

**LEICESTER GRAMMAR SCHOOL TRUST**  
**LEICESTER GRAMMAR JUNIOR SCHOOL**  
**CHILD PROTECTION AND SAFEGUARDING POLICY**

This policy will be reviewed by the Senior Designated Safeguarding Lead, Rachel Strong on a regular basis to ensure it remains current and incorporates all revisions made to local or national safeguarding guidance. This policy will be fully reviewed at least annually by the Board of Trustees.

Last reviewed by:

Designated Safeguarding Lead: Rachel Strong  
Date: 18<sup>th</sup> August 2025

Headteacher and Deputy Designated Safeguarding Lead: Sophia Ashworth Jones  
Date: 29<sup>th</sup> August 2025

Nominated Safeguarding Trustee: Dr Deenesh Khoosal  
Date: 1<sup>st</sup> September 2025

Approved by Trustees  
Date: 1<sup>st</sup> September 2025

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## NAMED STAFF AND CONTACTS

Role	Name	Contact Details
Headteacher	Sophia Ashworth Jones	<a href="mailto:ashworthjones@leicestergrammar.org.uk">ashworthjones@leicestergrammar.org.uk</a> 0116 259 1950
Designated Trustees for Child Protection/ Safeguarding	Dr Khoosal	Correspondence to Stephen Jefferies, Clerk to the Trustees <a href="mailto:jeffriess@leicestergrammar.org.uk">jeffriess@leicestergrammar.org.uk</a>
Designated Safeguarding Lead (DSL)	Rachel Strong (Deputy Head Pastoral)	<a href="mailto:strongr@leicestergrammar.org.uk">strongr@leicestergrammar.org.uk</a> 0116 259 1950
Deputy Safeguarding Leads	David Fulton (Deputy Head Academic )  Sophia Ashworth Jones	<a href="mailto:fultond@leicestergrammar.org.uk">fultond@leicestergrammar.org.uk</a> 0116 259 1950  <a href="mailto:ashworthjones@leicestegrammar.org.uk">ashworthjones@leicestegrammar.org.uk</a> 0116 2591950
Names of additional staff who have completed DSL training	Mrs Rebecca Dockree (Well-being Manager), Miss Joy Clapham (Head of Learning Development), Ms Helen Pugh-Hall (Head of Learning Support LGJS), Mrs Julia Parsons and Mrs Andrea Eid (School Nurses), Mr Michael Stone (IT Manager)	
<a href="#">LLR safeguarding Children Partnerships Procedures Manual</a>	<a href="#">u Report Your Concerns about a child or young person (Leicester)</a>	<a href="#">LCC report neglect or abuse</a>
Safeguarding Children in Education Team	Charlotte Davis	<a href="mailto:safeguardingineducation@leics.gov.uk">safeguardingineducation@leics.gov.uk</a> 0116 454 2440

LA Child Protection Contact/ LADO	Kim Taylor, Lovona Brown, Sheila Miskella	<p><b>Leicestershire County Council LADO</b></p> <p><b>For all new referrals please complete the online form via our webpage here <a href="https://www.leicestershire.gov.uk/education-and-children/child-protection-and-safeguarding/report-a-childcare-worker-or-volunteer">https://www.leicestershire.gov.uk/education-and-children/child-protection-and-safeguarding/report-a-childcare-worker-or-volunteer</a></b></p> <p><b>For enquiries regarding matters currently open to the service – please contact LADO via email in the first instance. <a href="mailto:CFS-LADO@leics.gov.uk">CFS-LADO@leics.gov.uk</a>.</b></p> <p>Alternatively contact 0116 305 4141 to leave a message for LADO.</p> <p><b>Please note that the LADO service is available office hours only: Monday-Thursday, 8.30am-5.00 pm and Friday, 8.30am-4.30pm</b></p> <p>Outside of office hours, please contact the Leicestershire First Response Children's Duty Team.</p> <p>Tel: 0116 305 0005</p>
First Response - Leicestershire and Rutland	For urgent concerns about a child who needs a social worker or police officer today	0116 305 0005 (including a professionals advice line available 9.30-11am and 12.30-3.30pm) <a href="mailto:childrensduty@leics.gov.uk">childrensduty@leics.gov.uk</a>
Leicester City		0116 454 1004 Duty and Advice Service (24 hours a day)
		<a href="https://www.leicester.gov.uk/health-and-social-care/support-for-children-and-young-people/children-s-social-care/care/support-for-children-and-young-people/children-s-social-care/">https://www.leicester.gov.uk/health-and-social-care/support-for-children-and-young-people/children-s-social-care/care/support-for-children-and-young-people/children-s-social-care/</a>
Northamptonshire		0300 126 7000  <a href="#">Home - Northamptonshire SCP</a>
Police (to report a crime and immediate risk of harm or abuse to child, including FGM)	101	In an emergency 999 (only)
NSPCC help/whistleblowing line		0800 028 0285 line is available 8.00am to 8.00pm Monday to Friday <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>

Prevent		0800 011 3764 <a href="mailto:counter-extremism@education.gsi.gov.uk">counter-extremism@education.gsi.gov.uk</a>
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## Leicester Grammar Junior School Child Protection & Safeguarding Flow Chart

'What to do if you are worried a child at risk of harm or neglect, abuse and exploitation'

**Actions where there are concerns about a child's welfare in and outside of school** • Be alert to signs of neglect, abuse and exploitation, question unusual behaviour or changes to presentation.

### Where a child discloses abuse, neglect, exploitation, sexual violence, sexual harassment, online harm

- Listen to what they say, keep calm, reassure they are right to tell, and you will take action to help keep them safe.
- Inform them you need to share the information and what you are going to do next
- Do not promise confidentiality, you will need to share/ report the information to appropriate services.
- **DO NOT DELAY, take any immediate necessary action to protect the child and ensure the Designated Safeguarding Lead (DSL) is informed or member of SLT in the DSL's absence.**

### Discuss concerns with the Designated Safeguarding Lead (DSL)

- The DSL will consider further actions including consultation with First Response (if a new concern).
- Concerns and discussion, decisions and reasons for decision should be recorded in writing and a 'confidential concerns' or a 'child protection' file should be opened, stored in line with the school child protection policy.
- At all stages the child's circumstances should be kept under review and re-refer if concerned to ensure the child's circumstances improve – **the child's best interests must come first.**

### Still have concerns - Refer to First Response (MARF)

Have child/families' personal details to hand and be clear concern/allegations. Complete referral form.

### Safeguarding concern Resolved /no longer held

Support has been agreed.  
Record decisions and actions.

### First Response 0116 305 0005

Where safe consider **Early Help Service**

### If the child is at immediate risk dial 101 and ask for assistance

Record all decisions and actions, working to agreed outcomes and within timescales. Escalate any emerging threats/concerns by adopting Leicestershire and Rutland Safeguarding Children Partnership procedures.

[tm LLR safeguarding Children Partnerships Procedures Manual](#)

### NSPCC Whistle blowing

Tel: 0800 028 0285

Police Tel:101

### Unmet needs identified

Decide what actions are needed to support the child.

**Consult with the child young person, family, and relevant agencies:** Agree support, refer to LRSCP guidance Thresholds for access to services (September 2021)

**Contacts:** For any allegations/concerns regarding an adult who works with (in either paid/voluntarily) employment with children contact the LA Designated Officer (LADO) [CFS-LADO@leics.gov.uk](mailto:CFS-LADO@leics.gov.uk) Allegations Line: 0116 305 4141 Monday-Thursday, 8.30am - 5.00 pm and Friday, 8.30am - 4.30pm Outside of office hours, contact the First Response Children's Duty Team: 0116 305 0005 or the LA Safeguarding and Compliance Lead 0116 305 6314

**This flow chart is a brief guide - Please refer to our School Child Protection Policy.**

## RELATED POLICIES

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

- Pupil Behaviour Policy
- Use of Reasonable Force
- Staff Code of Conduct
- Anti-Bullying (including Cyberbullying and racist incidents)
- Physical Interventions/Restraint (DfE Guidance "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
- Relationships Education, Relationships and Sex Education and Health Education, included in PSHE (Jigsaw)
- Online safety
- Site Security
- Equal Opportunities
- Toileting/Intimate care
- Computing and Acceptable Use Policy
- Extended school activities
- Recruitment
- Whistleblowing
- Pastoral Care
- Procedures for searching and confiscating
- Attendance
- Leicestershire and Rutland Safeguarding Children Partnership Policy, Procedures and Practice Guidance link: [LLR safeguarding Children Partnerships Procedures Manual](#)

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

## 1. Policy Statement and Principles

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

This policy is available to parents/carers on the school website and all staff and volunteers are made aware of our responsibilities regarding child protection procedures and how we will safeguard and promote the welfare of children through the implementation of this child protection policy. This policy is also available upon request from the school office.

### Child Protection Statement

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

### Policy principles:

- Safeguarding is everyone's responsibility.
- The school responsibility to safeguard and promote the welfare of children is of paramount importance.
- All children, regardless of age, gender, ability, culture, race, language, UK residence status, religion or sexual identity, have equal rights to be safe, feel safe, protection and to have their welfare promoted
- Children who are safe and feel safe are better equipped to learn.
- Leicester Grammar Junior School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, visiting professionals and parents/carers to share that commitment.
- Pupils are encouraged to talk to any member of staff about anything they are worried or distressed about. All adults working at the school are therefore expected to build trusted relationships with children, to take all welfare concerns seriously and always to act in the best interests of children; while remembering that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.
- Due to their day-to-day contact with pupils, staff in school are uniquely placed to observe changes in children's behaviour and the outward signs of abuse (including child on child abuse), neglect, exploitation and radicalisation. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that all school staff are alert to the signs of abuse, maintain a professional curiosity about children, are approachable and trusted by pupils/students, listen actively to them and understand the procedures for reporting any concerns.
- The school will act on identified concerns and will provide early help to prevent concerns from escalating.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm at home, in the community or in school.

- All staff members will maintain an attitude of ‘It could happen here’ where safeguarding is concerned. That includes incidents of child on child abuse.
- If, at any point, there is a risk of immediate serious harm to a child, a referral will be made to Children’s Social Care and/or the Police immediately. Anybody can make a referral. If the child’s situation does not appear to be improving, any staff member with concerns should press the Designated Safeguarding Lead (DSL) for re-consideration.
- If a member of staff remains concerned about a child, they can discuss their concerns with the headteacher or another DSL or seek advice from the professionals’ advice line listed at the start of this policy.
- Pupils and staff involved in child protection issues will receive appropriate support.
- This policy will be reviewed at least annually unless an incident, new legislation or guidance suggests the need for an interim review.

### Policy aims:

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

## 2. Safeguarding Legislation and Guidance

### Terminology

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

- Providing help and support to meet the needs of children as soon as problems emerge;
- Protecting children from maltreatment, whether that is within or outside the home, including online;
- Preventing the impairment of children’s mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children; and
- Taking action to enable all children to have the best outcomes in lines with the outcomes set out in the Children’s Social Care National Framework.

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

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

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

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

**Child/children** includes everyone under the age of 18.

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

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

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

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

The statutory guidance **Keeping Children Safe in Education (KCSiE) (DfE 2025)** is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Non-Maintained Special Schools (England) Regulations 2015. Schools must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies, maintained nursery schools and pupil referral units. Keeping Children Safe in Education 2025 highlights it is essential that everybody working in a school or college understands their safeguarding responsibilities. All staff who work directly with children must read Part One, Part Five and Annex B of KCSiE.

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

**Statutory framework for the early years foundation stage (DfE September 2025)** – Section 3 outlines the safeguarding and welfare requirements for EYFS pupils.

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

**Prevent Duty Guidance** for England and Wales (2015)

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

### 3. Roles and Responsibilities

#### 3.1 The Designated Safeguarding Lead (DSL)

The DSL is Mrs Rachel Strong ([strongr@leicestergrammar.org.uk](mailto:strongr@leicestergrammar.org.uk) 0116 259 1950).

The DSL is a senior member of staff from the school's leadership team and therefore has the status and authority within the school to carry out duties of the post, including committing resources and directing other staff. The DSL takes lead responsibility for safeguarding and child protection in the school, which will not be delegated although the activities of the DSL may be delegated to appropriately trained deputies. That responsibility includes online safety and ensuring that the school's ICT filtering and monitoring arrangements are effective in keeping children safe. The roles and responsibility are explicit in the role holder's job description.

#### Manage Referrals

- Refer cases of suspected abuse, exploitation or neglect to the relevant investigating agencies, including the police when a crime may have been committed.
- Support staff who make referrals to children's social care and other referral pathways.
- Notify Children's Social Care if a child with a child protection plan is absent without explanation at intervals as defined in the plan.
- Ensure that the headteacher is aware of the responsibility under the Protection of Freedoms Act 2012 to refer to the Disclosure and Barring Service (DBS) whenever a decision is made to stop using the services of an individual (including supply staff and individuals not employed by the school but working with children on school premises subject to a hiring or rental agreement) because they are considered to be a risk to children.
- Refer concerns in line with the PREVENT duty, and refer to the Channel panel if subsequently asked to do so.

#### Work with others

- Act as a source of advice, support and expertise to the school community.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Be alert to the specific needs of children in need; those with special educational and mental health needs; children who were previously looked after; children who have a social worker; and young carers, overseeing the provision of effective pastoral support to all of those children and promoting their educational outcomes by sharing information about their welfare, circumstances and needs with other staff as appropriate.
- Work closely with pastoral support staff, the SENCo, IT support staff and the school nurses in relation to safeguarding matters and deciding whether to make referrals.
- Notify Children's Social Care if a child with a protection plan is absent without explanation.
- Liaise with the headteacher and nominated safeguarding trustee as appropriate.
- Inform the headteacher of any serious safeguarding enquiries, especially under Section 47 of the Children's Act 1989 and any Police investigations. This includes ensuring that the headteacher and all relevant staff are aware of the requirement for children to be accompanied by an Appropriate Adult should they need to be interviewed by the Police (PACE Code C 2019).
- Ensure that all members of the leadership team read KCSiE 2025.
- Keep a record of staff attendance at child protection training and ensure that certificates providing evidence are available for inspection.

- Ensure that the headteacher is aware of the responsibility under Working Together 2026 to refer to the LADO in the Local Authority all allegations about the conduct of a member of staff, volunteer or anybody else working with children on school premises or on school business that meet the harm threshold as defined in KCSiE 2025.
- Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.
- Liaise with the local authority and other agencies in line with Working Together to Safeguard Children 2026 and the local Leicestershire Safeguarding Children Partnership procedures and practice guidance.
- Ensure the leadership and management team and the board of trustees are aware of the local arrangements put in place by Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) and know how to access the LRSCP website and training.

### **Undertake training**

- DSL training will be undertaken at least every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually.
- The DSL will undertake online safety training and Prevent training.
- The DSL is responsible for ensuring all other staff with safeguarding responsibilities access up to date and timely safeguarding training and maintains a register or data base to evidence the training.

The training undertaken should enable the Designated Safeguarding Lead to:

- Understand the assessment process for providing early help and intervention through the Thresholds to access to services.
- Have a working knowledge of how the Leicestershire and Rutland Safeguarding Children Partnership operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
- Have a working knowledge of relevant national guidance (highlighted in KCSiE 2025 paragraphs 29-46 and Annex B), ensuring that all staff receive regular updated safeguarding and online safety training, which includes their responsibilities for supervising pupils' use of internet-enabled technology and reporting any concerns to the DSL; and also reporting any failure of the ICT filtering system and monitoring arrangements to prevent pupils accessing or viewing harmful or inappropriate content.
- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and how to access services to support this.
- Be alert to the specific needs of children in need, including those with special educational and mental health needs; children who are looked after or were previously looked after; children who have a social worker; and young carers, overseeing the provision of effective pastoral support to all those children and promoting their educational outcomes by sharing information with other staff as appropriate.
- Understand the unique risks associated with online safety – including the emerging risks associated with AI - and ensures that staff are trained and have the requisite knowledge and up to date capability to keep children safe whilst they are online..
- Understand the relevance of data protection legislation and regulations, especially the Data Protection Act 2018 and General Data Protection Regulations (GDPR) in respect of safeguarding children.
- Understand the Prevent Duty and provide advice and support to staff on protecting and preventing children from the risk of radicalisation and being groomed into extremist behaviours and attitudes.
- Understand the reporting requirements for FGM.
- Understand and support children to keep safe when online and when they are learning at home.

### **Raise awareness**

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- Ensure that the child protection policies and safeguarding policies are known, understood, and used appropriately. This includes the child protection policy, the online safety policy (including their responsibilities in relation to the school's filtering and monitoring arrangements), the staff behaviour policy (code of conduct), the behaviour policy and the school's safeguarding response to children who are absent from education, and Part 1 of KCSiE 2025 (and also Part 5 and Annex B for those staff who work directly with children).
- Ensure that reporting arrangements are in place so that all safeguarding and child protection concerns identified by the school's ICT filtering and monitoring systems are reported to the DSL or a deputy.
- Ensure that the child protection policy and procedures are reviewed annually in consultation with the whole school community.
- Ensure that the child protection policy is available publicly and uploaded to the school website and make parents/carers aware that referrals may be made about suspected abuse, exploitation or neglect.
- Ensure all staff receive induction training covering child protection before working with children and can recognise and report any concerns immediately as they arise.
- Ensure that all staff understand if they have any concerns about a child's welfare that they should act immediately, either by speaking to the DSL or a deputy, or in exceptional circumstances taking responsibility to make a referral to Children's Social Care.
- Ensure that all staff know how to make a full record of any safeguarding concern on CPOMS.
- Ensure all staff know how to make a referral as detailed in this policy.

### **Child Protection files**

- The DSL will keep detailed and accurate written records of all concerns, ensuring that such records are stored securely on CPOMS with restricted access (ie separate from general information).
- The DSL is responsible for ensuring that when a child leaves the school their child protection file is transferred securely to the new school or college (separately from the main pupil information file) and that a receipt is obtained. If the child is subject to an open case in Children's Social Care, the social worker will also be informed.
- The DSL will consider whether to share information about a child leaving the school with the receiving education provider in advance so that the receiving setting is appropriately informed.
- Ensure that the school holds more than one contact number for every pupil.
- The DSL will keep a record of the number of children open and subject to CP, CiN and LAC concerns is maintained and shared with the board of trustees at least annually.
- The DSL will ensure a record of data and outcomes on the cohort of children having or have had a social worker and social care involvement will be maintained.

### **Availability**

- During term time the DSL or a deputy will always be available (during school hours) for staff to discuss any safeguarding concerns. Appropriate arrangements will be in place all year round for any out of school hours activities in line with the guidance contained in DfE KCSiE 2025 Part Two and Annex C.

### **3.2 Deputy Designated Safeguarding Lead**

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

Deputy DSL: Mr David Fulton ([fultond@leicestergrammar.org.uk](mailto:fultond@leicestergrammar.org.uk), 1006 159 1950)

There are two Deputy DSLs who provide cover for the DSL when they are not available. The Deputy Safeguarding Leads have received the same training as the DSL (including Prevent and online safety training including ICT filtering and monitoring arrangements) and provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the school ethos and that specific duties are discharged. The deputies will assist the DSL in managing referrals, attending child protection conferences, reviews, core group meetings and other meetings of a safeguarding and protection nature to support the child/children. The role and responsibility are explicit in all role holders' job descriptions. In the event of the long-term absence of the DSL, a deputy will assume all the functions of the DSL as above.

### **3.3 Trustees**

The board of trustees has a strategic leadership responsibility for safeguarding arrangements at Leicester Grammar Junior School and must ensure they comply with their duties under legislation, having regard to KCSiE 2025, and ensuring policies, procedures and training are effective and always comply with the law including the Human Rights Act 1988 and the Equality Act 2010 (including the Public Sector Equality Duty). The board of trustees will be collectively responsible for ensuring that safeguarding arrangements are at the forefront and underpin all relevant aspects of process and policy development.

The board of trustees:

- Ensures the child protection policy is reviewed at least annually and updated if needed, so that it is kept up to date with safeguarding issues as they emerge and evolve and that the most up to date version is available publicly via the school website.
- Facilitate a whole school approach to safeguarding
- Will nominate an individual member of the board of trustees to take leadership responsibility for safeguarding, to champion child protection issues in the school and to make regular contact with the DSL and will ensure that the board of trustees receives regular reports about safeguarding activity at the school.
- Will nominate a member (the Chair of Trustees) to be responsible for liaising with the Local Authority and other agencies if there is an allegation against the headteacher.
- Ensures that the school has effective policies and procedures in order to safeguard and promote children's welfare (both face to face and online). Those policies include an effective child protection policy, a behaviour policy, and anti-bullying policy, a staff behaviour policy (code of conduct) and appropriate arrangements to respond to children who are absent from education, particularly on repeat occasions and/or for prolonged periods; and that those policies are consistent with local and statutory requirements, reviewed annually and made available publicly on the school website.
- Ensures that the policies reflect a whole school approach and describe procedures in accordance with government guidance and local LRSCP guidance.
- Ensures cooperation with the local authority and other safeguarding partners.
- Appoints a Senior Designated Safeguarding Lead from the leadership team to take lead responsibility for child protection/safeguarding, and that the role is explicit in their job description and that they undertake appropriate training.
- Ensure that safeguarding responsibilities are identified explicitly in the job descriptions of every member of staff and volunteer.
- Ensures a Designated Teacher for Looked After Children is appointed and appropriately trained.
- Ensures that the DSL has contact details for and liaises with the Virtual Headteacher to promote the education of children who are looked after or were previously looked after (when there is such a pupil in school).

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- Will undertake safeguarding and child protection (including online) training at induction to ensure they have the knowledge and information needed to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of robust safeguarding arrangements and act as the 'critical friend'. This training must focus on their strategic role and not on operational procedures.
- Will collectively ensure there is an induction and training strategy for all staff, including the headteacher, temporary staff and volunteers, providing access to KCSiE 2025 Part 1, this child protection policy (including online safety, incorporating an understanding of the expectations, roles and responsibilities in relation to the school's ICT filtering and monitoring arrangements and reporting systems), the behaviour policy, the staff behaviour policy (code of conduct), the safeguarding response to children who are absent from education and the role and identity of the DSL and deputy DSLs. Will ensure that updates (at least annually) will provide staff with the relevant skills and knowledge to safeguard children.
- Ensures that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as required within the guidance, for example by completing quizzes.
- Ensures that a DSL or deputy is always available during school hours to discuss safeguarding concerns
- Ensures that a DSL or deputy is always available at least via telephone or other media during any out of hours/out of term school activities; and that staff are aware that in the unlikely event that the DSL or deputy is not available that they should speak to a member of SLT and/or take advice from Children's Social Care if they are concerned about a child's safety.
- Ensures that child protection files are maintained as set out in KCSiE 2025 Annex C.
- Ensures there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of dealing with a complaint in accordance with KCSiE 2025.
- Ensures that procedures are in place to manage and provide clarity on the process for sharing 'low level' concerns.
- Ensures a response if there is an allegation against the headteacher by liaising with the LADO or other appropriate officers within the local authority.
- Ensures appropriate filters and monitoring systems are in place to protect children online and participate in reviews of the effectiveness of those systems at least annually. Ensuring that the DSL has an awareness and understanding of these filtering and monitoring systems and has a process to escalate concerns when they are identified.
- Ensures that when the premises are used for non-school/college activities the board of trustees will seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in place, and inspect them as needed, including liaising with the headteacher/ trust. This will apply regardless of whether or not children who attend the provision are on the school or college roll.
- Follow safer recruitment procedures and maintains the single central record in accordance with KCSiE 2025 Part 3.
- Ensures that the school provides effective pastoral care and participates in the early Help Pathway process
- Ensures that pupils are taught about safeguarding including child on child abuse; grooming; online safety including risks linked to artificial intelligence; how to identify risk; how to get help when they need it; and other topics specified in KCSiE 2025 paragraphs 128 – 139 and that children with particular needs such as those who are known to be vulnerable, those who have experienced abuse, exploitation or neglect and those with SEND are provided with a customised curriculum when necessary.
- Will be open to accepting that child abuse and incidents can happen within the school and be available to act decisively upon them.
- Will take a proportionate risk-based approach to the level of information that is provided to temporary staff based upon the guidance of the headteacher and DSL depending on the nature of the post.

### **3.4 The Headteacher**

The Headteacher of the school will ensure that:

- The child protection policies and procedures adopted by the board of trustees are understood and implemented by all staff.
- Sufficient resources and time are allocated to enable the DSL and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- All staff have the skills, knowledge and understanding necessary to keep looked after children, previously looked after children and children with a social worker safe.
- The culture of the school promotes and supports the provision of effective pastoral care and early help.
- Pupils are taught about safeguarding, including child on child abuse; grooming; online safety including risks associated with artificial intelligence; how to identify risk; how to get help when they need it; and other topics as specified in paragraphs 128-139 of KCSiE 2025 as part of a broad and balanced curriculum and ensure that the curriculum is adapted for identified children (those who are known to be vulnerable, those who have experienced abuse, exploitation or neglect and those with SEND)
- There are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in KCSiE 2025.
- Where there is an allegation made against a member of staff (either paid or unpaid, including volunteers) that meets the criteria for a referral to the LADO, then the headteacher will discuss the allegation immediately with the LADO (within 24 hours and prior to any internal investigation) and ensure that cases are managed as defined in KCSiE 2025 Part 4. The headteacher:
  - Refers to the Disclosure and Barring Service (DBS) whenever a decision is made to stop using the services of an individual (including supply staff and individuals not employed by the school but working with children on school premises subject to a hiring or rental agreement) because they are considered to be a risk to children as required by the Protection of Freedoms Act 2012.
  - Appoints a case officer - who will be a member of the senior leadership team - to investigate allegations concerning members of staff and volunteers and/or act as a point of contact for the member of staff/volunteer against whom the allegation is made.
  - Responds to all 'low level concerns' about the conduct of staff and volunteers (encompassing any breach of the staff behaviour policy) in a timely and proportionate manner, taking advice from the LADO and the school's HR provider as appropriate.
  - In partnership with the DSL and the HR and Compliance Manager, ensure that the school follows safer recruitment procedures and maintains the single central record in accordance with KCSiE 2025.

### **4. Good practice guidelines and staff code of conduct**

The staff code of conduct is in Appendix 1

All school staff must be aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach. In addition staff should understand that, under the Sexual Offences Act 2023, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This also means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if the pupil is over the age of consent.

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## 5. Children who may be particularly vulnerable

Some children are more vulnerable to abuse, exploitation and neglect than others. Several factors may contribute to that increased vulnerability, including prejudice and discrimination; isolation; social exclusion; communication issues; a reluctance on the part of some adults to accept that abuse, exploitation and neglect can occur; as well as an individual child's personality, behaviour, disability, mental and physical health needs and family circumstances.

To ensure that all our pupils receive equal protection, we will give special consideration to children who:

- have a disability, special educational needs, mental health needs or certain medical or physical health conditions
- do not have English as a first language

and/or who are:

- young carers
- affected by parental substance misuse, domestic abuse and violence or parental mental health needs
- asylum seekers
- looked after by the Local Authority, otherwise living away from home or were previously looked after
- in receipt of support and services from a social worker
- vulnerable to being bullied, or engaging in bullying behaviours
- living away from home or in temporary accommodation
- living transient lifestyles
- living in chaotic and unsupportive home situations
- missing from education; or absent from school, particularly on repeat occasions and/or for prolonged periods
- vulnerable to discrimination and maltreatment on the grounds of race, gender, ethnicity, religion, disability or sexuality (N.B. children who regard themselves or are perceived by other children as lesbian, gay, bi, trans or non-binary can be targeted by other children)
- at risk of child sexual exploitation (CSE) and/or child criminal exploitation
- at risk from or are involved with serious violent crime
- at risk of female genital mutilation (FGM) at risk of forced marriage
- at risk of being drawn into extremism.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children and parents/carers with communication needs.

### 5.1 Children with special educational needs, disabilities or physical health issues

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

- assumptions that indicators of possible abuse, exploitation or neglect such as behaviour, mood and injury relate to the child's disability without further exploration.
- the potential for children with SEND or certain medical conditions to be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children, possibly without outwardly showing any signs; and
- communication barriers and difficulties affecting their ability to disclose incidents or to recognise the risk of harm they are subject to.

At Leicester Grammar Junior School we provide a restorative approach to behaviour and extra pastoral support for these children, along with ensuring that any appropriate support for communication is in place. Staff vigilance will be a supporting factor in keeping all children safe.

We will seek to provide all 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.

This will be achieved through excellent pastoral care, including a wellbeing carousel, the prefect system, well-being walks, the well-being manager, the school nurse, the school chaplain, school counsellors and snack and chat sessions.

## **5.2 Children with mental health needs**

All staff are trained to be aware that mental health problems can, in some cases, be an indicator that a child has suffered, is suffering or is at risk of suffering abuse, exploitation or neglect. Staff are not expected or trained to diagnose mental health conditions or issues, but they will record and report any concerns about a child's mental health to the Designated Safeguarding Lead as with any other safeguarding concern.

Children may be vulnerable because, for instance, they have needed an allocated social worker, have a disability, are in care, a care-leaver or previously looked after, or are experiencing some form of abuse, exploitation or neglect. It is therefore important that staff recognise that mental health concerns can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff are well-placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Staff are encouraged to build supportive and nurturing relationships with their class. This allows staff to notice changes in behaviour and to respond quickly. Staff are allowed time to interact with their class and to observe their relationships and behaviours during the morning welcome, at registration, during form times, during PSHE times and during less structured times when adults are moving around the school with children.

Where children have suffered abuse, exploitation or neglect, or other potentially traumatic adverse childhood experiences (including child on child abuse), this can have a lasting impact throughout childhood, adolescence and into adulthood. For such children school may be one of the few stable, secure and predictable components of their lives and staff are trained to be aware of how such experiences can impact children's mental health, behaviour, and education.

Children who are experiencing mental health problems are also more likely to experience isolation and to miss education, which can render them vulnerable to abuse including child on child abuse (online and face to face), grooming and exploitation; and susceptible to radicalisation.

The senior lead for mental health at Leicester Grammar Junior School is Rachel Strong.

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## 6. Early Help

KCSiE 2025 highlights that school staff are uniquely placed to identify concerns about children early, help them, promote their welfare and prevent concerns from escalating.

The school recognises that providing timely pastoral support and early help is more effective in promoting the welfare of children than reacting later. Early help support as soon as a problem emerges for children of all ages that improves a family's resilience and outcomes; or reduces the chance of a problem getting worse. KCSiE 2025 emphasises that all staff should be aware of the early help process and understand their role in it. All school staff are therefore trained and required to notice any concerns about children which may help to identify that they would benefit from early help; to record those concerns using CPOMS; and to share their concerns with the DSL (or a Deputy DSL), who is most likely to have a complete picture and be the most appropriate person to decide how best to respond to any concerns.

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

- identify situations in which children and/or their families would benefit from early help;
- undertake an assessment of the need for early help when that is appropriate, using the Local Authority support services based on the child's home address, and
- provide targeted early help services to address the assessed needs of a child and their family, developing an action plan that will focus on activity to improve the child's outcomes.

Whilst recognising that any child may need early help at any time, the school will be particularly alert to the potential need for early help for any child who:

- is disabled; or has certain health conditions with specific additional needs;
- has special educational needs (whether or not the child has a statutory education, health and care plan);
- has a mental health need
- is a young carer;
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from education, care or home; including persistent absences for part of the school day and inadequate explanations for absence;
- has experienced multiple suspensions; is at risk of being permanently excluded from school; or attends alternative provision or a pupil referral unit;
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation;
- is in a family whose circumstances present challenges for the child, such as drug/alcohol abuse, adult mental health issues and/or domestic abuse;
- is misusing drugs or alcohol themselves;
- has a family member in custody, or is affected by parental offending;
- has returned home to their family from care;
- is at risk of so-called 'honour' based abuse such as Female Genital Mutilation or Forced Marriage;
- is at risk of being radicalised;
- is a privately fostered child;
- is showing early signs of abuse, exploitation and/or neglect; and/or

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is particularly vulnerable in any of the ways identified in section 5 above.

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

In some circumstances, it may become necessary to take some time with parents to understand their child's needs and circumstances in a more structured way. Children and families may also need support from a range of local agencies beyond the school. Where the school has identified that a structured assessment would benefit a child in order to determine how best to meet their needs and support their family; or where a child and family would benefit from co-ordinated support from more than one agency (e.g. education, health, housing, Police) and with the parents' express consent, the school will use the local authority procedures process to identify what help the child and family require.

The DSL (or Deputy DSL) will generally lead on liaising with other agencies and setting up the Early Help process but other staff may be required to work directly with pupils and their families and to support other agencies and practitioners in the process, in some cases acting as the lead professional. As specified in KCSiE 2025, the DSL will keep the needs and circumstances of children receiving early help under constant review. If the child's situation does not improve or is getting worse; and/or the child's parents and/or the child do not consent to early help, the school will make a judgement about whether, without help, the needs of the child are likely to escalate. If so, the school/college will seek further advice from early help services as above or will contact the Children and Families Professionals Advice Line to discuss whether a referral to Children's Social Care is appropriate.

## **7. Attendance and children who are absent/missing from education**

Leicester Grammar Junior School recognises that full attendance at school is important to the well-being of all our pupils and enables them to access the opportunities made available to them at school. Attendance is monitored closely and we address poor or irregular attendance without delay, working in partnership with the local authorities when patterns of absence give rise to concern. Our attendance policy is set out in a separate document and is reviewed regularly by the board of trustees.

The school operates in accordance with statutory guidance Children Missing Education (DfE 2024) and additional guidance Working together to improve school attendance (DfE 2024). All children, regardless of their circumstances, are entitled to an efficient, full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

The school recognises and staff are trained to understand that a child who is absent from school at the start or at any time of the school day, particularly for prolonged periods and/or on repeat occasions, can act as a vital warning sign to a range of safeguarding issues including neglect; physical and/or sexual abuse; child sexual and/or criminal exploitation (particularly county lines); mental health problems; risk of substance abuse; risk of honour based abuse including female genital mutilation and forced marriage; and risk of travelling to conflict zones.

All staff are informed as part of their induction about the procedure for reporting and taking action when children do not arrive for school and/or do not attend regularly. The DSL monitors unauthorised absence and takes appropriate action including notifying the local authority, particularly where children are absent repeatedly and/or are missing for periods during the school day. School will always make a follow up phone call before breaktime when pupils are not at school to the emergency contact numbers (at least two per child) held on the pupil record. Parents are therefore asked to update the school as soon as possible if their nominated emergency contact numbers change.

In order to reduce the risk of children missing education, we follow the DfE legal requirements for schools in respect of recording and reporting children who leave school without any known destination.

Procedures for children who are absent/missing from education are set out in a separate document which is reviewed regularly by the trustees.

## **8. Helping children to understand and recognise risk, identify available support and report abuse**

As part of a whole school approach to safeguarding, KCSiE 2025 requires the board of trustees to *"ensure that children are taught about how to keep themselves and others safe, including online"*. The school recognises that a one size fits all approach may not be appropriate for all pupils; and that a more personalised or contextualised approach for some vulnerable children, victims of abuse, exploitation and neglect and children with SEND might be needed.

Governing bodies and proprietors are also required to ensure that there are systems in place that are *"well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously."*

Children are taught to understand and manage risk through the age-appropriate personal, social, health and economic (PSHE) programme (Jigsaw, an overview of the curriculum is in Appendix 2); online safety curriculum; sex and relationships lessons; and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter (including risks from other children, both in and out of school), recognise when they are at risk and with the support of staff work out how to get help when they need it and how risks might be reduced or managed. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are taught and reminded regularly about online safety, the risks of sharing content and images online, grooming (both online and face to face), risks associated with artificial intelligence (AI), and tackling bullying, including cyber bullying procedures. The school continually promotes an ethos of self-respect, mutual respect and empathy; and pupils are encouraged to speak to a member of staff of their choosing about any worries they may have.

Children are taught about safeguarding in school through PSHE, Relationships Education and, Relationships, Sex and Health Education and through the wider curriculum. Some of these factors are specific to the context of Leicester Grammar Junior School.

- Bullying, including Cyberbullying
- Drugs, alcohol and substance misuse, including awareness of County Lines and the Criminal Exploitation of children
- Online safety, some pupils have a lot of high-quality ICT equipment and spend significant time on line. Supervision is not always adequately supervised and leave pupils exposed to the unsafe online behaviours of other and at risk of behaving unsafely online themselves.
- The danger of meeting up with strangers
- Fire and water safety
- Personal safety
- Road safety
- Domestic Abuse
- Healthy relationships/consent
- So-called honour based abuse issues, eg forced marriage, Female Genital Mutilation (FGM)

- Handling stress and anxiety at assessment times
- Disability
- Sexual exploitation of children (CSE), including cybercrime
- Child criminal exploitation (CCE)
- Preventing Extremism and Radicalisation (see Appendices 5 and 6)
- Opulent emotional neglect, children who are well provided for materially, but who lack support from emotionally available adults are sometimes ill prepared for their school day. - Bereavement
- Parental separation and divorce

## 8.1 Mechanisms for children to report worries and abuse

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

- PSHE (Jigsaw) lessons provide a safe and nurturing environment for children to discuss topics which matter to them. It is recognised that this is a public forum and each classroom has a 'voice box' where children can place comments which will be read by their teacher.
- Staff are reminded to have professional curiosity and if they notice a change in the demeanour of a child they are encouraged to find a quiet time to enquire about the well-being of the child.
- Worry Monster is centrally located and is available for all children to write a note to the pastoral team.
- 'Need to Talk?' is a whole school display with information for children about who to talk to, there are additional 'who to talk to' posters around school.
- Daily drop-in sessions with pastoral staff for KS2 pupils (located in The Hive). Twice weekly opportunities to go for a welly-walk with members of the pastoral team

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

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

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

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

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

## **9. Bullying, child on child abuse and harmful sexual behaviour**

Leicester Grammar Junior School believes that all children have a right to attend school and learn in a safe environment. Children should be free from harm, both from adults and other pupils in the school. Staff are trained and expected to be aware that children can abuse other children (often referred to as child on child abuse); that it can happen both inside and outside of school and online; to recognise the indicators and signs of child on child abuse; and to identify it and respond to reports by pupils about themselves or other children as they would with any other safeguarding issue.

The school recognises that, even if there are no reports of child on child abuse in the school, it does not mean it is not happening. Staff are expected to give pupils every opportunity to talk to them in the event they are experiencing anything causing them harm, distress or worry and to discuss any concerns about child on child abuse (reported and suspected) with the DSL or a deputy DSL. KCSiE 2025 states that child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse');
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of 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).

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

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

vulnerability of women and girls to violence and sexual harassment, it is also recognised that boys as well as girls can be abused by members of the opposite as well as the same gender group. Bullying is a very serious issue that can cause children considerable anxiety and distress.

Staff are expected to address, make a record of and report all incidences of bullying, including cyber-bullying and prejudice-based bullying. All such incidences will be managed through the school's behaviour and antibullying policies which can be accessed on the school website or by requesting a copy at the school office. All pupils and parents are alerted to the anti-bullying procedures on the school website and the subject of bullying is addressed at regular intervals in PSHE education. All members of staff receive a copy of the school's behaviour and anti-bullying policies as part of their induction and are trained to be aware of the harm caused by bullying and to respond to all incidents of bullying proactively.

Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected behaviour to inappropriate, problematic, abusive and violent behaviour. Problematic, abusive and violent sexual behaviour is developmentally inappropriate, may cause developmental damage and is referred to as 'Harmful sexual behaviour' (HSB), which can occur online, face to face and also simultaneously between the two. HSB encompasses a range of behaviour, which can be displayed towards younger children, children of the same age, older children or adults. It is harmful to the children and young people who display it, as well as the people it is directed towards. HSB will be considered in a child protection context. The ages and stages of development of children are critical factors when considering incidences of HSB. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. For more information about harmful sexual behaviour please refer to: Understanding Sexual Behaviour in Children (NSPCC) and the Brook sexual behaviours traffic light tool.

It is likely that for an allegation or concern to be addressed under child protection procedures, some of the following features will be found. The allegation or concern:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil;
- is of a serious nature, possibly including a criminal offence;
- raises risk factors for other pupils in the school;
- indicates that other pupils may have been affected by this student;
- indicates that young people outside the school may be affected by this student.

The University of Bedfordshire has developed a range of resources to support schools/colleges to address harmful sexual behaviour, which can be accessed at: <https://childhub.org/en/child-protection-online-library/beyond-referrals-harmful-sexual-behaviour-schools-briefing-findings-implications-and-resources-schools-and-multi-agency-partners>

Harmful sexual behaviour can, in some cases, progress on a continuum. The school will address inappropriate behaviour as an important early intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Staff understand that children who display harmful sexual behaviour have often experienced their own abuse and trauma; and that it is important they are offered appropriate support.

It is important for the school to consider the wider environmental factors and context within which child on child abuse occurs. Such factors may include the potential for bullying and child on child abuse to take place across a number of social media platforms and services; and for things to move from platform to platform online. The

school will also consider the potential for the impact of the incident to extend further than the school/college's local community (e.g. for images or content to be shared around neighbouring schools/colleges) and for a victim (or alleged perpetrator) to become marginalised and excluded by both online and offline communities. There is also the strong potential for repeat victimisation in the future if abusive content continues to exist somewhere online. Online concerns can be especially complicated. Support is available from The UK Safer Internet Centre at 0344 381 4772 and [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk) and the Internet Watch Foundation.

N.B. The terms 'victim' and 'perpetrator' are used within this policy because they are widely recognised, understood and helpful in delineating clear safeguarding responses to child on child abuse. However, the school recognises that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in that way. Staff will bear those sensitivities in mind when managing and responding to any individual situation, particularly when speaking in front of children; and will seek always to use terms with which children who have or may have suffered abuse are most comfortable. The school also recognises that abusive behaviour will sometimes be harmful to the 'perpetrator' as well as the 'victim'. Pupils may report child on child abuse including HSB in respect of other pupils in the school and sometimes young people attending other schools. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. Members of staff to whom such allegations are made should record their concerns in the usual way and report them to the DSL as soon as possible, as with any other safeguarding concern.

## **9.1 Child on child sexual violence and sexual harassment**

Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and between children of the opposite or the same sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Staff are trained to be aware that although boys can experience sexual violence and sexual harassment, girls are more likely to be the victims and boys are more likely to cause this kind of harm to others. Some children may be more at risk of specific forms of sexual violence and sexual harassment such as homophobic, biphobic or transphobic bullying. Children who are lesbian, gay, bi, trans or non-binary can be targeted by other children, as can a child who is perceived by other children to be LGBT or non-binary (whether they are or not). Staff are trained to be aware of those vulnerabilities, notice any signs that a pupil may be at risk or suffering sexual violence or harassment, reach out to any pupil who may want to talk or need support and report and record those issues as with any other safeguarding concern.

As with all other forms of abuse, staff are trained to understand that children may not find it easy to talk to an adult about an experience of abuse; and may well not make a direct report. That is why it is so important for staff to notice signs of distress, anxiety, changes in presentation and behaviour and reach out to children as above. The school may also find out about possible abuse by a pupil reporting something about another pupil or a member of staff overhearing a conversation that suggests a child has been harmed. The initial response by a school to a report from a child is incredibly important. The response can either encourage or undermine the confidence of future victims of sexual violence and sexual harassment in the school to report abuse. 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. As with all other safeguarding issues, staff are trained and expected to maintain an attitude of 'It could happen here' in relation to the possibility of sexual violence and sexual harassment happening in this school/college. It is important that all victims are taken seriously and offered appropriate support; and that any report of sexual violence or sexual harassment is taken seriously.

Children who are victims of sexual violence and sexual harassment, wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school. Safeguarding incidents and/or behaviours can be associated with factors outside the school, including intimate personal relationships, child

sexual exploitation and child criminal exploitation. It is essential that all victims are reassured they are being taken seriously and that they will be supported and kept safe. Staff should never give victims 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. It is important to explain that the law is in place to protect children rather than criminalise them. This will be explained to pupils in such a way that avoids alarming or distressing them.

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

## **What is sexual violence and sexual harassment?**

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

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

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

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents (NB sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault).

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

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

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

**Sexual harassment** in the context of child on child behaviour is unwanted conduct of a sexual nature that can occur online and offline and both inside and outside of the school. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment can include sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about 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 (NB this may cross a line into sexual violence – the school will listen to the victim and take her/his perspective and experience into account in deciding that); displaying pictures, photos or drawings of a sexual nature; and upskirting (which is a criminal offence).

Online sexual harassment may happen on its own or as part of a wider pattern of sexual harassment and/or sexual violence. It may include consensual and non-consensual sharing of nude and semi-nude images and/or videos; sharing of unwanted explicit content; sexualised online bullying; unwanted sexual comments and messages including via social media; sexual exploitation; coercion and threats; and coercing others into sharing images of themselves or performing acts they're not comfortable with online.

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

### **Minimising the risk of sexual violence and sexual harassment at the school through a planned curriculum**

Leicester Grammar Junior School uses the PSHE programme Jigsaw to minimise the risks. Through PSHE and the wider curriculum pupils are taught:

- to recognise healthy and respectful relationships;
- what respectful behaviour looks like;
- about consent;
- about gender roles, stereotyping, equality;
- about body confidence and self-esteem;
- to identify prejudiced behaviour;
- that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- that sexual violence or sexual harassment should never be dismissed or tolerated as "banter", "part of growing up", "just having a laugh" or "boys being boys";
- to challenge cultures of sexual harassment including behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts - dismissing or tolerating such behaviours risks normalising them;

The curriculum and pupil support mechanisms listed in a previous section provide processes to enable pupils to raise their concerns or make a report, including when they have a concern about a friend or peer.

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

While it is not possible to anticipate every particular set of circumstances and therefore what the response will be to every case, the school will respond to reports of specific incidents of sexual violence and sexual harassment

in accordance with Part 5 of KCSiE 2025, which all staff who work directly with children are required to read; and other materials highlighted in paragraph 470 and Annex B of that guidance as necessary. The DSL is trained in using the Brook Traffic Light Tool to identify harmful sexual behaviour.

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

- respond to disclosures of abuse as set out in 'If a pupil discloses abuse, exploitation or neglect to a member of staff or volunteer' in the child protection procedures section of this policy;
- where there is advance notice of a disclosure, discuss with the pupil whether they would be comfortable for another member of staff (ideally a DSL) to be present, although that may not be possible and the pupil may not consent, which should be respected;
- where the disclosure includes an online element, be aware of advice in respect of searching, screening and confiscation Searching, Screening and Confiscation - Advice for schools (DfE 2022); and Sharing nudes and semi-nudes - Advice for education settings working with children and young people – Guidance on responding to incidents and safeguarding children and young people' (UK Council for Internet Safety 2024) (see links in next section) – with particular consideration to not viewing or forwarding illegal images of a child. The advice provides more details on what to do when viewing an image is unavoidable. In most cases, it will be more appropriate to confiscate any devices to preserve any evidence and hand them to the DSL (who will take advice about handing to the Police for inspection);
- as with all child protection disclosures, not promising confidentiality as it is very likely a concern will have to be shared further (e.g. with the DSL, Children's Social Care or the Police) to discuss next steps;
- only share the disclosure with those people who are necessary in order to progress it;
- make sure the victim understands what the next steps will be and who the disclosure will be passed to;
- recognise that a child is likely to disclose to someone they trust, which could be any member of staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;
- recognise that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident; and that trauma can impact memory so children may not be able to recall all details or a timeline of abuse;
- keep in mind that certain children may face additional barriers to telling someone because of their vulnerability as described elsewhere in this policy;
- listen carefully to the child, reflect back, use the child's language, remain non-judgmental;
- not ask leading questions and only prompt the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed; what the nature of that harm was; and where and when a reported incident occurred;
- consider the best way to make a record of the disclosure. Best practice is to wait until the end of the conversation with the child and then write a thorough account immediately. This allows the staff member to devote their full attention to the child and listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made, using CPOMS as with any other safeguarding concern;
- only record facts in terms of what the child tells them and how the child presents to them;
- record professional observations and opinions as such, based only on the facts and the child's presentation (e.g. the child was tearful, the child paused before answering);
- be aware that notes of such reports could become part of a statutory assessment by Children's Social Care and/or part of a criminal investigation; and

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

All responses to disclosures of sexual violence will be subject to an immediate risk and needs assessment undertaken by the DSL (or a deputy), using her/his professional judgement and supported by other agencies, such as Children's Social Care and the Police. The need for a risk and needs assessment in relation to reports of sexual harassment will be considered on a case-by-case basis.

Advice may also be sought using the contact details at the start of this policy.

## **Risk assessment**

The risk and needs assessment will consider:

- the victim, especially their protection and support;
- whether there may be other victims;
- the alleged perpetrator/s; and
- all the other children (and, if appropriate staff) at the school, especially any actions that are appropriate to protect them from the alleged perpetrator(s) or from future harms.
- the time and location of the incident; and any action required to make the location safer for all pupils.

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

## **Action following a report of sexual violence and/or sexual harassment - what to consider**

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

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. However, if the victim asks the school not to tell anyone about the sexual violence or sexual harassment, the DSL (or a deputy) will have to balance the victim's wishes against their duty to protect the victim and other children. It is likely to be justified and lawful to share the information if doing so is in the public interest, e.g. to protect the victim and other young people from harm and to promote the welfare of children;
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed;
- the ages of the children involved;
- the developmental stages of the children involved;

- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- whether the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature);
- that sexual violence and sexual harassment can take place within intimate personal relationships between children;
- the importance of understanding intra familial harms and any necessary support for siblings following an incident;
- whether there are ongoing risks to the victim, other children or school staff;
- informing parents/carers (unless this would put the victim at greater risk);
- only sharing information with those staff who need to know in order to support the children involved and/or be involved in any investigation. For instance, teachers may be asked to monitor the victim's welfare or ensure a student sits on their own without needing to know that they are a victim or alleged perpetrator of sexual violence or harassment;
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

### **Considering confidentiality and anonymity**

In the event of sexual violence and harassment, it is very likely to be in the child's best interests to seek advice and guidance from others in order to provide support and engage appropriate agencies. The victim may ask the school not to tell anyone about the sexual violence or sexual harassment, to which there are no easy or definitive answers. If the victim does not consent to their information being shared, it may still be lawfully shared if there is a legitimate purpose for doing so, which includes the need to safeguard children and to detect and prevent criminal offences.

In responding to the victim's request, the DSL will consider the following:

- parents or carers will normally be informed (unless this would put the victim at greater risk);
- if a child is at risk of harm, is in immediate danger, or has been harmed, a referral will be made to Children's Social Care; and
- rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this will be referred to the Police. Whilst the age of criminal responsibility is ten, in the event of the alleged perpetrator being under ten, the starting principle of referring to the Police remains. The Police will take a welfare, rather than a criminal justice approach, in any such cases.

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

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

Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, the school will be aware of anonymity, witness support, and the criminal process in general so we can offer support and act appropriately. The school will do all it reasonably can to protect the anonymity of any children

involved in any report of sexual violence or sexual harassment. Amongst other things, this will mean carefully considering, based on the nature of the report, which staff need to know about it; and any support that can be provided for the children involved. The school will also consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

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

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

For other reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and questions regarding shared classes, sharing school premises and transport, will be considered immediately.

In all cases, the wishes of the victim, the nature of the allegations and the protection of all children in the school will be especially important when considering any immediate actions.

### **Responding to the report/disclosure**

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

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

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

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

In principle, there are four possible responses to an allegation or concern about sexual violence or harassment. Decisions and actions will be reviewed regularly. Where patterns of concerning, problematic or inappropriate behaviour are identified, the DSL will review relevant policies and procedures with the senior leadership team, board of trustees and staff team as appropriate and take any appropriate action such as curriculum review or

further staff training as required. All responses will be underpinned by a zero tolerance approach to sexual violence and sexual harassment, i.e. that it is never acceptable and will not be tolerated at this school. All concerns, discussions, decisions and reasons for decisions will be recorded as with all other safeguarding concerns. The four scenarios are:

### **1. Manage internally**

In some cases of sexual harassment, e.g. one-off incidents, the school may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising the behaviour policy and anti-bullying procedures, speaking to the alleged perpetrator and her/his parents, making expectations of future behaviour clear (in writing where appropriate) and by providing pastoral support. Careful consideration will be given to the need to separate the victim and alleged perpetrator/s in lessons (as with sexual assaults) pending investigation; and possibly thereafter.

### **2. Early help**

The school may decide that the child/ren involved do not require statutory interventions but may benefit from early help, which can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence. Early help and the option to manage a report internally are not mutually exclusive. The school may decide to manage the report internally but may also offer early help to both the victim and perpetrator(s).

### **3. Referrals to Children's Social Care**

In keeping with an explicit requirement set out in KCSiE 2025, where a child has been harmed, is at risk of harm, or is in immediate danger, the school will make a referral to Children's Social Care. All instances of sexual activity between pupils on the school premises will be referred to Children's Social Care. All instances of sexual violence perpetrated by a child under ten years of age will be referred to Children's Social Care. This will facilitate a consultation about the role of the Police. The Police will take a welfare, rather than a criminal justice, approach. When referring to Children's Social Care, the school will generally inform parents, unless there are compelling reasons not to (i.e. if informing a parent is going to put the child at additional risk or create undue delay). Any such decision should be made with the support of Children's Social Care.

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

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

If a statutory assessment is not appropriate, the DSL (or a deputy) will consider other support mechanisms such as early help, specialist support and pastoral support.

## 4. Reporting to the Police

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

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

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

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

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

Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator(s), it will be important for the DSL (or a deputy DSL) to work closely with the Police (and other agencies as required) to ensure any actions the school takes do not jeopardise the Police investigation. The DSL will consult the Police in the event of any queries. KCSiE 2025 states that *"The police will help and support the school or college as much as they can (within the constraints of any legal restrictions)"*.

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

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

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

### Subsequent considerations

The needs and wishes of the victim should continue to be paramount (along with protecting the child) as the case progresses. Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall,

the priority should be to make the victim's daily experience as normal as possible, so that the school is a safe space for them. Similarly, the alleged perpetrator/s has an ongoing right to an education and should be able to continue in their normal routine subject to the ongoing risk assessment and the needs of the victim.

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

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

If a student is convicted or receives a caution for a sexual offence, the school will update the risk assessment, ensure relevant protections are in place for all pupils and consider any suitable action in line with the behaviour policy. This process will include a review of the necessary actions to keep all parties safe and meet their needs. If the perpetrator remains at the school along with the victim, the school will meet with the student and her/his parents to revisit and reiterate in writing expectations of the perpetrator in terms of future behaviour and complying with any restrictions and arrangements put in place to safeguard the victim and other students.

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

### **Unsubstantiated, unfounded, false or malicious reports**

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

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

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

### **Ongoing response**

Support will be tailored on a case-by-case basis. The needs and wishes of the victim will be paramount (along with protecting the child) in any response. Wherever possible, the victim, if they wish, should be able to continue

in their normal routine. Overall, the priority will be to make the victim's daily experience as normal as possible, so that the school is a safe space for them.

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

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

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

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

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

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

## **10. Sharing of nude and semi-nude images and videos**

Children and young people who share nude and semi-nude images and/or videos of themselves or their peers are breaking the law. However, as highlighted in national guidance, it is important to avoid criminalising young people unnecessarily. The primary concern at all times will be the welfare and protection of the children involved.

The school will work in partnership with external agencies with a view to responding proportionately to the circumstances of any incident.

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

The sharing of nude and semi-nude images and/or videos by young people is a safeguarding issue and can be a sign that children are at risk. Pupils being coerced or pressurised by other children to create and share such images is a form of sexual harassment; and can also be part of a wider process of child on child abuse, grooming, criminal and/or sexual exploitation.

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

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

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

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

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

Staff will not look at or print any indecent images. The confiscated device will be passed immediately to the DSL (see 'Viewing the imagery' below).

When concerns are identified, the DSL will discuss the concerns with appropriate staff and speak to young people involved as appropriate. Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving them would put the young person at risk of significant harm. In the event of a young person requesting that the school does not inform her/his parents about an incident involving the sharing

of nude or semi-nude images of themselves or other children, the DSL will need to consider issues in relation to Gillick competency and the Fraser guidelines in making a judgement – see above.

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

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

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

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

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

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

- there are any offences that warrant a Police investigation;
- child protection procedures need to be invoked;
- parents/carers require support in order to safeguard their children;
- a Multi-Agency Child meeting is required;

- any of the perpetrators and/or victims require additional support. This may lead to the offer of early help services.

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

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

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

Any decision to view imagery will be based on the DSL's professional judgement. Imagery will never be viewed if the act of viewing will cause significant distress or harm to a pupil.

If a decision is made to view potentially indecent images, the DSL will be satisfied that viewing:

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

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

- never copy, print, share, store or save the image(s) because to do so is illegal. If that has already happened, the Police will be contacted for advice and to explain the circumstances;
- discuss and agree the decision to do so beforehand with the headteacher or Children's Social Care;
- ensure viewing is undertaken by the DSL or Deputy DSL with delegated authority from the headteacher;
- ensure viewing takes place with another member of staff present in the room, ideally the headteacher, another DSL or a member of the senior leadership team. The other staff member does not need to view the images;
- wherever possible, ensure viewing takes place on school premises, ideally in the headteacher or DSL's office;
- ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery;
- record how and why the decision was made to view the imagery in the pupil's safeguarding record, including who was present, why the nude or semi-nude images were viewed and any subsequent actions. Ensure the record is signed and dated and meets any appropriate wider standards, e.g. such as those set out in statutory safeguarding guidance and SP policies and procedures;
- if any devices need to be taken and passed onto the Police, the device(s) will be confiscated and the Police will be called. The device will be disconnected from Wi-Fi and data and turned off immediately to avoid imagery being removed from the device remotely through a cloud storage service. The device(s)

will be placed in a secure place, for example in a locked cupboard or safe, until the Police are able to collect it from school.

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

## **11. Support for pupils, families and staff involved in a child protection issue**

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

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

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

## **12. Complaints procedure**

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

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

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

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

Staff who are concerned about the conduct of a colleague or any adult working in, with or on behalf of the school towards a child are undoubtedly placed in a very difficult situation. Those adults include visiting practitioners; temporary staff; trustees; volunteers; employees/volunteers working in premises/locations that the school uses for offsite/ residential visits and activities; and adults/volunteers working with children on school premises on behalf of a provider/organisation subject to a hiring or rental agreement. Staff may worry that they have

misunderstood a situation and they will wonder whether a report could jeopardise a colleague or other practitioner's career. All staff must remember that the welfare of the child is paramount.

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

#### **14. Managing allegations against staff (including supply staff, volunteers and contractors)**

When an allegation is made against a member of staff (including supply staff, volunteers and contractors), set procedures must be followed. The full procedures for dealing with allegations against staff can be found in Part 4 of KCSiE 2025.

As required by KCSiE 2025, all allegations in respect of an individual who works (permanently or temporarily) or volunteers at the school that fulfil any of the following criteria (the harm test) will be reported to the Local Authority Designated Officer (LADO) within one working day:

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

The LADO's contact number is at the start of this policy.

All allegations against former members of staff or volunteers that meet the criteria will also be referred to the LADO in the first instance.

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

Staff, parents and trustees are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

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

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

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

### **15. Managing 'low level concerns' about staff conduct (including supply staff, volunteers and contractors)**

Upon receipt of an allegation or concern about a member of staff's conduct that is in breach of the staff behaviour (code of conduct) policy but may not meet the harm test as above (defined in KCSiE 2025 as a 'low level concern'), the headteacher or chair of trustees will have a decision to make about an appropriate and proportionate response in order to maintain the school as a safe environment for pupils/students to learn and staff to work in.

The low level concern policy is in Appendix 3.

### **16. Staff Training**

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

- the school's child protection policy
- signs and symptoms of abuse, exploitation and neglect
- online safety, including staff responsibilities in relation to the school's ICT filtering and monitoring arrangements
- 'children' includes everyone under the age of 18
- child on child abuse
- extra-familial harms including criminal and sexual exploitation; county lines; serious violence; domestic abuse within intimate teenage relationships; and radicalisation;
- responding to disclosure of abuse, exploitation or neglect by a child
- reporting and recording arrangements including allegations against and 'low level concerns' about the conduct of staff and visiting professionals
- the staff behaviour policy (code of conduct) and
- the identity and role of the DSL and all Deputy DSLs
- the school's behaviour and anti-bullying policies
- the school's safeguarding response to children who are absent at the start or at any time of the school day
- KCSiE 2025 Part 1, Annex B and Part 5
- The Local Authority leaflet '*Safeguarding in Education – Child Protection and Safer Working Practice*'

All of the above will be explained before a new member of staff, trustee or volunteer has direct contact with children in school. Paper copies will be provided. The individual will be given an opportunity to clarify any issues when they begin their work duties and then asked to sign to confirm that they have read and understood all three policies and undertake to comply with them.

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

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

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

In addition, the DSL and all deputy DSLs will update their knowledge and skills at least annually to keep up with any developments relevant to their role and will be supported to access inter-agency training as part of their continuing professional development.

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

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

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

## **RECENT SAFEGUARDING TRAINING**

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

DSL Training – all by LSCB (Simon Genders): R Strong (valid until Sept 2026,); D Fulton (valid until January 2027; S Ashworth-Jones (valid until Sept 2026)

Safeguarding Training including Prevent: All LGJS staff (2 September 2024) – Training by Simon Genders

Safer recruitment Training: R Strong (Sept 2025); D Fulton (Sept 2025); S Ashworth Jones (April 2025 )

Operation Encompass Training: R Strong, (Sept 2022): All staff (April 2025)

Mental Health Lead Training; R Strong (November 2023)

Sexual Behaviours Traffic Light Tool (Brook) R Strong March 2026

Online Safety Course for DSLs ((National Online Safety) R Strong March 2024

Prevent Training (online home office course); all staff (November 2025)- (R Strong July 2025)

Safeguarding Training for Trustees delivered by A&A Safeguarding

Filtering and Monitoring Training for DSLs (National College): D Fulton, S Ashworth Jones, August 2023

## 17. Safer recruitment and employment

As part of the commitment to safeguarding children, school will do everything possible to ensure unsuitable adults are not given the opportunity to work or have contact with children on school premises or in the conduct of school business offsite.

The school's safer recruitment processes are based on the statutory guidance: *KCSiE 2025, Part Three: Safer Recruitment* and the School's safer Recruitment policy. The School complies with the Independent Schools Standards regulations on recruitment.

Safer recruitment means that all applicants will:

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

The school maintains a single central record of recruitment checks (SCR) and this is updated by the HR and Compliance Manager in accordance with KCSiE 2025 Part Three. It is reviewed annually by the DSL.

Schools are 'specified places' which means the majority of staff and volunteers will be engaged in Regulated Activity. A full explanation of Regulated Activity can be found in KCSiE 2025 Part 3.

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

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

## **Volunteers**

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

## **Supervised volunteers**

Volunteers who work only in a supervised capacity and are not in Regulated Activity will undergo the safer recruitment checks appropriate to their role, in accordance with the school's risk assessment process and statutory guidance.

## **Contractors**

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

## **18. Site security**

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

## **19. Behaviour**

Our behaviour and anti-bullying policies and procedures are set out in separate documents and are reviewed regularly by the board of trustees. They are shared with all staff before they start working with children as part of their induction.

KCSiE 2025 highlights that there are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

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

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

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

If a member of staff ever uses reasonable force, they must report the incident to the DSL or headteacher as a matter of urgency and always on the same day.

Also refer to the LGS and LGJS policy Use of Reasonable Force written with regard to the DfE guidance [Use of restrictive interventions, including reasonable force, in school](#) (April 2026)

## 20. Record Keeping

The school will:

- keep clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Children's Social Care immediately; safeguarding and child protection records should be completed as soon as possible after a disclosure or after a concern is noted and always within 24 hours.
- keep records in a meticulous chronological order, either on paper or electronically;
- through the records provide a factual and evidence-based account and there will be accurate recording of any actions.
- ensure all records are kept securely (restricted access on CPOMS) and in locked locations (for paper copies);
- ensure all safeguarding records are transferred - separately from the child's main pupil file - to the receiving school, college or other education establishment when a pupil moves. The DSL will do this as soon as possible, ensuring secure transit, and will ensure that confirmation of receipt of the records is obtained.
- consider whether it is appropriate to share any information with a child's receiving school/setting in advance of the child leaving so that the receiving school/setting is able to support the child as effectively as possible and plan for her/his arrival.
- ensure that incoming safeguarding records are brought to the attention of the DSL, Deputy DSLs and other key staff such as the SENCO when a child transfers in from another school/setting.

A record of each and every incident or concern for a child will be made, including details of any telephone calls to or from other professionals and agencies and associated actions. These should be recorded on CPOMS to maintain the chronology and to help identify any patterns or emerging risks and needs.

Support and advice will be sought from social care, or early help whenever necessary. This will allow a picture to emerge, and will assist in promoting evidence-based assessment and in determining any action(s). This may include no further action, whether an Early Help Assessment should be undertaken, or whether a referral should be made to First Response/Children's Social Care in-line with the Threshold for access to services published by Leicestershire and Rutland Safeguarding Children Partnership.

Such robust practice across child protection and in safeguarding and promoting the welfare of children will assist the school and DSL team in the early identification of any concerns and in the prevention of future harm, risk, or abuse.

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

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

Although CPOMS is the preferred method, sometimes a paper record will be a more timely option for recording a concern. Paper records should be signed, dated and passed to the DSL. The paper record will be scanned by the DSL to add to CPOMS chronology. In any record, where an opinion or professional judgement is recorded this should be clearly stated as such.

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

Leicester Grammar Junior School acknowledge that without timely recording crucial information can be lost. The importance of a single incident is not necessarily apparent at the time, but staff are urged to adopt an 'it could happen here' approach and to record incidents. On occasions, this information could be crucial evidence to safeguard a child.

In accordance with KCSiE 2025 Leicester Grammar Junior School will collate information (including academic progress and outcomes) on cohorts of children who have been open to social care, have had a social worker or who are closed to social care and may have returned to the family home.

Child protection records form a part of a child's pupil record, which parents ordinarily have a right to see. Any pupil or parent wishing to access the pupil's child protection records will need to submit a subject access request in writing to the school for consideration. Access to the record will then be arranged but records may be redacted

in line with the requirements of the General Data Protection Regulation (GDPR) if releasing information would place the child, or any other person, at risk of significant harm.

The Data Protection Act 2018 and GDPR do not prevent school staff from sharing information with relevant agencies without the consent of parents, where that information may help to protect a child.

## 21. Confidentiality and Information Sharing

The school will manage and share confidential information about children in line with *Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers (HMG 2024)* [https://assets.publishing.service.gov.uk/media/66320b06c084007696fca731/Info\\_sharing\\_advice\\_content\\_May\\_2024.pdf](https://assets.publishing.service.gov.uk/media/66320b06c084007696fca731/Info_sharing_advice_content_May_2024.pdf)

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

1. All children have a right to be protected from abuse and neglect. Protecting a child from such harm takes priority over protecting their privacy, or the privacy rights of the person(s) failing to protect them. *The UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 (DPA) provide a framework to support information sharing where practitioners have reason to believe failure to share information may result in the child being at risk of harm.*

2. When you have a safeguarding concern, wherever it is practicable and safe to do so, engage with the child and/or their carer(s), and explain who you intend to share information with, what information you will be sharing and why. *You are not required to inform them, if you have reason to believe that doing so may put the child at increased risk of harm (e.g., because their carer(s) may harm the child, or react violently to anyone seeking to intervene, or because the child might withhold information or withdraw from services).*

3. You do not need consent to share personal information about a child and/or members of their family if a child is at risk or there is a perceived risk of harm. *You need a lawful basis to share information under data protection law, but when you intend to share information as part of action to safeguard a child at possible risk of harm, consent may not be an appropriate basis for sharing. It is good practice to ensure transparency about your decisions and seek to work cooperatively with a child and their carer(s) wherever possible. This means you should consider any objection the child or their carers may have to proposed information sharing, but you should consider overriding their objections if you believe sharing the information is necessary to protect the child from harm.*

4. Seek advice promptly whenever you are uncertain or do not fully understand how the legal framework supports information sharing in a particular case. *Do not leave a child at risk of harm because you have concerns you might be criticised for sharing information. If staff have such concerns, they are trained to speak to the DSL or a deputy DSL. The DSL will seek advice, which may include contacting the school's legal advisor or Children's Social Care or following the NSPCC's safeguarding guidance.*

5. When sharing information, ensure you and the person or agency/organisation that receives the information take steps to protect the identities of any individuals (e.g., the child, a carer, a neighbour, or a colleague) who might suffer harm if their details became known to an abuser or one of their associates.

6. Only share relevant and accurate information with individuals or agencies/organisations that have a role in safeguarding the child and/or providing their family with support, and only share the information they need to support the provision of their services. *Sharing information with a third party rarely requires you to share an entire*

*record or case-file – you must only share information that is necessary, proportionate for the intended purpose, relevant, adequate and accurate.*

7. Record the reasons for your information sharing decision, irrespective of whether or not you decide to share information. *When a partner agency requests information from the school and the DSL decides not to share it, the DSL will explain why they chose not to do so and will reconsider their decision if the requestor shares new information that might cause them to regard the information the school holds in a new light. The DSL will record the rationale for their decision and be prepared to explain their reasons if they are asked.*

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

The Data Protection Act 2018 (DPA) and the GDPR places duties on the school and individual staff to process personal information fairly and lawfully and to keep the information they hold safe and secure.

However, neither the DPA nor the GDPR prevent or limit the sharing of information for the purposes of keeping children safe. *KCSiE 2025 states clearly that “Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children”.*

Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from the DSL, another SLT member or outside agency as required (e.g. Children and Families Front Door Education Lead).

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

*KCSiE 2025* emphasises that the DSL or a deputy DSL should always be available to discuss safeguarding concerns but in exceptional circumstances where neither the DSL nor any appointed deputy DSL is available, that should not delay appropriate action being taken and staff should speak to a member of SLT or take advice from Children’s Social Care if they are concerned about a child.

The GDPR and the Data Protection Act 2018 do not prevent school staff from sharing information with relevant agencies for the purposes of keeping children safe and promoting their welfare. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

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

If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the DSL and data protection officer.

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

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

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

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

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

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

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

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

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

## **22. Extended school, offsite arrangements and use of school premises for non-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 (this policy) will apply.

Where services or activities are provided separately by another body, the Board of Trustees or 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 (inspecting these where needed) consistent with the DfE Guidance 'Keeping Children Safe in Out-of-School Settings: Code of Practice' and that there are arrangements to liaise with the school on these matters where appropriate.

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

Safeguarding requirements will be included in any lease or hire agreement as a condition of use; and any failure to comply will lead to termination of the agreement. The Headteacher will also take responsibility to

inform the LADO about any allegations that are made against individuals or organisations who use the school premises.

### **23. Online Safety including filtering and monitoring arrangements**

All staff are aware that technology offers many opportunities but is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face and can also abuse their peers online.

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

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

**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; and

**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 nude and semi-nude images/videos of children and/or pornography), sharing other explicit images and online bullying; and

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

All staff have an understanding of the expectations, applicable to their roles and responsibilities in relation to filtering and monitoring of ICT systems and this is refreshed during safeguarding training. Responsibilities include regular and active monitoring of the school's equipment while the children are using technology capable of connecting to the internet.

The school's online safety and acceptable use policy further explains the school's approach to keeping pupils safe in school.

The DSL and wider safeguarding team have the lead responsibility for online safety, including filtering and monitoring arrangements, and work in partnership with the IT Manager. The arrangements are overseen and reviewed at least annually by the Board of Trustees. The review process includes considering the number of and age range of the children, those who are potentially at greater risk of harm, how often they access the IT system alongside the proportionality of costs versus safeguarding risks. The appropriateness of any filtering and monitoring systems will, in part, be informed by the Prevent Duty risk assessment.

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

- ensure roles and responsibilities to manage filtering and monitoring systems are adequately allocated and fulfilled.
- review filtering and monitoring provision at least annually with the Safeguarding and Well-being Committee (a sub-committee of the Board of Trustees).

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

All forms of abuse or harassment, both on and offline, will be reported in accordance with national safeguarding guidance, and we will take a 'zero tolerance' approach to harassment and abuse as informed by KCSiE 2025.

In accordance with KCSiE 2025 and *Meeting digital and technology standards in schools and colleges (2024)*, the school will carry out an annual review of online safety including the filtering and monitoring arrangements, supported by an annual risk assessment that considers and reflects the changing needs of pupils/students and the risks they face.

## **24. Safeguarding pupils accessing remote education and virtual learning including communication between staff**

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

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

Staff will always use school/service owned devices and accounts for the delivery of online/virtual lessons/tutorials.

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

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

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

- Staff and children must be fully dressed and wear suitable clothing, as should anyone else in the households.
- Any computers used should be in appropriate areas, for example not in bedrooms; and the background should be blurred. If it is not possible to blur the background, staff must consider what children can see in the background and whether it would be appropriate in a classroom. This includes photographs, artwork, identifying features, mirrors etc.
- Language must be professional and appropriate, including that used by any family members in the background.
- Staff must only use platforms specified by senior managers and approved by the school's ICT manager/co-ordinator for communication with pupils.

Online lessons should be timetables and the headteacher or DSL will be able to drop into any virtual lesson at any time for safeguarding purposes.

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

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

## **25. Child protection procedures**

### **Recognising abuse, neglect and exploitation**

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

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

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

Abuse, neglect and exploitation are forms of maltreatment of children (see *Child sexual exploitation and child criminal exploitation* below). Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone.

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

Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by adult men or women or by another child or children. Staff are trained to understand and recognise indicators of all four categories of abuse as defined below.

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

The four main categories of child abuse are as follows:

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

## Definitions and indicators of abuse and neglect

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

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

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

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

The signs of emotional abuse may include:

- 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

**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 masturbations, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children to look at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and **all** staff should be aware of it and of their school or colleges policy and procedures for dealing with it.

The signs of sexual abuse may include:

- hinting about secrets they cannot tell
- saying that a friend has a problem
- asking if you will keep a secret if they tell you something
- beginning lying, stealing, blatantly cheating in the hope of being caught
- having unexplained sources of money
- having terrifying dreams
- incontinence
- exhibiting sudden inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- no longer enjoying previously liked activities, such as music, sports, art, scouts or guides, going to summer camp, gym club
- becoming reluctant to undress for PE or after school clubs
- becoming fearful of or refusing to see certain adults for no apparent reason; showing dislike of a particular babysitter, relative or other adult
- acting in a sexual way inappropriate to their age
- drawing sexually explicit pictures
- seeming to be keeping secret something which is worrying them
- repeated urinary infections, bleeding or soreness in the genital or anal areas
- soreness or bleeding in the throat
- frequent chronic ailments, such as stomach pains or headaches
- taking over the parent role at home, appearing old beyond their years
- developing eating disorders, such as anorexia or bulimia
- becoming severely depressed, expressing suicidal thoughts or attempting suicide
- having a poor self-image and low self esteem
- self-harming behaviours
- continually running away

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

provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (the use of inadequate caregivers); ensure access to appropriate medical care or treatment; or provide suitable education. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The signs of neglect may include:

- 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
- repeatedly forgetting equipment or arriving at school ill prepared for the day ahead

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

### **Impact of abuse**

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

## **26. Taking action if a member of staff is concerned about a pupil's welfare**

Staff recognise that children may not feel ready or may not know how to tell someone that they are being abused, exploited, or neglected, and may not identify their experiences as harmful. Staff recognise that children may not feel able to share what is happening to them because they feel embarrassed, humiliated, or could be being threatened. Additionally, staff recognise children may not want to make a disclosure or talk about what is happening due to their vulnerability, disability, sexual orientation or language barriers. These reasons should not prevent staff from having professional curiosity and raising their concern with the DSL. Alerting the DSL will begin a process of monitoring the child and will determine how best to build trusted relationships that facilitate opportunities for communication.

As a school we are aware that abuse, exploitation, neglect, and safeguarding issues are rarely standalone events and can seldom be covered by one definition or label. It is possible that multiple issues will overlap with one another, therefore all staff should be vigilant and raise concerns with the designated safeguarding lead (or deputy) at the earliest opportunity.

If a child is in immediate danger or risk of harm an urgent (same-day) referral will be made to First Response and/or police. If a member of staff who is not the DSL makes the referral, the DSL should be informed as soon as possible following the referral.

If a child chooses to tell a member of staff about alleged abuse, action will be taken to support the child. The role of the adult receiving the disclosure is to listen and to reassure the child. The adult should:

- Establish the key facts in language that the child understands. Whenever possible, the child's words will be used in clarifying/expanding what has been said.
- Not make any promises to the child, e.g. to keep secrets.
- Actively listen to what the child is saying.
- Where questions are asked, there should be no pressure on the child to respond and only open questions should be used. (what happened? What happened next? What happened after that? When? Where?)
- Avoid leading questions or questions that are extensive or repetitive.
- Note the main points carefully as soon after the disclosure as possible.
- Create a full written record. This can be done on CPOMS or handwritten. If the record is handwritten the adult should include the day, date and time and sign their record. The record should be passed to the DSL who will scan the record to CPOMS.
- Avoid asking children write statements about abuse that may have happened to them or asking them to sign the staff record.
- Reassure the child and let them know that they were right to share the disclosure. The adult should reassure the child that this information will be passed on to key adults who will seek advice and support.
  - Inform the DSL as soon as possible after the disclosure.
- Work alongside the DSL to ensure that Information is shared with children's social care without delay, either to the child's own social worker or to First Response. Children's Social Care will liaise with the police if a child is in immediate risk of harm, abuse, or danger. This will ensure an appropriate police officer response rather than a uniformed response.
- Write up their conversations and actions as soon as possible on CPOMS.

Staff should never attempt to carry out an investigation of suspected child abuse by interviewing the child or any others involved especially if a criminal act is thought to have occurred. Child abuse and harm investigations will be led by Social Care, Police, or the NSPCC.

The school will normally seek to discuss any concerns about a pupil with their parents/ carers. This must be handled sensitively and the DSL will make contact with the parent/ carer in the event of a concern, suspicion or disclosure. Other staff should not notify parents/carers unless they are explicitly asked to do so by the DSL.

Our focus is the safety and wellbeing of the pupil. Therefore, if the school believes that notifying parents/carers could increase the risk to the child or exacerbate the problem or create an undue delay, advice will be sought first from Children's Social Care.

## **Making a referral**

The DSL and deputies are likely to have a complete safeguarding picture and are likely to be the most appropriate referral, however KCSiE 2025 emphasises that all staff should be aware of the processes for making referrals to Children's Social Care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

## Statutory assessments

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

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

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

## Information Sharing

Effective sharing of information between practitioners and local organisations and agencies is essential for early identification of need, assessment, and service provision to keep children safe. Serious Case Reviews (SCRs) now known as Rapid Reviews (RRs) have repeatedly highlighted missed opportunities to record information. Failure to share information in a timely manner can have severe consequences for the safety and welfare and well-being of children (Working Together to Safeguard Children 2026). Therefore, Leicester Grammar Junior School have adopted the information sharing principles detailed in statutory safeguarding guidance:

- *DfE KCSiE 2025 provides clarity on information sharing processes and GDPR including within Annex C which makes clear the powers to hold and use information when promoting children's welfare.*
- *Working Together to Safeguard Children 2026*
- *Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents, and carers (updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018).*
- *Leicestershire and Rutland Safeguarding Children Partnership (NSCP) Policy and Practice Guidance*

## 27. Extra- familial harms (contextual safeguarding)

Safeguarding incidents and/or behaviours can be associated with factors both outside children's home environments and outside school; and/or can occur between children outside the school/college including online. The DSL, deputy DSLs and all staff will consider the context within which such incidents and/or behaviours occur. Contextual safeguarding means that assessments of children should consider wider environmental factors present in a child's life that are a threat to their safety and/or welfare. Staff will listen to children and be vigilant about any signs or indicators that would suggest children may be at risk in the community and/or online and will share intelligence with the Police in order to prevent children suffering harm. Some extra-familial harms are likely to constitute significant harm and will therefore be referred to Children's Social Care as necessary. The school will provide as much information as possible when asked to do so as part of a police investigation and/or when

making referrals to Children's Social Care, thus allowing any investigation or assessment to consider all the available evidence and the full context of any abuse or exploitation.

## **28. Child abduction and community safety incidents**

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. The school provides outdoor-safety lessons run by teachers or by local police staff. Lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: [www.actionagainstabduction.org](http://www.actionagainstabduction.org) and [www.clevernevergoes.org](http://www.clevernevergoes.org)

## **29. Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE) and County Lines**

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. CSE and CCE can affect both males and females and can include children who have been moved (trafficked) for the purpose of exploitation. 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.

CSE can include 16 and 17 year olds who can legally consent to sex but may not realise that they are being exploited, e.g. they believe they are in a genuine romantic relationship.

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. CCE can also involve working in cannabis factories,

shoplifting or pickpocketing and may involve coercing children to commit vehicle crime or serious violence towards others. It is important to note that the experience of girls can be very different to that of boys, but girls are also at risk. 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 DSL who will make a risk assessment and refer to Local Authority First Response Children's Duty if appropriate.

### **Signs that a child may be involved in CCE, CSE or County Lines**

- Going missing for periods of time or regularly returning home late; and are subsequently found in areas away from their home..
- Change in performance at school
- Travelling for unexplained reasons
- Skipping school or being disruptive in class.
- Appearing with unexplained gifts or possessions that can't be accounted for.
- Experiencing health problems that may indicate a sexually transmitted infection.
- Having boyfriends or girlfriends or associations with significantly older or controlling individuals or groups.
- Sharp changes in behaviour, including becoming angry, aggressive or violent.
- Self-harming or presenting with significant changes in their emotional well-being.

The NSPCC website has more information about CCE, CSE and County Lines and is a useful resource.

<https://www.nspcc.org.uk/what-is-child-abuse/spotting-signs-child-abuse/abuse/spotting-signs-child-abuse/abuse/>

A number of the indicators for CCE and CSE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that a child may be involved in county lines are:

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

For further information see:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/741194/HOCountyLinesGuidanceSept2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf)). Updated 2023

<https://www.childrensociety.org.uk/information/professionals/resources/county-lines-toolkit>

The school teaches children about consent and the risks of sexual and criminal exploitation in the PSHE and SRE curriculum. A common feature of sexual and criminal exploitation is that the child often does not recognise the coercive nature of the relationship and does not see her/himself as a victim. The child may initially resent what she/he perceives as interference by staff but staff must act on their concerns, as they would for any other type of abuse.

### **30. Serious violence**

Serious violence is associated with a number of risk indicators in children, including increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, signs of assault or unexplained injuries. Staff will be made aware of these and of the other risk factors which increase the likelihood of involvement in serious violence, including being male, having been frequently absent or permanently excluded from school, having experience child maltreatment and having been involved in offending such as theft or robbery. Staff training will raise awareness of these risks and any concerns will be passed to the DSL to coordinate a safeguarding response.

### **31. So-called 'honour-based' abuse**

Honour-based abuse 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 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 DSL for onward referral as required. Since February 2023, it is a crime to cause a child to marry under the age of 18. This applies to non-binding, unofficial marriages as well as legal marriages.

### **32. Female Genital Mutilation**

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

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

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 DSL 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 (e.g. 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.

Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation: procedural information - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/mandatory-reporting-of-female-genital-mutilation-procedural-information).

### **33. Modern Slavery and Human Trafficking**

Modern slavery and human trafficking can take on many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Children may be trafficked into the UK from abroad or moved around the country. Staff need to be aware of indicators which include, but are not limited to, neglect, isolation, poor living conditions, having few personal belongings and a lack of trust and reluctance to seek help. Staff will refer any concerns to the DSL without delay who will take action and also refer victims to the National Referral Mechanism ([www.gov.uk](http://www.gov.uk))

### **34. Protecting Children from Radicalisation and Extremism**

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

Completing home office training about the Prevent duty is an induction requirement for all staff who have direct contact with children.

Appendix 4 contains the school approach to protecting children from radicalisation and extremism, including a risk assessment.

### **35. Children who are looked after, were previously looked after or who have a social worker**

The Designated Safeguarding Lead (DSL) and deputies maintain a key role in raising awareness amongst staff about the needs of children who have or who have had a social worker and the barriers that such children might experience in respect of attendance, engagement and achievement at schools or college. Children who were previously looked after or who have, or have had, a social worker remain vulnerable.

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

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

The Designated Safeguarding Lead will maintain data for children who have looked after status and for children who have been involved in the care system and will work closely with the designated teacher or social worker (if applicable) to ensure they receive appropriate pastoral and academic support.

### **36. Kinship care including private fostering**

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

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

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

On admission to the school, we will take steps to verify who has parental responsibility for the child and the relationship of the adults accompanying the child who is being registered.

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

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

### **37. Children and the court system**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. The school will access guidance highlighted in Keeping Children Safe in Education 2025, which explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers. Please see [Get help with child arrangements - Get help with child arrangements \(justice.gov.uk\)](https://www.justice.gov.uk/get-help-with-child-arrangements).

### **38. Children with family members in custody**

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The school will seek to support pupils in this position through pastoral care, early help and discussions with parents and other family members as appropriate and with reference to the guidance *Supporting all professionals to work with offenders' children and their families*.

### **39. Domestic Abuse and Operation Encompass**

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Children may see, hear or experience the effects of domestic abuse between family members at home. Leicester Grammar Junior School recognises that this may have a detrimental and long-term impact on their mental health, well-being, development and ability to learn.

Leicester Grammar Junior School works in partnership with Leicestershire Police and Leicestershire Children's Services to support pupils who are affected by incidents of domestic violence and abuse. This scheme is called Operation Encompass. When the Police attend any incident of domestic violence or abuse in any household in which a pupil of the school lives, the DSL will receive a confidential and secure email on the morning of the next school day, notifying them simply that there has been an incident and that the child may need support.

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

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

#### **40. Alternative provision**

Where school places a pupil with an alternative provision provider, the school will continue to be responsible for the safeguarding of that pupil and should be satisfied that the provider can meet the needs of the pupil.

Children who attend alternative education often have complex needs, it is important governing bodies/trusts and designated safeguarding leads ensure children are fully always supported, and the alternative setting is aware of any additional risks of harm that pupils may be vulnerable to. Information sharing for pupils who receive education provision outside of a mainstream setting is vital to support the child and ensure the learning environment where they are placed has all necessary information for the child before they access the provision. The working together principles are key to keep the child safe and understanding the vulnerabilities needing to be supported. This should include up to date contact details for the professionals working with the child and family.

School will obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff.

The Designated Safeguarding Lead (DSL) will share safeguarding concerns in accordance with local guidance. This will be via an encrypted or password protected email.

The alternative provider will be asked to confirm attendance and to provide weekly updates.

#### **41. Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and antisocial behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm. 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.

The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

#### **41. Elective Home Education (EHE)**

KCSiE 2025 acknowledges that “Many home educated children have a positive learning experience. We would expect the parents’ decision to home educate to be made with their child’s best education at the heart of the decision. However, this is not the case for all. Elective home education can mean that some children are not in receipt of suitable education and are less visible to the services that are there to keep them safe and supported in line with their needs”.

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

## Appendix 1

### LEICESTER GRAMMAR SCHOOL TRUST

#### STAFF CODE OF CONDUCT

The Staff Code of Conduct is consistent with the statutory guidance 'Working Together to Safeguard Children 2026' and 'Keeping Children Safe in Education 2025'.

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

#### **A summary of the key principles**

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

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

acknowledged and clearly justifiable. Staff should therefore declare via the online Microsoft form when they welcome any pupil to their homes or on holiday.

26. Staff should not engage in any electronic or telephone communication with pupils using personal e-mail accounts or social networks. All communication must be open, transparent and through school systems/accounts. Staff should also ensure that any social networking sites they use have the highest security settings and pupils should never be accepted as 'friends'.
27. Any other out of school contact including staff undertaking independent tutoring or sports coaching which may bring them into contact with pupils and their families should be planned and agreed with the Head and the parents/carers.
28. Internet use including virtual/online teaching and video conversations with pupils should be according to school policy and inappropriate content must not be accessed.
29. Photographs and video films of pupils must only be taken with parental consent, for school purposes and using school-owned equipment. They will remain the property of the school and must only be stored on school-owned equipment. They can only be published with the express consent of parents/carers.
30. Staff should only work with pupils on a 1:1 basis in accordance with school policies. There will be occasions when a confidential interview or a 1:1 meeting is necessary, but, where possible, such interviews should be conducted in a room with visual access, or with the door open, or in a room or area which is likely to be frequented by other people, and another pupil or adult should be present or nearby. Staff should not undertake home visits except by agreement with a senior leader and in accordance with the Home Visits Policy. Only in exceptional circumstances which have been fully approved in advance by the Head would it ever be appropriate for a member of staff to invite a pupil into their own home.
31. Staff should be mindful of situations in which a pupil or parent comes to depend on them for support outside their role and discuss this promptly with the DSL or Head.
32. Staff accompanying pupils on co-curricular activities, off-site and/or residential visits or Duke of Edinburgh expeditions should remain mindful of, and at all times work in accordance with safeguarding and whistleblowing procedures, trip briefings and risk assessments. Although a more informal approach is usual in such circumstances, the standard of behaviour expected of staff will be no different from that expected within school.
33. Staff must understand and take seriously their responsibilities under this Staff Code of Conduct and be able to recognise this responsibility in colleagues, volunteers, supply teachers or other adults working in the school.
34. There is a duty to report (including self-reporting) any incident in which an adult has or may have behaved in a way that is inconsistent with the Staff Code of Conduct including inappropriate behaviours inside, outside of work or online.
35. Staff should recognise their individual responsibility to raise any concerns, no matter how small, regarding staff behaviour or conduct (including low level concerns) that falls short of the principles outlined in this document. It is crucial that any such concerns, including those which do not meet the harm threshold (see KCSiE), are shared responsibly with the Head, under the Low-Level Concerns Policy (even if causing no more than a sense of unease or a 'nagging doubt').
36. Concerns or complaints about the Head should be reported to the Chair of Trustees.
37. Failure to report or respond to such concerns would constitute a failure in professional responsibilities to safeguard children and promote welfare.

38. Staff can use the contact details at the front of the Safeguarding Policy to locate an alternative route to report a safeguarding concern about a colleague or the Head if they do not feel able to raise a concern internally.

## Appendix 2

### LEICESTER GRAMMAR JUNIOR SCHOOL 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.

# LEICESTER GRAMMAR SCHOOL TRUST

## LEICESTER GRAMMAR JUNIOR SCHOOL

### LOW LEVEL CONCERNS POLICY

*This is one of the policies concerned with safeguarding and pastoral care. It should be read with regard to the policies on safeguarding, anti-bullying, pupil behaviour, Keeping Children Safe in Education 2025, Working Together to Safeguard Children 2026, [Guidance for Safer Working Practice for Those Working with Children and Young People in Education Settings](#) (Feb 2022): , and pastoral care.*

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

#### 1. Purpose of the Policy

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

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

#### 2. Who does the policy apply to?

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

#### 3. Definition of a low-level concern

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

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

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

- being over friendly with children;
- having favourites;
- taking photographs of children on a personal device;

- engaging with a child on a one-to-one basis in a secluded area or behind a closed door;
- using inappropriate sexualized, intimidating or offensive language.

#### **4. Reporting low-level concerns**

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

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

Low-level concerns about the DSL will be reported to the head and those about the head will be reported to the Chair of Trustees [chair@leicestergrammar.org.uk](mailto:chair@leicestergrammar.org.uk)

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

#### **5. Recording low-level concerns**

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

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

There is a pro forma called the 'care and concern form' (pink form) accessible on the LGJS OneDrive/shared resources/Admin/SAFEGUARDING. There are also paper copies on the safeguarding noticeboard in the staff room and in the staff workroom.

#### **6. Responding to low-level concerns**

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

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

- is consistent with the "[Guidance for Safer Working Practice for Those Working with Children and Young People in Education Settings](#)" (Feb 2022): no further disciplinary action will be required. Feedback will be given to both parties to explain why the behaviour was consistent with the "Guidance for Safer Working Practice".

- constitutes a low-level concern: no further action is required, or additional training/guidance/support may be required to rectify the behaviour via normal day to day management processes. The employee should understand that failure to improve or a repeat of the behaviour may lead to further action being taken, e.g. either via the Performance Management Policy or Disciplinary Policy. is serious enough to consult with or refer to the LADO: a referral should be made to the LADO and advice taken from HR. In this case the school's Managing Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed.

- when considered with any other low-level concerns that have previously been raised about the same individual, should be reclassified as an allegation and referred to the LADO or Police: a referral should be made to the LADO and advice taken from HR. In this case the school's Managing Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed.

Records will be made of:

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

#### **7. Can the reporting person remain anonymous?**

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

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

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

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

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

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

## **11. What is the role of the Board of Trustees?**

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

## Appendix 4

### EXTREMISM AND RADICALISATION

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

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

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

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

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

AT LGJS our duties include:

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

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.

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 identified as specific to pupils at LGJS

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

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

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

The school will discuss any concerns about possible radicalisation identified in school with a child's parents/carers as with any other safeguarding or child protection issue unless there is reason to believe that doing so would place the child at risk; and will also support parents/carers who raise concerns about their children being vulnerable to radicalisation. Subject to consultation with the Police PREVENT team and in the interests of making proportionate responses, the school may offer support to children and their families through the provision of early help as appropriate.

The school expects all staff, volunteers, governors, visiting practitioners, contractors and individuals or agencies that hire school premises to behave in accordance with the school's Staff Behaviour Policy (code of conduct), will challenge the expression and/or promotion of extremist views and ideas by any adult on school premises or at school events and, when necessary, will make appropriate referrals in respect of any such adult.

Prevent referrals should be completed using the online form, available via this link [Prevent | Leicestershire Police \(leics.police.uk\)](https://leics.police.uk)

### **Protocol for visiting speakers**

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

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

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

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

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

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

## Post speech/ visit evaluation

The speech/ visit is evaluated by the organiser, if the visit/speaker does 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.

## 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>	Not currently	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 Simon Genders Safeguarding in September 2024. Online training by all staff to be completed by November 2025 <a href="https://www.support-people-susceptible-to-radicalisation.service.gov.uk/portal">https://www.support-people-susceptible-to-radicalisation.service.gov.uk/portal</a>
<b>Has the school got a trained Prevent lead?</b>	Yes	Deputy Head (Pastoral) /DSL
<b>Do staff know who to discuss concerns with? (DSL)</b>	Yes	Staff are reminded at least annually during safeguarding updates.
<b>Is suitable filtering of the internet in place?</b>	Yes	DSL reviews filtering and monitoring with network manager at least annually and is assured that appropriate filters are in place. There is also a system which alerts the network manager to unsuitable searches, and these are passed to the DSL and recorded on the safeguarding log

<b>Do children know who to talk to about their concerns?</b>	Yes	There is a safeguarding display board about who to talk to if a child is worried. While it is not specific to Prevent, Prevent is mentioned. Class teacher is likely to be the Initial Point of Contact. The Deputy Head Pastoral leads a pastoral team and offers times to chat informally.
<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 religious views promoted locally, tensions between local communities, promotion of radical websites by some pupils/parents)</b>	Multiethnic populations both within Leicester, Leicestershire and the school population itself. Pupils with SEND are potentially more vulnerable and this is recognised by staff. Pupils tend to be from affluent families and therefore have access to a wide range of high-quality technology. Parents must be aware of their role in activating filters and controls.	
<p>Comment on the school's community, locality and relevant history.</p> <p>Co-educational independent school with no defined catchment area. The school is located in a rural location with no major influence from local community groups.</p> <p>Diverse ethnic mix which reflects City and County ethnic diversity.</p> <p>Tiny proportion of first generation of migrants.</p> <p>Most children travel to and from school in a car with their parents. Very small numbers use the school bus.</p> <p>Clear evidence of absolute integration amongst friendship groups throughout the school.</p>		

Risk evaluation	<b>Low</b>	Way Forward  Monitor pastoral issues for trends in marginalization and isolation (use the child-on-child abuse log).  Circulate PSHE updates to ensure teaching remains effective and up to date
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## Leicester Grammar School Trust Prevent Duty Risk Assessment

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

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

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

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

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

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

### Context

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

### Leadership

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE
The values and ethos of the school are unsuitable for promoting resilience against extremist ideologies and promoting British values.	Pupils, staff and trustees	<ul style="list-style-type: none"><li>The school values clearly set out our commitment to British values and are demonstrated through assemblies, the curriculum and our policies.</li></ul>

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE
Leaders are unaware of their responsibilities under the Prevent duty, and of the context of the school relating to the risk of extremism.	Pupils and staff	<ul style="list-style-type: none"> <li>• School leaders undertake training as part of their biennial DSL update to remind them of their duty to prevent pupils being drawn into terrorism.</li> <li>• Staff and the trustees responsible for safeguarding complete the Home Office Prevent refresher training at induction and at regular intervals thereafter.</li> <li>• School leaders stay up to date with local developments and risks via county updates and updates from the police.</li> </ul>

## Training and capability

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE
School staff are unaware of their responsibilities under the Prevent duty, and the need to promote British values.	Pupils and staff	<ul style="list-style-type: none"> <li>• All staff have read our Safeguarding and Child Protection policy and those working directly with children have read least part 1, part 5 and Annex B of Keeping Children Safe in Education.</li> <li>• All staff complete Prevent training at the point of induction and receive at least annual safeguarding updates(including Prevent).</li> <li>• Staff members are aware that they can go to the DSL for advice, support, and to escalate concerns.</li> <li>• All staff understand how to record, and report concerns regarding risk of radicalisation.</li> <li>• Staff can recognise children who may be at risk of radicalisation and know how to support them.</li> <li>• There is a clear procedure in place for protecting children at risk of radicalisation.</li> <li>• The DSL has been identified as the Prevent Lead.</li> <li>• British Values are promoted through assemblies, PSHE and other aspects of the curriculum.</li> </ul>

Trustees cannot carry out their role to monitor the school's Prevent strategy effectively.	Pupils and staff	<ul style="list-style-type: none"> <li>All Trustees have read our Safeguarding and Child Protection policy and Keeping Children Safe in Education.</li> <li>We have a dedicated safeguarding and well-being committee that oversees our compliance with the Prevent duty, key trustees have completed Prevent training.</li> </ul>
HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE
Staff do not support the school's values and ethos, or they support and promote extremist ideas.	Pupils and staff	<ul style="list-style-type: none"> <li>The staff recruitment process reflects the school's values and promotes good safeguarding practice.</li> <li>School values and commitment to safeguarding are included in job advertisements.</li> <li>Safer recruitment procedures are followed.</li> </ul>

## Working in partnership

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

## Speakers and events

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

## School curriculum and culture

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE
The curriculum teaches damaging material or fails to challenge extremist ideologies and promote British values.	Pupils	<ul style="list-style-type: none"> <li>Opportunities to promote British values are clearly identified within all curriculum areas.</li> <li>Use of PSHE/Life Education lessons for sensitive and supportive discussions on radical issues and extreme ideologies.</li> </ul>

A culture of inequality or abuse is allowed to grow, enabling extremist ideology and hate to develop.	Pupils, staff, trustees and parents	<ul style="list-style-type: none"> <li>• Our behaviour policy clearly sets out that hateful behaviour is not tolerated.</li> <li>• Staff know how to respond to witnessing harassment and abusive behaviour.</li> <li>• Pupils are encouraged to challenge harassment or abusive behaviour among their peers. They can report concerns via a range of age-appropriate mechanisms.</li> <li>• Pupil led focus groups and peer supporters promote positive attitudes and raise awareness.</li> </ul>
British values are not promoted outside of the classroom.	Pupils and staff	<ul style="list-style-type: none"> <li>• Pupils participate in democracy through school council and student leadership elections.</li> <li>• Assemblies promoting diversity, human rights, and respect.</li> <li>• Different religions and cultures are celebrated throughout the school.</li> </ul>

## IT and internet safety



HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE
Pupils and staff use the school network or school hardware to access extremist material.	Pupils and staff	<p>Our Pupil Use of ICT and Safeguarding and Child Protection policies make reference to the risks of online extremist material. The IT Manager is a DSL.</p> <p>Staff and pupils are encouraged to report any material they come across online which makes them worried or uncomfortable.</p> <p>The DSL and IT manager meet regularly to discuss the management of the school network. Examples of tools used to manage the network are:</p> <ul style="list-style-type: none"> <li>• appropriate filters (SOPHOS) to block sites deemed inappropriate or unsafe.</li> <li>• School email accounts are monitored by IT staff.</li> <li>• Impero is used to monitor network activity. IT alerts the network manager to unsuitable searches, and these are passed to the DSL and recorded on the safeguarding log.</li> <li>• All pupils sign an Acceptable User Policy regularly.</li> </ul>

Pupils access extremist material on their own devices or on social media or are specifically targeted for online radicalisation.	Pupils	The ICT and PSHE curricula includes teaching pupils how to stay safe online. Parents are ultimately responsible for home networks and personal devices.
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## School security

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

Chief Executive	
[Signature]	28/8//245

DSL/PREVENT LEADS	
	 <div style="float: right; text-align: right;">28/8/25</div>

Mrs Angela Ewington  
Designated Safeguarding Lead

Lead  
Leicester Grammar School  
Stoneygate

Mrs Rachel Strong  
Designated Safeguarding Lead

Leicester Grammar Junior School

Miss Kate Wooldridge  
Designated Safeguarding

LGS

DATE OF NEXT REVIEW:

1/09/26

## Appendix 5

### LEICESTER GRAMMAR SCHOOL TRUST

### LEICESTER GRAMMAR JUNIOR SCHOOL

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

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

### **Pupil use of mobile phones**

- As a rule, pupils should not bring mobile phones to school. An exception to the rule is pupils travelling to and from school on a school bus. Parents of these pupils must apply in writing to the Headteacher seeking permission for their child to carry a mobile phone. The phone must remain in the school office during the school day and must be collected by the child at the end of the day, before they board their bus.
- There may be other occasions when it is deemed necessary for pupils to carry a mobile phone and parents must seek permission from the Headteacher. These will be judged on a case-by-case basis.
- Safe use of mobile technology will be taught through the PSHE curriculum. This will include cyberbullying, use of artificial intelligence (AI), sharing images, age restrictions, applying values (both personal and the values of the school) to messages sent and received and what to do if they become concerned about something they have viewed online.
- Senior pupils are permitted to bring phones to school. In accordance with senior school codes of conduct pupils may not use their phones in corridors or in the refectory unless they have permission from a supervising member of staff. LGS pupils should never take photos or videos of LGJS pupils in any area of the school grounds. Staff may confiscate personal equipment that is being used inappropriately. Equipment should be taken to the LGS Office and a member of the LGS leadership team should be alerted.

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

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

