomed into participating in other forms of criminal exploitation including serious violence and violent crime. Children who attend an alternative education provision or who have an agreed reduced timetable are more likely to be vulnerable to these forms of exploitation. It is the practice at LGJS to hold more than one contact number for each pupil.

## **5.6 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) (further information in KCSIE Annex A)**

Child Sexual Exploitation and Child Criminal Exploitation are forms of abuse, and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point or are targeted by criminals involved in the illegal supply of drugs (County Lines) and serious violent crime. County Lines' involves drug networks or individuals exploiting children and young people into carrying drugs and money between cities, towns and villages. Serious violent crime **can be** associated with this form of criminal activity together with child sexual exploitation. Children may also be exploited into committing cybercrime or money laundering offences **and** organised criminal groups or individuals **may** exploit children and young people with enhanced computer skills to access digital networks and/or data for criminal and financial gain. Children with bank accounts may be persuaded to allow criminals to use their banking facilities to launder money. Criminal exploitation of children is a form of harm that can affect children in both a physical environment and online. Staff training includes raising awareness of this issue and any concerns are passed to the Designated Safeguarding Lead who will make a risk assessment and refer to Local Authority First Response Children's Duty if appropriate.

## **5.7 So-called 'honour-based' abuse**

HBV encompasses crimes which have been committed to protect or defend the so-called "honour" of the family and/or the community, including Female Genital Mutilation (FGM) (see below), forced marriage (this is a crime in England), and practices such as breast ironing. All forms of so-called Honour Based Abuse are abuse (regardless of the motivation) and concerns will be passed to the Designated Safeguarding Lead for onward referral as required.

## **Female Genital Mutilation.**

Section 5B of the Female Genital Mutilation Act 2003 and section 74 of the Serious Crime Act 2015 places a mandatory duty on teachers along with social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18 or where a girl discloses that she has undergone FGM. The school's response to FGM will take into account the government guidance, "Multi-agency statutory guidance on female genital mutilation" updated October 2018. Staff will also follow the established safeguarding procedure by reporting any such concerns to the Designated Safeguarding Lead and a report must also be made to the Police.

There will be a considered safeguarding response towards any girl who is identified as being at risk of FGM (eg there is a known history of practising FGM in her family, community or country of origin) which may include sensitive conversations with the girl and her family, sharing information with professionals from other agencies and/or making a referral to Children's Social Care. If the risk of harm is imminent there are a number of emergency measures that can be taken including police protection, an FGM protection order and an Emergency Protection Order.

### **5.8 Looked after Children and Private Fostering Arrangements**

Where a child under 16 (or 18 with a disability) is living with someone who is not their family or a close relative for 28 days or more, staff inform the Designated Safeguarding Lead so that a referral to Children's Social Care for a safety check, can be made. (A close relative includes step-parent, grandparents, uncle, auntie or sibling). A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe.

### **5.9 Complaints and concerns**

Complaints or concerns raised by parents or pupils will be taken seriously and followed up in accordance with the school's complaints procedure.

Leicester Grammar Junior School recognises that listening to children/young people is an important and essential part of safeguarding them against abuse and neglect. To this end any expression of dissatisfaction or disquiet in relation to an individual child/young person will be listened to and acted upon in order to safeguard his/her welfare. We will also seek to ensure that the parent or individual child/young person who makes a complaint is informed not only about the action the school will take but also the length of time that will be required to resolve the complaint.

### **5.10 Children with special educational needs and disabilities**

Children with SEN and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that the indicators of abuse relate to the child's disability and do not warrant further exploration
- Being more prone to social isolation than other children
- The potential for children with SEN being disproportionately impacted by behaviours such as bullying without displaying any outward signs
- Communication barriers and difficulties in overcoming these barriers

Additional pastoral support is offered to these children

### **5.11 Support for Staff**

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support he/she requires. The Designated Safeguarding Lead should seek to arrange the necessary support.

## **6. WORKING WITH PARENTS/CARERS**

The school will:

- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the safeguarding policy which is published on the School Website and referred to in the school prospectus
- Undertake appropriate discussion with parents/carers and seek necessary consent prior to involvement of Children & Family Services (Children's Social Care) or another agency, unless to do so would place the child at risk of harm or compromise an investigation.

## **7. OTHER RELEVANT POLICIES**

The Board of Trustees' statutory responsibility for safeguarding the welfare of children goes beyond simply child protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- Pupil Behaviour Policy
- Anti-Bullying (including Cyberbullying and racist incidents)
- Physical Interventions/Restraint (DfE Guidances "Use of Reasonable Force" and "Screening, searching and confiscation")
- Special Educational Needs & Disability
- Trips and Visits
- Volunteers in school
- First Aid and the Administration of Medicines
- Health and Safety
- Education, Relationships and Sex Education and Health Education, included in PSHE (Jigsaw)

- E-Safety
- Site Security
- Equal Opportunities and racist incidents
- Toileting/Intimate care
- ICT and Acceptable Use Policy
- Extended school activities
- Equal opportunities
- Recruitment
- Staff Code of Conduct

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

## 8. RECRUITMENT AND SELECTION OF STAFF

8.1 The school's safer recruitment processes are based on the statutory guidance: *Keeping Children Safe in Education September 2020, Part Three: Safer Recruitment*.

8.2 The school will provide all the relevant information in references for a member of staff about whom there have been safeguarding concerns ie about child protection / inappropriate conduct. Cases in which an allegation has been proven to be unsubstantiated, unfounded or malicious will not be included in employer references. A history of repeated safeguarding concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.

The School complies with the Independent Schools Standards regulations on recruitment

8.3 The School has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the code of conduct for adults working with children. A DBS check is obtained for all volunteers and they are handed a safeguarding leaflet upon arrival. The Leicestershire County Council Induction Leaflet is given to all staff and is the basis of the safeguarding induction.

8.4 In line with statutory requirements, on every interview panel for school staff at least one member (teacher or Trustee) will have undertaken safer recruitment training either online or by attending the local authority one day training course.

8.5 Staff and volunteers who provide early years or later years childcare and any managers of such childcare are covered by the disqualification regulations of the Childcare Act 2006 and are required to declare relevant information - see statutory guidance: Disqualification under the Childcare Act 2006 (last updated August 2018).

## **9. ALTERNATIVE PROVISION**

- 9.1 At LGJS there are external providers (eg catering and cleaning companies).
- 9.2 The School has written confirmation from these providers that appropriate safeguarding checks have been carried out on individuals working on the premises.

## **SAFEGUARDING TRAINING**

This details all recent safeguarding training for staff at LGJS:-

DSL Training: R Strong (Oct 2022,); D Fulton (June 2020 – training pending); C Rigby (Oct 2022,) – Training by LSCB (Simon Genders )

Safeguarding Training including Prevent: All LGJS staff (Sept 2018) – Training by LSCB

Safer recruitment Training: C Rigby (August 2019) – DFE On line Course; R Strong (Jan 2021) – National College; D Fulton (April 2016) – NSPCC On line Course

Allegations Management Training: C Rigby (January 2015)

Promoting British Values Conference (Tackling Extremism and Radicalisation): C Rigby (November 2015)

Channel General Awareness Training: All LGJS staff (Jan 2016) – ncalt on line course

Operation Encompass Training: R Strong, C Rigby (June 2019)

## **Appendix 1**

### **PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD**

## CONTENTS

<b>A</b>	<b>General</b>	
<b>B</b>	<b>Individual Staff/Volunteers/Other Adults - main procedural steps</b>	
<b>C</b>	<b>Designated Senior Person for Child Protection – main procedural steps</b>	

### **A. GENERAL**

1. The Leicestershire and Rutland Safeguarding Children Partnership Procedures contain the inter-agency processes, protocols and expectations for safeguarding children. (Available on website [www.lrsb.org](http://www.lrsb.org) and [www.lcitylscb.org](http://www.lcitylscb.org) : The Designated Safeguarding Lead (DSL) is expected to be familiar with these, particularly the indicators of abuse and neglect and the referral processes.
2. It is important that all parties act swiftly and avoid delays.
3. Any person may seek advice and guidance from the First Response Children's Duty Professionals Consultation Line, particularly if there is doubt about how to proceed. Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies. If in exceptional circumstances the DSL or deputy is not available, this should not delay appropriate action being taken
4. A record, dated (including the day and time) and signed must be made to what has been alleged, noticed and reported, and kept securely and confidentially.
5. In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents' knowledge and consent to the referral are expected, unless there is reason for this not being in the child's interest. However, there will be circumstances when informing the parent/carer of a referral that might put the child at risk and/or undermine Police enquiries, and in individual cases advice from First Response Children's Social Care will need to be taken.

### **B. INDIVIDUAL STAFF/VOLUNTEERS/OTHER ADULTS – MAIN PROCEDURAL STEPS**

1. 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. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next. Where possible, leave them to explain their concern to the police so as not to compromise the investigation.

Listen carefully to the child, being non judgemental and clear about boundaries. Prompt only as necessary with open ended questions – where, when, what etc

2. As soon as possible write a dated (including the day), timed and signed note of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead. The notes can become part of a statutory assessment by children’s social care and/or part of a criminal investigation and must only report facts and no personal opinions.

Where the disclosure involves an online element be aware of online safety and do not view or forward illegal images of a child. (UKCCIS Sexting advice and Searching, Screening and Confiscation advice for schools are available online)

3. If the concern involves the conduct of a member of staff or volunteer, a visitor, a Trustee, a trainee or another young person or child, the Headteacher must be informed. The concern should not be discussed with the member of staff involved.
4. If the safeguarding concern or allegation is about the Headteacher, the information should normally be passed to the Chair of Trustees, or failing that to the Local Authority Allegations Manager (LADO), without informing the Headteacher.
5. If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

### **C. DESIGNATED SAFEGUARDING LEAD– MAIN PROCEDURAL STEPS**

1. Begin an individual case file for each child involved which will hold a record of communications and actions to be stored securely (see section on Records and Monitoring). Include a chronology of case activity.
2. Where initial enquiries do not justify a referral to the investigating agencies inform the initiating adult and monitor the situation, managing it internally through pastoral support processes. If in doubt, seek advice from First Response professional consultation line.

Consider an early help assessment

3. Share information confidentially with those who need to know.
4. Where there is a child protection concern requiring immediate, same day, intervention from Children’s Social Care the First Response Children’s Duty should be contacted by phone (contact the local authority Children’s Services where the child lives). Written confirmation should be made within 24 hours on the Multi-Agency Referral Form to Children’s Social Care (see link <http://lrsb.org.uk/childreport>). All other referrals should be made using the online form at the same link. The First Response Children’s Duty Team Managers are available for advice to the DSL. The DSL and deputies have the relevant contact numbers for this. Numbers are also at the front of this document.

5. If the concern is about children using sexually abusive behaviour, also refer to the separate guidance, “Guidance for schools working with children who display harmful sexual behaviour” (Leicestershire LA Guidance).
6. If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
7. Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from First Response Professionals Consultation line (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker takes responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child unless there are current legal restrictions in force (e.g. a restraining order). If there are clear signs of physical risk or threat First Response Children’s Duty should be updated and the Police should be contacted immediately.

## Appendix 2

**PROCESS FOR DEALING WITH SAFEGUARDING CONCERNS OR ALLEGATIONS AGAINST STAFF (INCLUDING HEADTEACHERS), SUPPLY TEACHERS AND VOLUNTEERS** (References to staff in this process include staff in schools, central services and volunteers).

These procedures should be followed in all cases in which there is an allegation or safeguarding concern that a person working with children 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 or may have behaved in a way that indicated they may not be suitable to work with children
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they worked regularly or closely with children

Relevant documents:

- DFE Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2020: (Part 4: Allegations of abuse made against teachers and other staff, including supply teachers and volunteers)

### **1. Individual Staff/Volunteers/Other Adults who receive the allegation:**

- i. Write a dated (including day) and timed note of what has been disclosed or noticed, said or done.
- ii. Report immediately to the Headteacher.
- iii. Pass on the written record.
- iv. If the allegation or safeguarding concern is about the conduct of the Headteacher, report immediately to the Chair of Trustees without informing the Headteacher. Pass on the written record. (If there is difficulty reporting to the Chair of Trustees, contact the Allegations Manager (LADO), Safeguarding and Improvement Unit as soon as possible.)

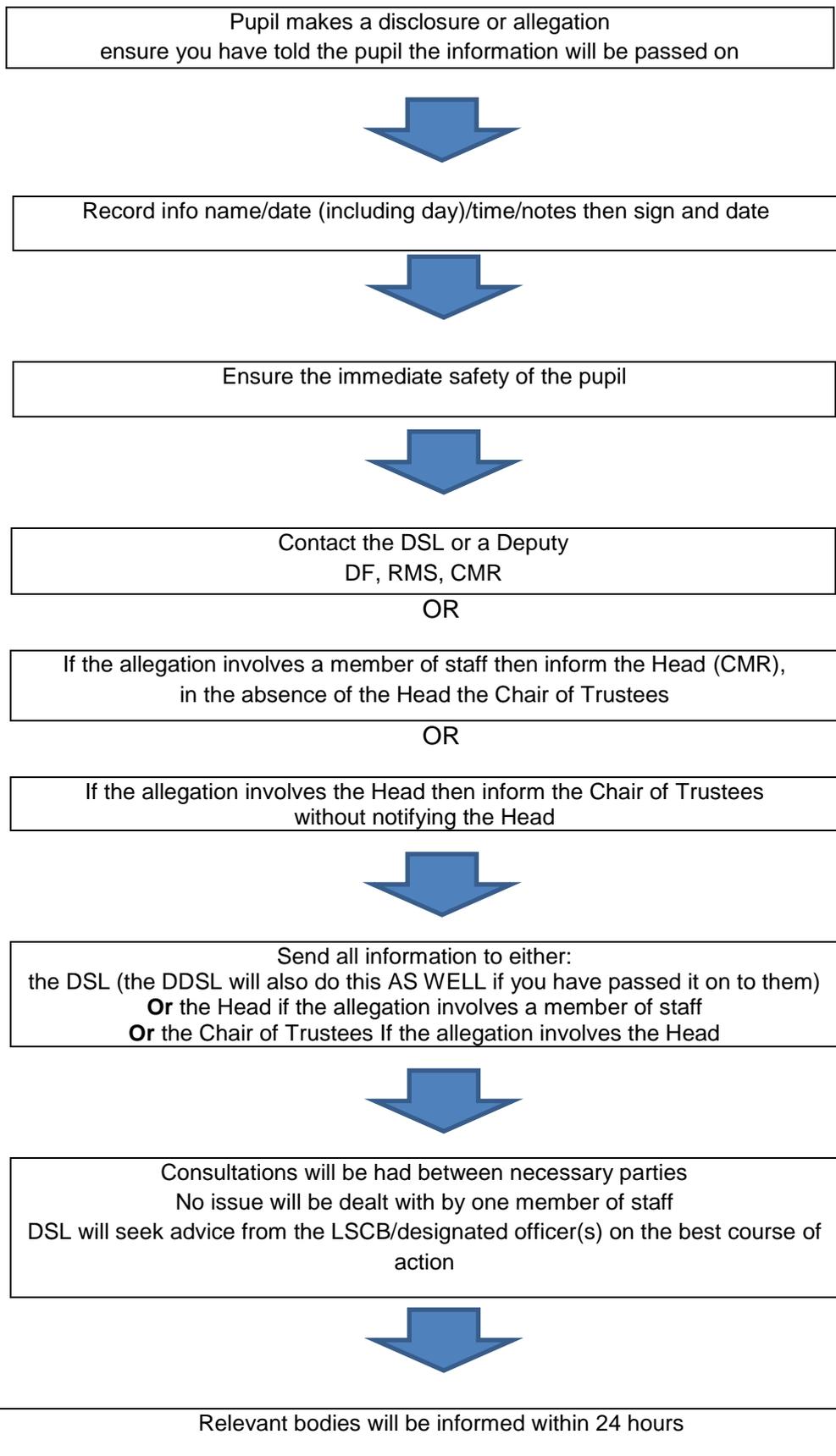
### **2. Headteacher (or Chair of Trustees)**

- iv. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- v. Before taking further action notify and seek advice from the Allegations Manager (LADO), Safeguarding and Improvement Unit on the same day.
- vi. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation at this stage.
- vii. Report to First Response Children's Duty if the Allegations Manager (LADO) advises or if circumstances require a referral concerning a child.

viii. Ongoing involvement in cases:

- Liaison with the Allegations Manager (LADO).
- Co-operation with the investigating agency's enquiries as appropriate (including working closely with the employment agency, if there is one, in the case of supply teachers).
- Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.
- Possible referral to the DBS or The Teaching Regulation Agency depending on the outcome.

## Procedure



**Notes:** Any member of staff can and should feel able to make a referral in line with advice in KCSIE.

If the issue involves the potential for serious harm the children's social care should be informed from the outset.

## Appendix 3

### Policy for the Use of Mobile Phones and Cameras (Including EYFS)

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

- Staff working directly with children in a classroom situation must not use mobile phones to make or receive calls or to send or receive texts. In exceptional circumstances, permission to make or receive calls must be sought from the Headteacher.
- Mobile phones, personal cameras and recording devices must be stored securely during working hours on school premises or when on outings, for example a desk drawer or handbag in a cupboard. This includes Lunchtime Supervisors, Aftercare Supervisors, volunteers, supply teachers and students.
- Mobile phones must only be used during a designated break and must not be used in any teaching area in school or within toilet or changing areas
- Only school equipment should be used to record classroom activities. Photos should never be sent to or kept on personal devices
- Staff must not use their personal mobile technology to take photographs or recordings of children anywhere within school grounds or on school trips, visits and sporting fixtures. Exceptions include parents using mobile phones to take photos or recordings during school events such as Sports Days, Class Assemblies and other special events when their own children are participating.
- Parents or carers are permitted to take photographs of their own children during a school production or event. Before the commencement of relevant activities all parents are requested not to post photos of other people's children on social networking sites, eg Facebook, Instagram, Twitter.
- A school mobile phone will be carried by the trip leader on every school outing and to every off-site sporting fixture. Parents will be informed of the number when they give consent for their child to attend the trip (for emergencies only). All telephone contact with parents or carers must be made on the school phone and a note kept.
- Any images on the website, school social media sites or in the local press should not include full pupil names.
- All parents receive a copy of the 'Use of Pupil Images Policy' on a regular basis. This policy asks them to give their consent to their child being photographed during school events. If a parent does not wish their child to appear in photographs which are circulated to a wider audience, they are asked to opt out in writing. A central list of pupils who are not to be included in photographs circulated on social media is kept on the common drive, in the folder Photographs Around School. It is updated by the DSL when new information is brought to her attention.

#### Pupil use of mobile phones

- As a rule, pupils should not bring mobile phones to school. An exception to the rule is pupils travelling to and from school on a school bus. Parents of these pupils must apply in writing to the Headteacher seeking permission for their child to carry a mobile phone. The phone must remain in the teacher's drawer
- There may be other occasions when it is deemed necessary for pupils to carry a mobile phone and parents must seek permission from the Headteacher. These will be judged on a case by case basis

- Safe and appropriate use of mobile phones will be taught through the PSHE curriculum, including Warning Zone for Year 6. This will cover all aspects of cyberbullying

### **Parents use of phones and cameras**

- Parents may use cameras and recording devices to record school events where appropriate. Prior to each event the Headteacher will remind parents about appropriate use of these images.

## **Appendix 4**

### **Extremism and radicalisation** (further information in Annex A KCSIE)

LGJS recognises the duties placed on us by the Counter Terrorism Bill (July 2015) to prevent our pupils being drawn into terrorism. These include:

- Assessing the risk of pupils being drawn into terrorism (See Appendix 5)
- Working in partnership with relevant agencies (including making referrals) under the Safeguarding Children Partnership procedures
- Appropriate staff training
- Appropriate online filtering

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

LGJS seeks to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islamist Ideology, Far Right / Neo Nazi / White Supremacist ideology etc. Concerns should be referred to the Designated Safeguarding Lead who has local contact details for the Prevent Engagement Team (Police) and Channel referrals. They will also consider whether circumstances require Police to be contacted urgently.

The School has adopted the Governments' definitions for the purposes of compliance with the Prevent duty:

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

**Radicalisation:** “the process by which a person comes to support terrorism and forms of extremism leading to terrorism”.

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

*Prevent Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015)* notes the following:

“There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race / hate crime, lack of self-esteem or identity and personal or political grievances.”

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

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

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

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

## **Protocol for visiting speakers**

To safeguard all children and staff a named coordinator for the visitor/speaker is named to liaise. The coordinator will ascertain that all information communicated by the visitor/speaker is lawful and aligns to the values and ethos of the school and to British values. The coordinator will enter a record of checks on the visitor (Teachers Only Common Drive). This records the date of visit, name of speaker/organisation, subject of talk, named coordinator, how we have heard about them and why we do not expect politically radicalised views to be expressed.

School safeguarding procedures apply and visiting speakers will be issued with a visitors badge to wear at all times and a leaflet which includes safeguarding information which they will be asked to familiarise themselves with. The following paragraph outlines information to be verbally given to a visiting speaker by the coordinator:

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

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

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

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

### **Post speech/ visit evaluation**

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

## APPENDIX 5

### Radicalisation and Extremism Risk Assessment

	Yes/No	Evidence
<b>Does the school have a policy?</b>	Yes	Safeguarding policy with section specifically addressing radicalisation. Cross reference with AUP and Anti Bullying policy. Also covered in PSHE, Relationships and SMSC Curriculum policies.
<b>Does the school work with outside agencies on radicalisation and extremism e.g. Channel?</b>	No	We would if we had a concern raised. Channel is referred to in the Safeguarding policy.
<b>Have staff received appropriate training?</b>	Yes	Whole school training by County Safeguarding trainer in September 2018. Online module January 2016.
<b>Has the school got a trained Prevent lead?</b>	Yes	It is the Deputy Head (Pastoral) for LGS The DSL has completed the INSET listed above and a further training course at County in March 2016.
<b>Do staff know who to discuss concerns with? (Single point of contact - SPOC)</b>	Yes	This was mentioned at the Staff meeting on 2 <sup>nd</sup> September 2020. Staff were reminded during training.
<b>Is suitable filtering of the internet in place?</b>	Yes	DSL discussed filtering with network manager and is assured that appropriate filters are in place.
<b>Do children know who to talk to about their concerns?</b>	Yes	Class teacher as Initial Point of Contact. School nurse is available to all pupils
<b>Are there opportunities for children to learn about radicalisation and extremism?</b>	yes	The PSHE Relationships Education, Relationships and Sex Education and Health Education curriculum (Jigsaw) provides a robust framework.
<b>Have any cases been reported?</b>	No	No referrals to date
<b>Are individual pupils risk assessed?</b>	No	Individual pupils would be assessed and monitored if suspicions were raised. When appropriate the concern would be reported to Channel.
<b>What factors make the school community potentially vulnerable to being radicalised? (e.g. EDL local base, extreme</b>		Multi ethnic populations both within Leicester, Leicestershire and the school population itself.

<b>religious views promoted locally, tensions between local communities, promotion of radical websites by some pupils/parents)</b>		
<p>Comment on the school's community, locality and relevant history.</p> <p>Co-educational independent school with no defined catchment area located in a rural location thus no major influence from local community groups.  Diverse ethnic mix which reflects City and County ethnic diversity.  Tiny proportion of first generation of migrants.  Clear evidence of absolute integration amongst friendship groups throughout the school.</p>		
Risk evaluation	<p><b>Low</b></p> <p><b>Medium</b></p> <p><b>High</b></p>	<p>Way Forward</p> <p>Monitor influence of community groups.</p> <p>Monitor pastoral issues for trends in marginalization and isolation</p>

Date completed 10<sup>th</sup> August 2020

Signed Rachel Strong

## Appendix 6

Remember that safeguarding is everybody's business and anyone can make a referral

### Child in Need (S17 of the Children Act 1989)

A '**Child in Need**' referral should be considered where the needs of the child are unlikely to be met under an EHA, such as a child with complex disabilities, when a social work led assessment is required.

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled

Section 17 of the Children Act says that an assessment for services should be undertaken by the Local Authority in the following circumstances:

- Child(ren) are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.
- Their health or development is likely to be impaired, or further impaired without the provision of such services.
- They are disabled.

If the DSL considers that the welfare concerns indicate that a '**Child in Need**' referral is appropriate, he/she will speak with parents / young person and obtain their consent for referral to the First Response Team or the appropriate social care team if a different authority, to request an assessment. If parents refuse to give consent, but the child's needs are not being met, the DSL will discuss the issues with the First Response Team.

### Child Protection (S47 Children Act 1989)

S47 of the Children Act 1989 says the Local Authority has a statutory duty to investigate when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, **significant harm** due to the actions or inactions of others. Staff from this organisation do not investigate whether a child has been abused. This is the duty of Social workers from the Safeguarding team and the police. Education staff refer reasonable concerns which indicate that a child may be at risk of significant harm.

It is the '**significant harm**' threshold that justifies statutory intervention into family life. A professional making a child protection referral under S.47 must therefore provide information which clearly outlines the likelihood that a child is suffering or likely to suffer significant harm. It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration. Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child's physical, psychological and social development.

In order to understand and evidence '**significant harm**', it is necessary to consider the family context, together with the child's development within their wider social and cultural

environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care within the family. The nature of harm, in terms of ill-treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development.

## **Appendix 7**

### **TYPES OF TYPES OF ABUSE AND POSSIBLE SIGNS**

Refer to Departmental advice 'What to do if you are worried a child is being abuses – advice for practitioners'

Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

### **RECOGNISING 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 feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as factitious illness by proxy or Munchausen syndrome by proxy.

### **POSSIBLE SIGNS OF PHYSICAL ABUSE**

The signs of physical abuse may include:

- Unexplained bruising, marks or injuries on any part of the body;
- Multiple bruises- in clusters, often on the upper arm, outside of the thigh;
- Cigarette burns;
- Human bite marks;
- Broken bones;
- Scalds, with upward splash marks;
- Multiple burns with a clearly demarcated edge.

Changes in behaviour that can also indicate physical abuse:

- Fear of parents being approached for an explanation;
- Aggressive behaviour or severe temper outbursts;
- Flinching when approached or touched;
- Reluctance to get changed, for example in hot weather;
- Depression;
- Withdrawn behaviour;
- Running away from home.

### **RECOGNISING EMOTIONAL ABUSE**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to 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 a 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 involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying) 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 of a child, although it may occur alone.

## **POSSIBLE SIGNS OF EMOTIONAL ABUSE**

- physical, mental and emotional development lags
- admission of punishment which appears excessive
- over-reaction to mistakes
- sudden speech disorders
- fear of new situations
- inappropriate emotional responses to painful situations
- neurotic behaviour (e.g. rocking; hair-twisting; thumb-sucking)
- self-mutilation
- fear of parents being contacted
- extreme of passivity or aggression
- drug/solvent abuse
- chronic running away
- compulsive stealing
- scavenging for food or clothes

## **RECOGNISING ABUSE (NEGLECT)**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. "

## **POSSIBLE SIGNS OF NEGLECT**

- constant hunger
- poor personal hygiene
- constant tiredness
- poor state of clothing
- frequent lateness or non-attendance at school
- untreated medical problems
- destructive tendencies low self-esteem
- neurotic behaviour (e.g. rocking, hair-twisting; thumb-sucking)
- no social relationships

## **RECOGNISING 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. Sexual abuse can take place online, and technology can often be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

## **POSSIBLE SIGNS OF SEXUAL ABUSE**

- hint about secrets they cannot tell
- say that a friend has a problem
- ask you if you will keep a secret if they tell you something
- begin lying, stealing, blatantly cheating in the hope of being caught
- have unexplained sources of money
- have terrifying dreams
- start wetting themselves
- exhibit sudden inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- stop enjoying previously liked activities, such as music, sports, art, scouts or guides, going to summer camp, gym club
- be reluctant to undress for gym
- become fearful of or refuse to see certain adults for no apparent reason; show dislike of a particular babysitter, relative or other adult
- act in a sexual way inappropriate to their age
- draw sexually explicit pictures depicting some act of abuse
- seem to be keeping secret something which is worrying them
- have urinary infections, bleeding or soreness in the genital or anal areas
- have soreness or bleeding in the throat
- have chronic ailments, such as stomach pains or headaches
- take over the parent role at home, seem old beyond their years (if a victim of incest)
- develop eating disorders, such as anorexia or bulimia
- become severely depressed, even attempt suicide
- have a poor self-image, self-mutilate
- continually run away

Young: people from the age of twelve onwards may:

- be chronically depressed or suicidal
- use drugs or drink to excess
- self-mutilate, show self-hatred
- have unexplained pregnancies
- experience memory loss
- become anorexic or bulimic
- run away frequently

- be inappropriately seductive
- be fearful about certain people like relatives or friends
- assume the role of parents in the house to such an extent that they do all the cooking, cleaning, child-minding and are taking care of everyone's needs except their own
- not be allowed to go out on dates or have friends round
- have soreness/bleeding in the genital or anal areas or in the throat
- find excuses not to go home or to a particular place
- have recurring nightmares/be afraid of the dark
- be unable to concentrate, seem to be in a world of their own
- have a 'friend who has a problem' and then tell about the abuse of the friend
- have chronic ailments such as stomach pains and headaches
- sexually abuse a child, sibling or friend
- exhibit a sudden change in schoolwork habits, become truant
- be withdrawn, isolated, or excessively worried
- have outbursts of anger or irritability
- be fearful of undressing for gym
- have unexplained sums of money
- act in a sexually inappropriate way towards adults

Further details can be found at

[http://lrsb.proceduresonline.com/chapters/p\\_rec\\_sig\\_harm.html](http://lrsb.proceduresonline.com/chapters/p_rec_sig_harm.html)

SEND children are particularly vulnerable to neglect and abuse.

## APPENDIX 8

### STAFF CODE OF CONDUCT

This follows the guidance document

- ‘Guidance for Safer Working Practice for those working with Children and Young People in Educational Settings’. May 2019, Adapted and updated by the Safer Recruitment Consortium from an original IRSC / DfE document and with thanks to CAPE (Child Protection in Education) and NASS (National Association of Independent Schools and Non-Maintained Special Schools)

<https://www.saferrecruitmentconsortium.org/GSWP%20Sept%202019.pdf>

#### A summary of the key points

Staff should be guided by the following advice in an attempt to avoid false allegations and situations which may give rise to misinterpretation:

- Avoid physical contact with pupils unless absolutely necessary. There are occasions when physical contact with a child may be proper or necessary, for example to demonstrate exercises or techniques during sports lessons. However, staff should always be able to justify why they made physical contact in any situation and the nature of the contact should be limited to what is appropriate
- Avoid being alone with a pupil if possible. There will be occasions when a confidential interview or a 1:1 meeting is necessary, but, where possible, such interviews should be conducted in a room with visual access, or with the door open, or in a room or area which is likely to be frequented by other people, and another pupil or adult should be present or nearby.
- Maintain a professional tone and attitude when talking to children, avoiding overly personal comments, sarcasm, demeaning or insensitive comments and avoiding over-friendliness. Comments on a student’s appearance should only be made in reference to an infringement of the school uniform.
- Avoid discrimination against, or favour particular children to the exclusion of others.
- Never condone, or participate in, the behaviour of children which is illegal, unsafe or abusive
- Ensure that dress is appropriate to the formal environment in which you are working; clothing which could be seen as provocative should be avoided
- Staff are advised wherever possible not to transport pupils singly (eg in a car or minibus). If it is necessary to do so, inform a colleague/parent at the time of departure, and again at the time of arrival at the destination.
- Staff should be particularly careful when supervising pupils in extra curricular activities or residential trips. Typically a less formal approach than usual is appropriate in these settings, but that can be open to misinterpretation. Although a more informal approach is usual in such circumstances, the standard of behaviour expected of staff will be no different from that expected within school.
- Alert a member of SLT if you feel a child is taking too personal an interest in you.

#### Social media and other communication

- Staff should never communicate with pupils through their own mobile phone number or email address: any necessary communication should be through school numbers and addresses which are monitored. For trips and visits, sports fixtures and day events, staff

are asked under normal circumstances to use a School mobile phone for all communication with students and parents.

- Staff should also ensure that any social networking sites they use have the tightest security settings; school students should not be accepted as friends.)
- Staff should not use personal mobile devices to take and store images of children in a school setting.

## APPENDIX 9: LGJS PSHE OVERVIEW.

Term	Puzzle name	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations and resilience building
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
<b>Summer 2:</b>	Changing Me	Includes Sex and Relationship Education in the context of looking at and managing change

## JIGSAW RSE CONTENT

The grid below shows specific RSE content for each year group:

Age	
4-5	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
5-6	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.
6-7	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.
7-8	Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic

bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect

Others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.

8-9 Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.

9-10 Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMARRT internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change.

10-11 Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

