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- The DSL's undergo safeguarding and child protection training which is updated regularly, with advice from the LSCP, Safeguarding in Education and in line with Keeping Children Safe in Education, September 2021, Annex C
- New members of staff, temporary or permanent including volunteers are given a full induction that includes Safeguarding and Child Protection Guidelines and names of DSL(s).

All staff are made aware of their right to whistleblow, have a copy of the whistleblowing procedures, are well versed with the procedures and have been made aware of the NSPCC whistleblowing helpline. (*Appendix 7*)

### 8.3 Roles and responsibilities of the Governing Body

**Highfields Primary School** Governing body have a strategic leadership responsibility for our school's safeguarding arrangements and comply with their duties under legislation. Our governing body ensures policies, procedures and training in our school are effective and comply with the law at all times. Our Lead Governor for Safeguarding is Sumaira George.

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

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

- Our school has a Safeguarding and Child Protection Policy and procedures in place, and the policy is made available to parents on request and available on the school website <http://www.highfields-pri.leicester.sch.uk>
- That all school staff members working with children consider the best interests of children and are advised to maintain an attitude of *'it could happen here'* where safeguarding is concerned
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection – Lead DSL.
- There is an appointed deputy(s) for child protection, in the event of the unavailability of the Lead DSL
- Where there is a safeguarding concern, Governing Body/Trustees/SLT will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide for them
- That systems are in place, place, well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback
- The DSL and the appointed deputy(s) for child protection undertakes training for designated safeguarding leads, in addition to inter-agency child protection training, that is provided by, or to standards agreed by, LSCP, and attends refresher DSL training at two-yearly intervals
- That clear systems and processes are in place for identifying and responding to potential mental health problems to a child including routes to escalate, referrals and accountability systems

- The Headteacher, and all other staff and volunteers who work with children, undertake appropriate training which is kept up-to-date through Whole School Training (annually); and that new staff, temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities. (Through the induction process)
- The Headteacher, and all other staff and volunteers who work with children, undertake appropriate online safety training
- There are procedures for dealing with allegations of abuse against members of staff and volunteers (LADO) and that the thresholds for allegations (Harms Thresholds/Low Level Concerns) against staff and volunteers are understood and reported appropriately by all staff members. (*Appendix 3*)
- That Code of Conduct is up to date, maintained and adhered to by staff so as not to bring the school into disrepute
- The chair of governors/ proprietors/ trustees (or, in the absence of a chair, the vice chair) deals with any allegations of abuse made against the Headteacher, in liaison with the Local Authority Designated Officer. (*Appendix 3*)
- The governing body / trustees nor individual governors / trustees will have a role in dealing with individual cases or a right to details of cases except when exercising their disciplinary functions in respect of allegations against a member of staff
- Any deficiencies or weaknesses brought to the attention of the governing body / trustees are rectified
- Policies and procedures are reviewed annually, and information is provided to the Local Authority on how the governing body / trustees discharges its duties regarding safeguarding and child protection.
- There is an individual member of the governing body / trustees who will champion and lead on issues to do with safeguarding children and child protection within the school, liaise with the DSL, and provide information and reports to the governing body / trustees, and that person is appropriately trained to discharge their responsibilities effectively. Our schools Lead Governor for Safeguarding is **Sumaira George**.
- Will ensure that school creates a culture of safe recruitment and, as part of that, adopts recruitment procedures that help deter, reject or identify people who might abuse children (Part three: Safer Recruitment, Keeping Children Safe in Education September 2022).
- That the Chair of the governing body / trustees completes the Annual Safeguarding Return— supporting schools to exercise their duties in relation to Safeguarding & Child Protection and return the document to the local authority in a timely manner
- That there is a Lead Governor for Antibullying and behaviour in the school. Our lead is **Abdikayf Farah**.
- That there is a Lead Governor for Mental Health in the School. Our lead is **Abdikayf Farah**.

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

## **9 Supporting Children**

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

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



## 9.1 Our school will support all students by:

- Taking into account a child's wishes when determining what action to take and what services to provide when dealing with a safeguarding concern
- That systems are in place, well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback
- Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum
- Identifying children who are in need of extra mental health support which includes working with external agencies
- Promoting a caring, safe and positive environment within the school
- Ensuring children are taught to recognise when they are at risk and know how to get help when they need it. Both, physically, mentally, and online.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children including Early Help
- Notifying Children's Social Care as soon as there is a significant concern
- Ensuring that a named teacher is designated for Looked After Children/Children In Need (LAC & CIN) and that an up to date list of LAC/CIN is regularly reviewed and monitored
- Providing continuing support to a student (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Headteacher and Lead DSL at the pupil's new school as a matter of urgency
- Working with partner agencies to support and safeguard children within; Early Help, Children in Need, Child Protection and Looked After Children
- Our Governors and school staff will ensure that children are taught about how to keep themselves and others safe, including online. We recognise that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities. Aspects include:
  - healthy and respectful relationships
  - boundaries and consent
  - stereotyping, prejudice and equality
  - body confidence and self-esteem
  - how to recognise an abusive relationship, including coercive and controlling behaviour
  - the concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and
  - what constitutes sexual harassment and sexual violence and why these are always unacceptable

## 10 Confidentiality

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

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

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

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

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

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

## **11 Supporting Staff**

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

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

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

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

## **12 Allegations against staff**

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

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

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

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<sup>6</sup> <https://saferrecruitmentconsortium.org/>

<sup>7</sup> <https://saferrecruitmentconsortium.org/>

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

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

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

12.7 The Headteacher/senior teacher on all such occasions will immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO) and follow the process for managing the concern laid down in the LSCPB Procedures (<https://lrsrb.proceduresonline.com/>). In addition to this, the Headteacher is aware of the harms thresholds and difference between low level concerns and harms as set out in KCSIE 2022 and within the schools 'Managing Allegations Procedures'. (*Appendix 7*)

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

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

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

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

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

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

### **13 Whistleblowing**

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

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

13.3 All staff are aware of and understand how to use our school's whistleblowing procedures. (*Appendix 7*)

13.4 All staff have access to the NSPCC Whistleblowing Helpline

## 14 Our role in the prevention of abuse

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

### 14.2 The school community will therefore:

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

## 15 Safeguarding students who are vulnerable to extremism

15.1 Since 2010, when the Government published the Prevent Strategy<sup>8</sup> and (Revised Prevent Duty Guidance 2015<sup>9</sup>), there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

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

15.3 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme

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<sup>8</sup> Prevent Strategy 2011 - [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/97976/prevent-strategy-review.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf) & CONTEST Strategy 2011 - [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/97994/contest-summary.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97994/contest-summary.pdf)

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

views may also make children and young people vulnerable to future manipulation and exploitation. **Highfields Primary School** is clear that this exploitation and radicalisation should be viewed as a safeguarding concern. Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in *Appendix 5*.

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

15.5 LOCAL CONTEXT : **Access to extremist views and radicalisation is a concern within our immediate and surrounding communities. This can come in the form of circulated material and propaganda, online media, threats from terrorist groups and individuals. If anyone at Highfields Primary School is worried about a child being radicalised, they can call the NSPCC helpline on 0808 800 5000 or visit their [website](#).**

### 15.5 Risk reduction

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

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

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

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

## **16 Contextual Safeguarding, Assessment Of Risk Outside The Home, Extra Familial Harms (Child Criminal Exploitation)**

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

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

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

## **17 County Lines & Child Financial Abuse**

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

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

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

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

## **18 Serious Violence, Gang Violence & Youth Crime**

18.1 A gang is group of individuals that spends time in public and engages in criminal activity and violence. The group may also be territorial or in conflict with other gangs. Young people involved in gangs have an

increased risk of experiencing violence and other types of abuse including sexual exploitation. Gang crime and serious youth violence is also often synonymous with knife crime and other serious violence.

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

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

## **19 Knife Crime**

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

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

## **20 Child Criminal Exploitation and Cybercrime Involvement**

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

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

## **21 Child Criminal Exploitation and Child Sexual Exploitation (CSE)**

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

## **22 Modern Slavery & Trafficking**

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

### **Someone is in slavery if they are:**

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

### **22.2 Human trafficking;**

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

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

## **23 Child on Child Sexual Violence and Sexual Harassment**

KCSIE 2022, Part 5 is explicit in their definition of Child on Child Sexual Violence and Sexual Harassment and its forms. However, within the context of contextual safeguarding, child on child abuse and peer influence has a massive impact on the child and young person (CYP). If CYP are exposed to other CYP who are known for being exploited, they are more likely to experience child on child abuse and be 'influenced'/'swayed' to participate in illegal activity, criminal activity and sexual activity. Further information on Child on Child abuse



and Sexual Violence and Sexual Harassment is outlined in our schools guidance **Appendix 6** of this Policy and within section 28 of this policy.

## **24 Children and the court system**

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

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

## **25 Children with family members in prison**

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

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

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

## **26 Homelessness**

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

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

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

26.4 Furthermore, **Highfields Primary School** staff also promote Early Help and Support so that children and families can be identified and supported at an early stage. If a parent or carer and/or their children find

themselves in this situation, we strongly urge you to speak to our DSL or member of school staff so that support can be provided.

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

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

26.6 As **Highfields Primary School** staff are aware that safeguarding issues can manifest themselves in many different ways, our staff have received annual safeguarding training and additional information to better equip themselves in the knowledge of other forms of abuse as per Keeping Children Safe in Education 2022.

## 27 Other Forms of Abuse and neglect

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

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

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/604931/circular-commencement-s67-serious-crime-act-2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/604931/circular-commencement-s67-serious-crime-act-2015.pdf)

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

27.4 Our school staff are also aware of some of the signs and symptoms of CSE through LSCP Leaflets<sup>11</sup>, staff induction and as part of annual Whole School Safeguarding Training which, in addition to the CSE & Trafficking Course delivered through Children's Workforce Matters<sup>12</sup> that the DSL has attended.

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

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

<sup>12</sup> <http://www.childrensworkforcematters.org.uk>

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

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

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

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

27.10 Groomers will hide their true intentions and may spend a long time gaining a child's trust through a range of mediums including social media platforms. Section 67 of the Serious Crime Act 2015 (offence of Sexual Communication with a Child) which came into force on 3 April 2017 also applies to Sexting, Sharing Nudes and Semi Nudes (including videos and live streams) and Grooming and our staff are fully aware of the legislation<sup>14</sup>.

#### **Grooming Models include;**

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

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

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

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

[https://inege.com/wp-content/uploads/2021/01/UKCIS\\_sharing\\_nudes\\_and\\_semi\\_nudes\\_advice\\_for\\_education\\_settings\\_V2.pdf](https://inege.com/wp-content/uploads/2021/01/UKCIS_sharing_nudes_and_semi_nudes_advice_for_education_settings_V2.pdf)

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

<sup>14</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/604931/circular-commencement-s67-serious-crime-act-2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/604931/circular-commencement-s67-serious-crime-act-2015.pdf)

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

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

## **28 Child on Child Sexual Violence & Harassment including child on child Abuse/Children using Harmful Sexual Behaviour <sup>15</sup> (HSB)**

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

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

28.1 Sexual violence and sexual harassment<sup>16</sup> can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

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

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

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

28.5 Our staff will respect confidentiality and anonymity of a child or young person reporting incidents of sexual violence and sexual harassment including situations where the child or young person asks staff not to tell anyone about the incident; making referrals against the wishes of the young person and considering the

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<sup>15&17</sup> [https://lrrscb.proceduresonline.com/p\\_sexually\\_harm\\_behav.html?zoom\\_highlight=children+using+abusive+behaviour](https://lrrscb.proceduresonline.com/p_sexually_harm_behav.html?zoom_highlight=children+using+abusive+behaviour)

<sup>16</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1014224/Sexual\\_violence\\_and\\_sexual\\_harassment\\_between\\_children\\_in\\_schools\\_and\\_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014224/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)

potential impact of social media breaching confidentiality. There are no easy or definitive answers when a victim makes this request. If the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies.

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

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

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

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

28.10 Our school also refers to the LSCPB procedures<sup>17</sup> which are written with particular reference to sexually abusive and inappropriate behaviours. Keeping Children Safe in Education 2022 (Part 5) also makes reference to Child on Child Sexual Violence & Sexual Harassment and where there are serious child protection concerns, as a result of non-sexual violence by a child or young person, leading to actual or possible significant harm, our safeguarding and child protection measures will be implemented.

## 29 Upskirting

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

29.2 At **Highfields Primary School**, all our staff are aware of the importance of:

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

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

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<sup>17</sup> [https://lscpb.proceduresonline.com/p\\_sexually\\_harm\\_behav.html?zoom\\_highlight=children+using+abusive+behaviour](https://lscpb.proceduresonline.com/p_sexually_harm_behav.html?zoom_highlight=children+using+abusive+behaviour)

necessary. Our staff are aware of what child abuse and Sexual Violence/Harassment is at national and local levels through our annual Whole School Training and our DSL has attended CUSAB Training delivered by Safeguarding in Education to enhance their knowledge in this area further.

### **30 Domestic Violence and Abuse & Violence between young people (Teen relationships)**

30.1 The cross-government definition of domestic violence and abuse is<sup>18</sup>:

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

- psychological
- physical
- sexual
- financial
- emotional

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

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

- 1 in 5 teenage girls have been assaulted by a boyfriend
- Young women are more likely to experience sexual violence than other age groups
- Young women with older partners are at increased risk of victimisation
- Recent surveys (including NSPCC<sup>19</sup>, Zero Tolerance and End Violence Against Women campaign) reveal that approximately 40% of our young people are already being subjected to relationship abuse in their teenage years

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

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

30.6 Furthermore, involvement through Operation Encompass and Early Help can also support the child and parents/carers. The school will ensure communications and multiagency working with Social Care and Early Help is maintained to fully support the child and their family. (Victims). Staff will also work with all the

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<sup>18</sup> <https://www.gov.uk/guidance/domestic-violence-and-abuse>

<sup>19</sup> [New report shows scale of abuse against teenagers | NSPCC](#)



children in our school to ensure information and the importance of healthy relationships is highlighted through assemblies, circle time and PSHE/RSHE lessons.

### **31 Child Missing From Education**

31.1 A Child Missing From Education forms part of the wider LSCP procedures<sup>20</sup> for children who go missing from School, Home or Care Education and includes Families who go missing.

31.2 A pupil missing from education on a number of occasions is a potential indicator of abuse and neglect.

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

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

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

### **32 Honor based Abuse (HBA)**

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

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

### **33 Female Genital Mutilation**

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

33.2 Definition of Female Genital Mutilation<sup>21</sup> (FGM):

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<sup>20</sup> <https://llrscb.proceduresonline.com/index.htm>

<sup>21</sup> FGM Revised Guidance July 2020 - <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

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

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Therefore, our staff have been briefed on the importance of FGM through our Whole School Safeguarding training on **Monday 26<sup>th</sup> September 2022**, and are aware of some of the signs and symptoms.

Responding to FGM - The school will ensure.

- We raise awareness of staff in regard to the issues of FGM through Whole School Training
- Staff have a clear understanding of what FGM is
- FGM is within the schools Safeguarding Policy
- Sex and Health curriculum supports pupils understanding of their bodies and keeping themselves safe
- Monitoring absences

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

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

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

## **34 Forced Marriage**

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

### **34.2 The Governments definition of a Forced Marriage<sup>22</sup> is:**

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

34.3 **Highfields Primary School** staff, through induction and Whole School Training are aware of the importance and impact on a child/student who is involved in such situations.

34.4 In addition, the Forced Marriage Unit have issued guidance on Forced Marriage and vulnerable adults due to an emerging trend of cases where such marriages involving people with learning difficulties. This is not a crime' which is perpetrated by men only, sometimes female relatives will support, incite or assist. It is

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<sup>22</sup> <https://www.gov.uk/guidance/forced-marriage>



also not unusual for younger relatives to be selected to undertake the abuse as a way to protect senior members of the family. Sometimes contract killers and bounty hunters will also be employed

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

### **35 Abuse linked to faith, beliefs and culture**

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

This kind of abuse can also include:

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

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

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

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

### **36 Early Help and Supporting Children and their Families**

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

36.2 At **Highfields Primary School**, key staff members and DSL's have attended our LSCP's Early Help and Early Help Assessment Training and our staff are prepared to identify any children who may benefit from Early Help. (signpost/refer accordingly).

### **37 Bullying and Safeguarding**

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

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

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

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

37.4 **Highfields Primary School** has a legal duty to ensure we have an Anti-Bully Policy in place and that all staff, children and parents/carers are made aware of it. This document can be accessed on our schools website <http://www.highfields-pri.leicester.sch.uk> and sets out clear procedures in managing such incidents within the school. We also deliver work in school about anti-bullying through assemblies and lessons and our staff are trained in appropriately dealing with such incidents.

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

## 38 Local Priorities

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

38.2 Within our local community area, our priorities are:

- Awareness of knife crime
- Awareness of gang related issues
- Awareness of county lines
- Awareness of criminal activity
- Awareness of antisocial behaviour
- Awareness of FGM
- Awareness of contextual safeguarding
- Awareness of religious differences
- Awareness of domestic violence

**(This is not an exhaustive list)**

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

**39 Private Fostering**

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

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

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

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

**40 Online safety**

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

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

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

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

40.2 Education - The school will do everything that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system. As part of this process, the school will teach children how to stay safe online using the government guidance<sup>23</sup> and other resources.

40.3 Filtering and monitoring - The school will ensure we have appropriate filters and monitoring systems in place and regularly review their effectiveness. The appropriateness of any filters and monitoring systems will be informed in part, by the risk assessment required by the Prevent Duty. The UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might look like.

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

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

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

#### **41. Use of school or college premises for non-school activities**

41.1 Where governing bodies or proprietors hire or rent out school or college facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they should ensure that appropriate arrangements are in place to keep children safe.

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

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<sup>23</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/811796/Teaching\\_online\\_safety\\_in\\_school.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf)

appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll or attend the college.

41.3 The governing body or proprietor should also ensure safeguarding requirements are included in any transfer of control agreement (i.e., lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

## **42 What we do when we are concerned about a child?**

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

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

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

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

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

## **43 Policy review**

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

## **44 Other Relevant Policies**

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

- Children's behaviour management, including drug/alcohol use
- Staff Handbook and Code of Conduct
- Racist incidents and Homophobic Behaviour (LGBTQ)
- Anti-bullying including Peer Abuse and Children Using Sexually Abusive behaviour
- Physical interventions/restraint
- SEND Policy
- Trips and visits
- Work experience and work related learning placements
- First aid and the administration of medicines
- Health and Safety
- Religious Health Education
- ICT and Online safety, including on and offline and acceptable usage (Handheld devices and smart watches)

- Mobile phone and camera use (digital equipment)
- Managing Allegations Procedure / Local Authority Designated Officer (LADO) (Appendix 3 )
- Whistleblowing Procedures (Appendix 7)
- Low Level Concerns Procedure (Appendix 8)
- Attendance Policy

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

45. Useful contact numbers and links

|  |                              |
|--|------------------------------|
| Leicestershire Police  | 999 / 0116 222222            |
| One Front Door<br>Duty & Advice (Includes out of hours) <a href="mailto:das.team@leicester.gov.uk">das.team@leicester.gov.uk</a><br>Early Help & Support/ <a href="mailto:early-help@leicester.gov.uk">early-help@leicester.gov.uk</a> | 0116 454 1004                |
| Children's Safeguarding Unit   | 0116 454 2440                |
| Safeguarding in Education<br>Julie Chapaneri & Mohammed Patel<br><a href="mailto:Safeguardineducation@leicester.gov.uk">Safeguardineducation@leicester.gov.uk</a>  | 0116 454 2440                |
| Local Authority Designated Officer (LADO)<br>Jude Atkinson   | 0116 454 2440                |
| Leicester Safeguarding Childrens Partnership Board (LSCP)<br><a href="http://lcitylscb.org">LSCP   Home (lcitylscb.org)</a>  | 0116 454 6520                |
| Prevent (Advice / Referral)<br>City: Ailsa Coull – <a href="mailto:Ailsa.coull@leicester.gov.uk">Ailsa.coull@leicester.gov.uk</a>  | 01164 546923<br>07519 069833 |
| UAVA – United against violence and abuse<br>(Domestic Violence, Abuse between Teenagers and Domestic Violence in BME community) <a href="mailto:info@uava.org.uk">info@uava.org.uk</a>   | 0808 80 200 28               |
| Forced Marriage Unit<br><a href="mailto:fmufco.gov.uk">fmufco.gov.uk</a>   | 020 7008 0151                |
| Female Genital Mutilation Helpline<br><a href="mailto:fgmhelp@nspcc.org">fgmhelp@nspcc.org</a>   | 0800 028 3550                |
| NSPCC Whistleblowing Advice Line<br><a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>   | 0800 0280285                 |

|   |
|---|
| Useful websites and links   |
| <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a><br><a href="http://www.disrespectnobody.co.uk">www.disrespectnobody.co.uk</a><br><a href="http://www.saferinternet.org.uk">www.saferinternet.org.uk</a><br><a href="http://www.internetmatters.org">www.internetmatters.org</a><br><a href="http://www.pshe-association.org.uk">www.pshe-association.org.uk</a><br><a href="http://www.educateagainsthate.com">www.educateagainsthate.com</a><br><a href="http://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation">www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation</a><br><a href="http://www.childrensociety.org.uk">Children Forced Into Opening Criminal Bank Accounts   The Children's Society (childrensociety.org.uk)</a> |

# APPENDIX 1- DEFINITION AND INDICATORS OF ABUSE

## Overview

**Abuse, as outlined in KCSIE 2022**, is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

## 1. NEGLECT

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

Provide adequate food, clothing and shelter (including exclusion from home or abandonment)  
Protect a child from physical and emotional harm or danger  
Ensure adequate supervision (including the use of inadequate care-givers); or  
Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

- Constant hunger
- Fabricated or Induced Illnesses (Munchausen Syndrome by Proxy)
- Stealing, scavenging and/or hoarding food
- Frequent tiredness or listlessness
- Frequently dirty or unkempt
- Often poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviour
- Illnesses or injuries that are left untreated
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers

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

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



## **2. PHYSICAL ABUSE**

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

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

- Multiple bruises in clusters, or of uniform shape
- Bruises that carry an imprint, such as a hand or a belt
- Bite marks
- Round burn marks
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks
- An injury that is not consistent with the account given
- Changing or different accounts of how an injury occurred
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fabricated or Induced Illnesses (Munchausen Syndrome by Proxy)
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying; or
- Isolation from peers.

## **3. SEXUAL ABUSE**

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

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

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate
- Thrush, persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa and bulimia
- Attention seeking behaviour, self-mutilation, substance abuse

- Aggressive behaviour including sexual harassment or molestation
- Unusual compliance
- Regressive behaviour, enuresis, soiling
- Frequent or open masturbation, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

### **3a. SEXUAL EXPLOITATION**

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

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

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

## **5. EMOTIONAL ABUSE**

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

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly
- Over-reaction to mistakes
- Delayed physical, mental or emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches

- Self-harming, drug or solvent abuse
- Fear of parents being contacted
- Running away
- Compulsive stealing
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

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

## 6. Sexual Harassment and Sexual Violence<sup>24</sup>

### Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003<sup>105</sup> as described below:

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

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

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

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

### Sexual harassment

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

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- Sexual “jokes” or taunting
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is

<sup>24</sup>[Keeping children safe in education 2022 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101311/keeping-children-safe-in-education-2022.pdf)- Part 5

important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and

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

### **The response to a report of sexual violence or sexual harassment**

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

## **6. RESPONSES FROM PARENTS**

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

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

## **7. SEND CHILDREN (Special Educational Needs and Disabilities)**

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

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

### **Key issues for safeguarding children with disabilities include:**

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

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

### **Some indicators concerns could include:**

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

**Highfields Primary School** has a specific SEND Policy. All our staff have access to this policy and key staff members are also aware of the LSCP Procedures<sup>25</sup> on line. As best practice our school will ensure we:

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

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<sup>25</sup> <http://www.lcitylscb.org/information-for-practitioners/safeguarding-topics/neglect/>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



## APPENDIX 3 - ALLEGATIONS ABOUT A MEMBER OF STAFF/VOLUNTEERS

### Guidance on managing Allegations procedures for Highfields Primary School

As per KCSIE 2022, it is the responsibility of **Highfields Primary School** to ensure procedures are in place for dealing with concerns and/or allegations against those working in or on behalf of schools and colleges in a paid or unpaid capacity, including, members of staff, supply teachers, volunteers and contractors. Our procedures are consistent with local safeguarding procedures and practice guidance and KCSIE 2022<sup>26</sup>.

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

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

KCSIE 2022<sup>27</sup> states that LADO procedures are categorised in to 2 main areas:

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

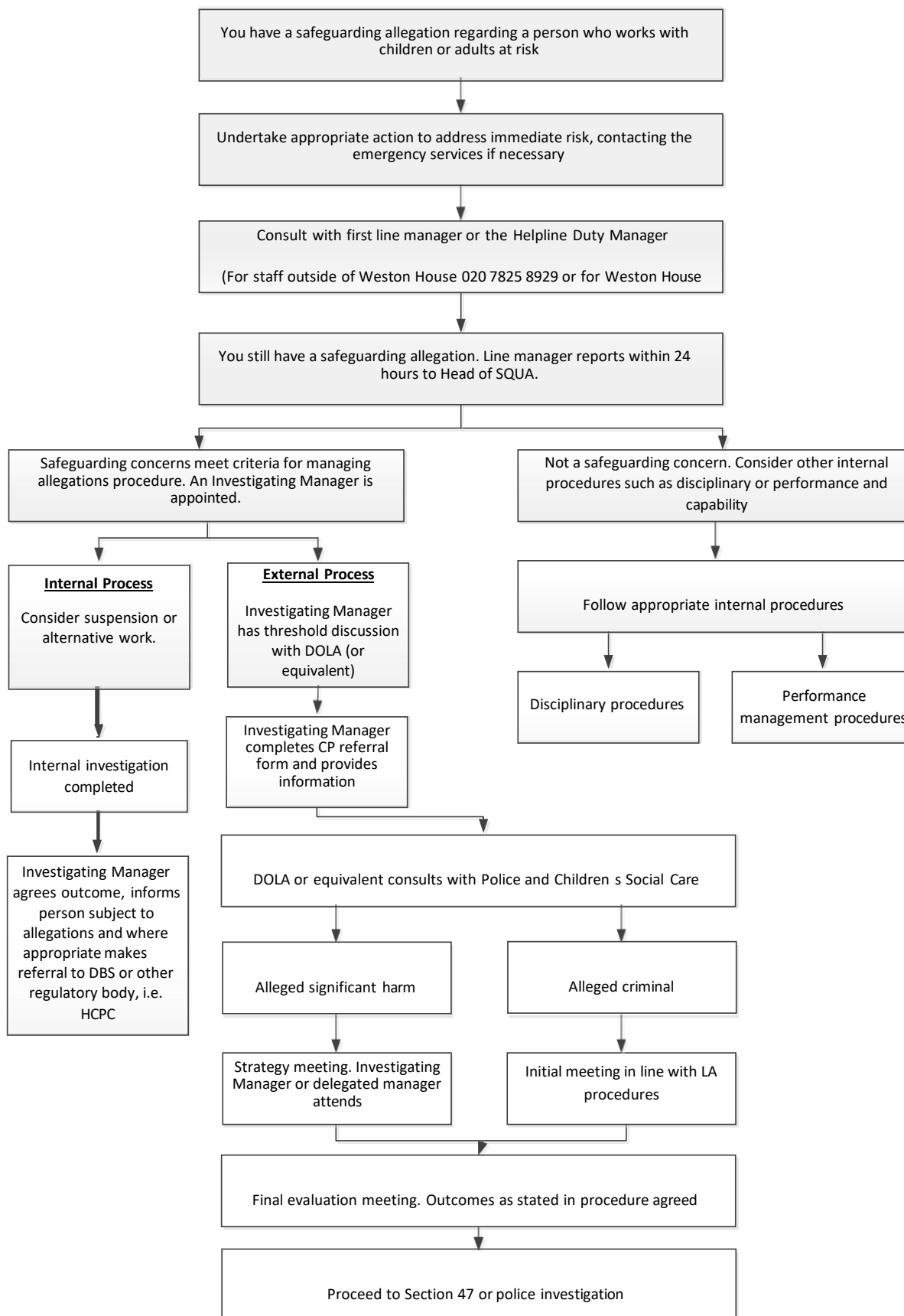
If a staff member is unable to raise a concern about the inappropriate behaviour of another staff member, or any other safeguarding concern, all staff are aware of **Highfields Primary School** Whistleblowing Procedures (*Appendix 7*).

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<sup>26</sup>[Keeping children safe in education 2022 \(publishing.service.gov.uk\)](#) - Part 4 Managing Allegations

<sup>27</sup>[Keeping children safe in education 2022 \(publishing.service.gov.uk\)](#) - Part 4 Managing Allegations

## Managing Allegations Against Staff Process Flowchart



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

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

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

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

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

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

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

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

## APPENDIX 5 - INDICATORS OF VULNERABILITY TO RADICALISATION

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

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

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

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

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

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

## **APPENDIX 6 - Highfields Primary School's Guidance on child-on-child sexual violence and sexual harassment**

KCSIE 2022 states that child on child sexual violence and sexual harassment forms part of the statutory guidance about how schools and colleges should respond to all reports and concerns of child on child sexual violence and sexual harassment, including those that have happened outside of the school or college premises, and or online.

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

## APPENDIX 7 – Whistleblowing Procedure

The Council is committed to high standards of conduct and to compliance with legal obligations and good practice. It wants malpractice to be pointed out and dealt with and expects its employees, and others who help to deliver its services, to help with that.



### **Stage 1- Making a disclosure**

If you are aware or concerned about misconduct taking place inside the organisation that you think may damage or undermine the interests of the wider public you should in the first instance share the details with your line manager. This may be done orally or in writing.

If you are unable to raise the matter with your line manager you are advised to speak to the Service Manager or Human Resources

In the event you feel unable to discuss your concerns with neither of these, you can contact the Investigations Team as follows: 0116 2527488 or [investigations@leicester.gov.uk](mailto:investigations@leicester.gov.uk) or Investigations Team, Internal Audit, 3rd Floor Phoenix House, 1 King Street, Leicester. LE1 6ZG.

Details of the disclosure will be presented for the consideration of the Monitoring Officer or his representative, including recommendations for any further action.



### **Stage 2 – Initial response to the disclosure**

The Monitoring Officer or representative will take any necessary urgent action and then decide how to respond to the disclosure, having regard to all the circumstances, including the evidence available.



### **Stage 3 – Launch a Management Investigation**

Where the decision has been made to carry out a Management Investigation, a senior manager will be appointed as investigating officer. The investigation is essentially a 'fact finding' exercise, to establish whether there is a case to answer and any further action is necessary.



### **Stage 4 – Deciding whether any further action is necessary**

On the strength of the information provided by the investigation the Monitoring Officer or representative will decide whether any further action is necessary. This may include invoking additional Council procedures or external legal proceedings.



The Whistleblower will be informed of the outcome of the investigation and any appropriate action that has been taken to resolve the matter subject to any confidentiality clause and/or legal constraints.

## Appendix 8 Low Level Concerns



### Low-Level Concerns Procedure

#### Introduction

We take safeguarding very seriously. This includes ensuring that adults who work with children do so in a way that is in accordance with the ethos and policies set out by the school, including the Staff Code of Conduct. This policy sets out the detail and processes for staff regarding low-level concerns they may have.

#### Summary

It may be possible that a member of staff acts in a way that does not cause risk to children, but is however inappropriate. A member of staff who has a concern about another member of staff should inform the Head Teacher about their concern using a Low-Level Record of Concern Form. If the Head Teacher cannot be contacted, the Chair of Governors should be contacted instead.

#### Keeping Children Safe in Education September 2021

The following is taken from Keeping Children Safe in Education September 2021

*407. As part of their whole school approach to safeguarding, schools and colleges should ensure that they promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.*

*408. Creating a culture in which all concerns about adults (including allegations that do not meet the harms threshold (see Part Four - Section one)) are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. If implemented correctly, this should encourage an open and transparent culture; enable schools and colleges to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school or college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.*

#### **What is a low level concern?**

*409. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out at paragraph 338. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:*

- *is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and*
- *does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.*

#### **410. Examples of such behaviour could include, but are not limited to:**

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

*411. Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.*

*412. It is crucial that any such concerns, including those which do not meet the harm threshold (see Part Four - Section one), are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring*



## Clarity around Allegation vs Low-Level Concern vs Appropriate Conduct

### **Allegation**

Behaviour which indicates that an adult who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

### **Low-Level Concern**

Any concern – no matter how small, even if no more than a ‘nagging doubt’ – that an adult may have acted in a manner which:

- is not consistent with an organisation’s Code of Conduct, and/or
- relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult’s suitability to work with children.

### **Appropriate Conduct**

Behaviour which is entirely consistent with the organisation’s Code of Conduct, and the law.

## Process to follow, Storing and use of Low-Level Concerns and follow-up information

LLC forms and follow-up information will be stored securely within the schools safeguarding systems, with access only by the leadership team. This will be stored in accordance with the school’s GDPR and data protection policies.

The staff member(s) reporting the concern must keep the information confidential and not share the concern with others apart from the Head Teacher or those aware in the senior leadership team.

Low-Level Concerns will not be referred to in references unless they have been formalised into more significant concerns resulting in disciplinary or misconduct procedures.

Whenever staff leave, any record of low-level concerns which are stored about them will be reviewed as to whether or not that information needs to be kept. Consideration will be given to:

whether some or all of the information contained within any record may have any reasonably likely value in terms of any potential historic employment or abuse claim so as to justify keeping it, in line with normal safeguarding records practice; or

if, on balance, any record is not considered to have any reasonably likely value, still less actionable concern, and ought to be deleted accordingly.

## 4. Key Reference Document

Read this document for further information about Low-Level Concerns, which is referenced in KCSIE 2021.

<https://www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/low-level-concerns-guidance-2020.pdf>

## 5. Low Level Concern Form

This form will be available to staff via:

- The Office
- DSL’s
- The Senior Leadership Team

**Low-Level Record of Concern Regarding a staff member**

Please use this form to share any concern – no matter how small and even if no more tht a ‘nagging doubt’ that an adult may have acted in a manner which:

- Is not consistent with the school’s Code of Conduct, and/or
- Relates to their conduct outside of work which, even if not linked to a particular act or omission, has cause a sense of unease about that adult’s suitability to work with children.

Where possible please speak with the Head teacher as soon as possible. You need to document your concerns, which can be done using this form and them passed to the Head teacher. If the concern is about the Head teacher, please pass it on to the Chair of Governors.

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