

CHILD PROTECTION AND SAFEGUARDING POLICY

Author: Head, Deputy Head Pastoral, DSL

Last Reviewed: August 2025

Next Review: August 2026





This policy is reviewed and updated at least annually and is available on the School's website and will be made available in hard copy to parents on request. This policy is subject to change at short notice in response to new statutory guidance or changes to best practice. This policy has regard to statutory and non-statutory guidance including (see **Appendix 8** for links to these documents):

- Keeping Children Safe in Education 2025 (KCSIE)
- Working Together to Safeguarding Children 2023 (WT)
- Prevent Duty Guidance: guidance for specified authorities in England and Wales 2023
- Relationships Education, Relationships, and Sex Education and Health Education 2025
- Behaviour in Schools: advice for headteachers and school staff 2024
- Working together to improve school attendance 2024
- Children missing education 2024
- Meeting digital and technology standards in schools and colleges 2025
- The National Minimum Standards for boarding schools 2022
- What to do if you're worried a child is being abused 2015

This policy also takes into account the procedures and practices of Leicestershire and Rutland Safeguarding Children Partnership (LRSCP)



CONTENTS

Policy Statement and Principles	4
Named Staff and Contacts	4
1. Introduction	6
2. Safeguarding Leadership and Multi-Agency Collaboration	9
3. Roles and Responsibilities	12
4. Records, Monitoring and Transfer	17
5. Support for pupils	17
6. Types of Child Protection and Safeguarding issues	19
7. Support for Staff	35
8. Working with parents/carers.	35
9. Concerns about safeguarding practices in the School	35
10. Other Relevant Policies	36
11. Recruitment and Selection of Staff (see also the Safer Recruitment Policy)	36
Appendices	
Appendix 1 – Responding To Alleged Or Suspected Abuse And Hearing Disclosures	38
Appendix 2 – Responding to allegations against staff, volunteers and contractors.	41
Appendix 3 – Low-Level Concerns Policy	43
Appendix 4 – Process For Responding To Child-On-Child Abuse	47
Appendix 5 – Safeguarding Children Who Are Vulnerable To Extremism And Radicalisation	52
Appendix 6 – National Minimum Standards And Boarding	53
Appendix 7 - Outline Of Safeguarding Training	55
Appendix 8 - Useful Contact Details	57



Policy Statement and Principles

At Oakham School, safeguarding and the welfare of children are central to everything we do. We recognise that safeguarding is a shared responsibility across our entire community. This commitment is supported by robust procedures and policies, comprehensive training, and, most importantly, a deeply embedded ethos of care and vigilance.

Our core values, **Care, Courage, Contribution, and Connection**, are integral to our safeguarding culture:

- **Care** is our foundation. We take pride in the strong pastoral support that permeates every aspect of school life.
- **Courage** is essential. We encourage pupils and staff to speak up, whether for themselves or others, when they have concerns about the welfare of any member of our community.
- **Contribution** reflects our belief that safeguarding is a collective effort. We operate with the understanding that *"it could happen here"*, and we rely on every individual, adult and pupil alike, to help create a safe, nurturing, and purposeful environment.
- **Connection** fosters belonging. We strive to build positive, respectful relationships and a school culture where pupils feel safe, valued, and supported.

This Safeguarding Policy supports and informs all other school policies, including those related to staff conduct (Code of Conduct), safer recruitment, managing allegations against staff, complaints, pupil behaviour, children missing education, online safety, child-on-child abuse, and sexual violence and harassment between children.

Named Staff and Contacts

Headmaster: Henry Price

Contact details: 01572 758 800 Email: hwfp@oakham.rutland.sch.uk

Designated Safeguarding Lead (DSL) and Prevent single point of contact (SPOC):

Justine Rimington (Director of Safeguarding)

Contact details: 01572 758635 Mobile: 07483 408312 Email: jlr@oakham.rutland.sch.uk

Deputy Designated Safeguarding Leads (DDSLs):

Phil Lewis (Safeguarding Coordinator) Senior Deputy DSL.

Contact details: 01572 758683 Email: pl1@oakham.rutland.sch.uk

Carly Latham (Deputy Head Pastoral) Deputy DSL

Contact details: 01572 758662 email: cll@oakham.rutland.sch.uk

Abby Oakenfull (Medical Centre Manager) DSL

Contact details: 01572 758555 email: ac@oakham.rutland.sch.uk



Owen Hughes (Housemaster) Deputy DSL and Designated Teacher for Looked After Children
Contact details: 01572 758745 email: ojh@oakham.rutland.sch.uk

Lianne Aherne (Housemistress) Deputy DSL
Contact details: 01572 758765 email: lja@oakham.rutland.sch.uk

Chair of the Trustees: Mr Geraint Davies
Email: gd1@oakham.rutland.sch.uk

Nominated Safeguarding Trustee: Mrs Margaret Miles
Email: mm2@oakham.rutland.sch.uk

Designated Teacher for looked after and previously looked after children: Owen Hughes
Email: ojh@oakham.rutland.sch.uk

Rutland Children and Young Peoples Services:
Child protection duty desk: Monday to Friday 0830 -1700 Tel: 01572 758407
LADO Chris Edwards & Sherrie Grant: Monday to Friday 0830-1700 Tel: 01572758454

Out of hours Emergency Service:
First Response- Weekends, evenings and Bank holidays Tel: 0116-305 0005

Email: childrensduty@leics.gov.uk

Leicestershire & Rutland Local Safeguarding Children Partnership; <http://lrsb.org.uk/>

Local authority Safeguarding and Compliance Lead:
Charlotte Davis: 0116 305 7750

All other referrals including Early Help (Children & Family Wellbeing) Services
Family Help Service Triage Team - 0116 3058727 [Early Help | Leicestershire County Council Professional Services Portal](#) or <https://lrsb.org.uk/childreport>



1 Introduction

- 1.1 The School is dedicated to upholding every child's right to reach their full potential in a safe and supportive environment. It recognises its duty to protect pupils from all forms of harm, including abuse and neglect. School staff play a crucial role within the wider safeguarding framework, as their close and regular contact with children enables them to identify early signs of concern and take prompt, appropriate action to ensure that necessary support is provided. The School recognises that acting in the best interests of the child is paramount to enabling them to have their best outcomes.
- 1.2 This policy is consistent with:
- The legal duty to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002 [or section 157 of the Education Act 2002 for independent schools and academies] and the statutory guidance Keeping children safe in education 2025 (KCSIE) and Working Together to Safeguard Children 2023 (WT).
 - The Leicestershire and Rutland Safeguarding Children Partnership Multi- Agency Safeguarding Arrangements.
 - DfE statutory guidance
- 1.3 Safeguarding and promoting the welfare of children is defined as:
- Providing help and support to meet the needs of children as soon as problems emerge.
 - Protecting children from maltreatment whether that is within or outside the home, including online.
 - Preventing the impairment of children's mental and physical health or development.
 - Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
 - Taking action to enable all children to have the best outcomes.

The School adopts a child-focused approach to safeguarding, placing the needs and voices of pupils at the heart of its practice. Through ongoing staff training, emphasis is placed on the importance of actively listening to children and remaining vigilant to any shifts in behaviour, appearance, emotional state, or attendance as these may signal potential safeguarding concerns, including abuse or neglect.

Key focus areas for safeguarding practices include:

- Providing a safe environment in which children can learn and develop.
- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse in and outside of school.
- Supporting pupils who have social care involvement in accordance with their Child in Need plan, Child Protection plan or are subject to Local Authority Care.
- Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe in and outside of school.
- Working in partnership with agencies and safeguarding partners in the 'best interest of the child.'



- Ensuring we have appropriate policies and procedures to deal with child-on-child sexual violence and sexual harassment, including those that have happened outside of the school premises and/or online, forms of harassment and harmful sexual behaviour.

- 1.4 This policy applies to all staff, volunteers, Trustees and visitors to the School. The School recognises that child protection, safeguarding and promoting the welfare of children are everyone's responsibility. Parents/guardians and other working partners are made aware of the School's Child Protection and Safeguarding Policy, displaying appropriate information on the school website and by raising awareness in our communication with parents as appropriate. The School recognises no single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information, and taking prompt action. Safeguarding concerns are rarely standalone events and multiple issues may overlap with one another; therefore, staff are trained to be vigilant and raise any concerns promptly with the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Leads (DDSLs).
- 1.5 The School is committed to implementing good practice, as reflected in the references listed at the start of this policy. The school recognises that safeguarding is everyone's responsibility and that **anyone** can make a referral to social care. The School follows the procedures of Leicestershire and Rutland Safeguarding Children Partnership.
- 1.6 The School is committed to upholding its legal responsibilities under the **Equality Act 2010**, ensuring that all pupils are protected from discrimination on the basis of protected characteristics. These include:
- Sex
 - Race
 - Disability
 - Religion or belief
 - Gender reassignment
 - Pregnancy and maternity
 - Sexual orientation

In the context of safeguarding, the School recognises the importance of identifying and responding to the specific needs of pupils who may be more vulnerable due to these characteristics. Staff are expected to take proactive steps to ensure that safeguarding practices are inclusive, equitable, and sensitive to individual circumstances.

The School also acknowledges its duty to make **reasonable adjustments** for pupils with disabilities, including those with communication difficulties or those for whom English is not their first language. Special provision will be made to facilitate meaningful dialogue with these pupils, ensuring that their **wishes and feelings** are heard, understood, and taken into account in all safeguarding matters.



This commitment is embedded across all aspects of the School's safeguarding practice and reflects our broader ethos of respect, inclusion, and care for every member of the School community.

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

- 1.7 The School ensures that pupils know that in addition to their house staff and tutors they can tell any member of staff who they feel comfortable talking to, of their worries or concerns in the knowledge that all staff are trained to know how to respond to safeguarding and welfare concerns. The School also ensures that pupils are made aware of how to report their concerns anonymously using the secure reporting tool Whisper
- 1.8 The School has a named Trustee with specific responsibility for overseeing child protection and safeguarding matters and meets regularly with the DSL and other senior pastoral staff.
- 1.9 The School's Local Safeguarding Children Partnership (LSCP) is Leicestershire and Rutland Safeguarding Children Partnership; however the School's extensive catchment area means it is necessary to also work with other LSCPs.
- 1.10 The School has an Independent Listener who is available to listen to pupils wishing to confide in someone outside of school. If a safeguarding concern is raised, the Independent Listener will report straight away to the DSL or a Dep DSL if the DSL is unavailable. The Independent Listener is subject to Safer Recruiting checks, Child Protection Training and reading KCSIE Part one and Annex B, and 'What to do if you're worried a child is being abused; Advice for practitioners – March 2015'.

Extended school activities

Where the School provides services or activities directly under the supervision or management of school staff, the School's arrangements for child protection will apply. Where services or activities are provided separately by another body, the School will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children (inspecting these where needed) and that there are arrangements to liaise with the School on these matters where appropriate. Safeguarding requirements will be included in any lease or hire agreement as a condition of use; and any failure to comply will lead to termination of the agreement.



2 Safeguarding Leadership and Multi-Agency Collaboration

The Designated Safeguarding Team is identified on page 4 of this policy. The Director of Safeguarding is the DSL. The DSL and DDSLs have completed Level 4 safeguarding training through the Local Safeguarding Children Partnership (LSCP), ensuring a robust foundation of safeguarding expertise across the team. An outline of safeguarding training throughout the School is included at **Appendix 7**.

The DSL and Deputy DSLs are responsible for maintaining effective communication with Children's Social Care, the Police, the Department for Education (DfE), and other relevant external safeguarding bodies. Contact details for these agencies are provided at **Appendix 8**.

The School is committed to working in partnership with external agencies and recognises its' vital role within multi-agency safeguarding arrangements, as outlined in *Working Together to Safeguard Children* (December 2023). The DSL—or a Deputy DSL in her absence—is responsible for initiating Early Help Assessments, making referrals to Local Safeguarding Partners (including Social Services and the Police), and seeking advice on complex or borderline cases from the Leicestershire and Rutland Safeguarding Children Partnership.

Referrals to the Local Authority Designated Officer (LADO) will be made by the DSL or the Head as appropriate.

The DSL, who is a member of the Senior Leadership Team, retains overall responsibility for safeguarding and child protection across the School.

The DSL or Senior Dep DSL regularly attend the Local Authority Exploitation Group meetings, LSCP Education Sub Committee meetings and DSL Forums.

2.2 The School will:

- Include in the curriculum activities and opportunities for RSHE which equip children with the skills they need to stay safe from abuse (including online and other contexts children are in), and to know to whom they can turn for help;
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;
- Ensure that staff understand how to support social workers and other agencies following any referral, especially if they were involved in being alerted to or receiving a disclosure of risk, harm or abuse or harassment from a child.



- Operate safer recruitment procedures and make sure that all appropriate checks are carried out and recorded on the Single Central Register for new staff and volunteers who will work with children, including identity, right to work, enhanced DBS criminal record and barred list checks (including overseas where needed), references, and prohibition from teaching or managing in schools (s.128) etc. ((in accordance with KCSIE requirements).
- Ensure every effort to identify children who may benefit from early help is made and put support in place as soon as a problem emerges at any point in a child's life.
- Ensure that **any staff member** who has **any** concerns about a child's welfare understands how to follow the processes set out in this policy and raise concerns with the DSL or Deputy DSL without delay.

Safeguarding is not just about protecting children from deliberate harm. It also relates to the broader aspects of care and education including:

- Pupils' health and safety and emotional well-being, and their mental and physical health or development.
- Meeting the needs of children with special educational needs and/or disabilities.
- Meeting the legal duties of the School under the Equality act: the School will not unlawfully discriminate against pupils or students based on protected characteristics; the School will carefully consider how we support children regarding particular protected characteristics; the School will take positive action to deal with particular disadvantages affecting children.
- Where a child receives elective home education and has an EHCP, the LA should review the plan working with parents and carers.
- The use of reasonable force.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits and off-site education.
- Intimate care and emotional wellbeing.
- On-line safety and associated issues including misinformation, disinformation, conspiracies, filtering and monitoring in accordance with KCSIE and DfE monitoring standards.
- Appropriate arrangements to ensure school security, considering the local context.
- Keeping children safe from risks, harm, exploitation and sexual violence and sexual harassment between children: KCSIE



2.3 Safeguarding in the Curriculum

- The School will always take the safeguarding of its pupils as paramount. Children are taught about safeguarding in school and pupils follow a full RSHE programme.
- The School creates an environment and ethos in which children feel secure, their viewpoints are valued, they are encouraged to talk and they are listened to.
- The School provides suitable support and guidance so that pupils have a range of appropriate adults whom they feel confident to approach if they are in difficulties.
- We use the School's curriculum to raise pupils' awareness and build confidence so that they have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.
- Staff treat the pupils with respect, and all pupils are expected to treat each other and staff with respect.
- We impress upon pupils the importance of rejecting violence as a means of resolving conflict.
- We regularly review and evaluate our school policies and practices of social control and behaviour modification.
- We give pupils opportunities to understand and strategies for coping with stress, and recognise the link between mental health, school attendance and children 'absent from education' and the impact on learning, progress, and educational attainment.
- Senior pupils (House Prefects, The Decem) are given posts of responsibility that give them a pastoral role, and they are briefed on the appropriate action to take if they receive information pertaining to child protection issues or of a more general pastoral nature.
- Mobile phones, laptops, tablets and other networked devices are integral to all our lives. However, this comes with associated risks that include the following: exposure to inappropriate material, physical danger, cyber-bullying, legal and commercial issues, addictive behaviour, radicalisation, CSE and sexting. These issues are addressed by educating pupils about digital citizenship through RSHE, managed in accordance with the School's E-Safety Policy and reinforced through filtering and monitoring systems. The School recognises that these controls are easily bypassed on 'bring your own devices' using 3/4 or 5G connections and hence emphasises the need for discussion between parents, pupils and staff about digital citizenship issues and staff vigilance in and around school. Devices provided by the School are installed with monitoring software which works when the device is not using the school network.

The following areas are among those addressed in RSHE, tutorials, and in the wider curriculum:

- Bullying (including Cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying and use of social media platforms)
- Drugs, alcohol and substance abuse (including awareness of County Lines and the Criminal Exploitation of children where appropriate)
- Online safety
- The danger of meeting up with strangers
- Fire and water safety



- Road safety
- Domestic Abuse
- Healthy Relationships / Consent
- (So-called) Honour Based Abuse issues e.g., forced marriage, Female Genital Mutilation (FGM)
- Sexual exploitation of children (CSE), including online
- Child criminal exploitation (CCE)
- Preventing Extremism and Radicalisation

3 Roles and Responsibilities

3.1 General

All adults working with or on behalf of children have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the School.

Anyone can make a referral but where referrals are not made by the DSL, the DSL should be informed that a referral has been made.

The names of the DSL and DDSs are listed on page 4 and **Appendix 8**.

3.2 Trustee Body

In accordance with the statutory guidance Keeping Children Safe in Education 2025 (KCSIE), the Trustee Body will ensure that: -

- The School has its own child protection/safeguarding policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly.
- Safeguarding training including online safety is integrated, aligned and considered part of the whole school safeguarding approach and wider staff training and curriculum planning.
- The School pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum.

The School operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. This will include an online check for any new or prospective employee at the shortlisting stage and informing candidates of this process. Furthermore, the Head, nominated Trustees and other staff involved in the recruitment process have undertaken Safer Recruitment Training.



The procedures for responding to safeguarding concerns (including Low-Level Concerns) and allegations of abuse against members of staff, supply staff, contractors and volunteers can be found in **Appendix 2**.

- The School has established procedures to oversee the implementation of its E-Safety Policy, including the systems in place for filtering and monitoring activity on school devices and across the school network. The suitability of these filtering and monitoring measures will be partly guided by the risk assessment undertaken in accordance with the Prevent Duty, as outlined in KCSIE.
- There is a senior member of the School's Leadership Team who is designated to take lead responsibility for dealing with child protection (the DSL) and there is always cover for this role with appropriate arrangements for before/after school and out of term time activities.
- The DSL and DDSs undertake effective Local Authority training (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) via safeguarding briefings etc.
- The Head, and all other staff and volunteers who work with children, undertake appropriate safeguarding training including online safety training which is regularly updated (at least every three years in compliance with the Safeguarding Children Partnership protocol); and new staff and volunteers who work with children are made aware of the School's arrangements for child protection and their responsibilities (including this policy, Part 1 of KCSIE (or Annex A, if appropriate), the pupil Behaviour Policy, the staff Code of Conduct, the role of the DSL (and how to respond if children go missing). The Local Authority Induction leaflet, ("Safeguarding in Education Induction – Child Protection Information, Safer Working Practice") will be used as part of this induction and Annex B from KCSIE is provided to all staff working directly with children.
- As a minimum, the Safeguarding Policy will be reviewed annually by the Trustees and any deficiencies or weaknesses brought to the attention of the Trustee Body will be rectified without delay.
- The Chair of Trustees (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Head, in liaison with the Local Authority Designated Officer (LADO) where the threshold is met.
- Effective policies and procedures are in place and updated regularly including a behaviour "Code of Conduct" for staff and volunteers - "Guidance for Safer Working Practice for those who work with children in education settings Feb 2022". Information is provided to the Local Authority (on behalf of the Safeguarding Children Partnership) through the Safeguarding Annual Return.



- The Trustee Body ensures relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'.
- There is an individual member of the Trustee Body who will champion issues to do with safeguarding children and child protection within the School, liaise with the DSL, and provide information and reports to the Trustees.
- The School contributes to inter-agency working in line with statutory guidance "Working Together to Safeguard Children" 2023 including providing a co-ordinated offer of Early Help for children who require this. This Early Help may be offered directly through school provision or via referral to an external support agency. Safeguarding arrangements take into account the procedures and practice of the local authority and the Leicestershire and Rutland Safeguarding Children Partnership.

3.3 Head

The Head will ensure that:

- The policies and procedures adopted by the Trustee Body are effectively implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the DSL and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings and contributing to the assessment of children.
- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to children or young people are notified to the Local Authority Designated Officer (LADO), where the threshold is met.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner. The NSPCC Whistleblowing Advice Line is also available (0800 028 0285).
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children's Social Care (Children's Services) or the Police.



3.4 Designated Safeguarding Lead

The DSL (or a Deputy) will always be available for staff to discuss any safeguarding concerns. The responsibilities of the DSL are found in Annex C of KCSIE. The DSL is a senior member of staff on the Senior Leadership Team and the role is explicit in their job description. Responsibilities include:

- **Managing referrals** – to the local authority children’s social care, to the Channel programme, to the Disclosure and Barring Service for staff dismissed for safeguarding concerns (as required), to the Police where a crime may have been committed.
- **Working with others** – to act as a source of support and advice, to act as a point of contact for the safeguarding partners, to liaise with the Head about issues especially to do with ongoing enquiries under section 47 of the Children Act 1989 and police investigations, to liaise with staff when deciding to make a referral to relevant agencies so that children’s needs are considered holistically, to liaise with the senior mental health lead, to promote supportive engagement with parents and carers, to take the lead in promoting educational outcomes for Children in Need and those with a social worker, to liaise with the Trustee Body and the Local Authority on any deficiencies brought to the attention of the Trustee Body and how these should be rectified without delay.
- **Information sharing and managing safeguarding records**– keeping records confidential, secure and up to date, with a separate record for each child, including a clear and comprehensive summary, detailing how the concern was followed up and resolved, with a note of actions, decisions made including the rationale for those decisions. This includes instances where referrals were or were not made to another agency such as LA children’s social care or the Prevent program etc. Transferring records and other relevant information to the new school within 5 days or in advance if necessary.
- **Raising Awareness** – ensuring each member of staff and volunteer understands the child protection policy which is reviewed at least annually, making it available publicly, ensuring staff and Trustees have access to relevant training and induction, promoting educational outcomes by sharing relevant information about vulnerable children.
- **Training, knowledge and skills** – to undergo DSL training every two years (updating at least annually via bulletins etc.) and to attend Prevent awareness training, in order to understand assessment and referral processes, to contribute effectively to child protection conferences including the importance of sharing information, to understand the lasting impact that adversity and trauma can have on children and how to respond to this, to be alert to children with specific needs e.g. SEND, those with health conditions and young carers, to understand the unique risks associated with online safety
- **Providing support to staff** – to help them feel confident on welfare, safeguarding and child protection matters, to provide support in the referral process if required and to help them to understand that safeguarding and educational outcomes are linked.



- **Understanding the views of all children** – encouraging a culture of listening to all children (including those who are known to be disproportionately impacted by different forms of harm and abuse e.g., LGBT pupils, disabled children or girls) and taking account of their wishes and feelings in measures taken to protect them and understanding the difficulties children may have in approaching staff about their circumstances.
- **Holding and sharing information** – sharing with safeguarding partners, other agencies and professionals and transferring records between schools and colleges in accordance with data protection legislation, keeping detailed, accurate and secure written or electronic records and understanding the purpose of this.
- **Filtering and Monitoring** – ensure appropriate systems are in place to manage and address online safety, access to mobile phone networks, especially for those children who are potentially at greater risk of harm, abuse, and exploitation and refer concerns where required linked to the PREVENT duty.

Looked After Children – The Role of Designated Teacher and the DSL

- A teacher is appointed who has responsibility for promoting the educational achievement of children who are looked after. They have the appropriate training. The Designated Teacher will work with the Virtual School to ensure that the progress of the child is supported.
- The DSL will also have details of the child's social worker and the name of the Assistant Head of the Virtual School. The DSL will work closely with the Designated Teacher, as we recognise that children may have been abused or neglected before becoming looked after. We will ensure their ongoing safety and wellbeing as well as supporting their education, through linking with their social worker, carers, and parents where appropriate.
- We also recognise those children who were previously Looked-After potentially remain vulnerable and all staff will be informed of the importance of maintaining support for them through our school pastoral system. As a school we will continue to recognise the importance of working with agencies and take prompt actions where necessary to safeguard these children, who may remain vulnerable.



4 Records, Monitoring and Transfer

- 4.1 Well-kept records are essential to good child protection practice. All staff are clear about the need to record, and report concerns about a child or children within the School. Records of concerns are communicated using CPOMS, WHISPER, email or written records, signed (possibly electronically) and dated and passed immediately to the DSL (or a Deputy). The DSL is responsible for such records and for deciding at what point these records should be passed over to other agencies.
- 4.2 Records relating to actual or alleged abuse, neglect or exploitation are stored apart from normal pupil or staff records. Normal records sometimes have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.
- 4.3 Child protection records are stored securely, with access confined to specific staff, e.g., the DSL (and Deputies) and the Head.
- 4.4 Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon. Any actions taken are clearly indicated.
- 4.5 When children transfer school, their safeguarding records are also transferred within 5 days of them starting. Safeguarding records will be transferred separately from other records; best practice is to pass these directly to a DSL in the receiving school, college, or 6th form / FE college, with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. Where a child needs specific ongoing support, relevant information will be transferred prior to the child arriving at their new school. In the event of a child moving out of area and a physical handover not being possible then the most secure method will be found to send the confidential records to a named DSL and a photocopy kept. The School will consult with the Local Area Designated Officer, the Police and Children's Social Care where appropriate, to agree the information to be disclosed to them. In accordance with KCSIE 2024, we will maintain information on cohorts of children who have been open to social care, have had a social worker or who are closed to social care and may have returned to the family home. This information will only be considered for sharing 'if appropriate' with the new school or provider in advance of the child leaving to allow for the new school to continue supporting the children who have had a social worker or been victims of abuse, including those who are currently receiving support through the 'Channel' programme.

5 Support for pupils

- 5.1 **Support for pupils (including those with a disability or about whom there are mental health concerns)** - The School recognises that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. Children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view their lives in a positive way.



For such children school may be one of the few stable, secure and predictable components of their lives. Children may be vulnerable because, for instance, they have needed an allocated social worker, they have a disability, are in care, a care-leaver, a looked after pupil, or previously looked after or are experiencing some form of neglect.

The School seeks to remove any barriers that may exist in being able to recognise abuse or neglect in pupils with special educational needs, disabilities, or physical health issues. The School recognises additional barriers can exist when abuses, neglect and exploitation occur or have occurred in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- communication barriers and difficulties in managing or reporting these challenges.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

We will seek to provide such children with the necessary support and to build their self-esteem and confidence. The context in which safeguarding incidents and/or behaviours occur, whether in school or outside (including online), will be considered by staff, particularly the DSL and DDSs. Any associated threats or risks will be included in assessments and relevant information included in referrals to Children's Social Care (this is known as contextual safeguarding). General indicators of abuse and neglect are found in KCSIE Part 1. A hyperlink to this document is included in **Appendix 8** of this policy. Further information about specific forms of abuse are contained within Appendix B of KCSIE. The School maintains the attitude of **"it could happen here"** where safeguarding is concerned and will always act in the best interests of the child.

5.2 Early Help - Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- Is disabled or has certain health conditions and has specific additional needs
- Has special educational needs (whether or not they have a statutory education, health, and care plan)
- Has a mental health need
- Is a young carer
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement as association with organised crime groups or county lines
- Is frequently missing/goes missing from education, home or care



- Has experienced multiple suspensions, is at risk of being permanently excluded from schools, or in Alternative Provision or a Pupil Referral Unit
- Is misusing drugs and other alcohol themselves
- Is at risk of modern slavery, trafficking, and/or sexual or criminal exploitation
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- Is at risk of being radicalised or exploited
- Has a parent or carer in custody, or is affected by parental offending
- Is a privately fostered child
- Is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage

Early help is support for children of all ages that improves resilience and outcomes or reduces the chance of a problem getting worse. Early help may be appropriate for children who have multiple needs, or whose circumstances might make them more vulnerable.

The School has effective measures in place to identify emerging problems and potential unmet needs of individual pupils. All staff undertake appropriate training to ensure that they know when to share information with other agencies and what action to take to support early identification and assessments.

In the first instance, staff identifying a pupil who may benefit from early help should discuss this with the School's DSL. If appropriate, the DSL will work with the relevant Safeguarding Children Partnership to undertake an assessment of the need for early help. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. Further guidance on effective assessment of the need for early help can be found in Working Together to Safeguard Children (December 2023) ("WT").

If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

6 Types of Child Protection and Safeguarding issues

Safeguarding and promoting the welfare of children are defined as providing help and support to meet the needs of children as soon as problems emerge; protecting children from maltreatment, whether that is within or outside the home, including online; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. Child protection is part of safeguarding and promoting the welfare of children and is defined as activity that is undertaken to protect children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.



Abuse 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, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children. Abuse can be:

- physical abuse;
- emotional abuse;
- sexual abuse; and/or
- neglect.

See below for further detail of the types of abuse and possible signs of abuse, as well as further information regarding specific safeguarding issues such as child criminal and/or sexual exploitation.

6.1 **Physical abuse**

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

6.2 **Emotional abuse**

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

6.3 **Sexual abuse**

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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 acts of sexual abuse, as can other children. Sexual abuse also includes sexual violence and sexual harassment (see below) which can occur between two children of any sex (also known as child on child abuse). This can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence are sexual offences under the Sexual Offences Act 2003, such as rape, sexual assault, and assault by penetration. Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.

The Centre of Expertise on Child Sexual Abuse has introduced new resources to help education professionals identify and respond to concerns of child sexual abuse and abusive behaviours. There are also the below resources available:

Tackling Child Sexual Abuse Strategy – Home Office policy paper
Together we can stop child sexual abuse – HM Government campaign

6.4 **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.

6.5 **Child-on-Child abuse**

The School recognises that children sometimes display abusive behaviour themselves and that even if there are no reports, it may still be happening. The School adopts a zero-tolerance approach to child-on-child abuse. Incidents or allegations must be referred on for appropriate support and intervention. This type of abuse can happen both inside and outside school and it is important that all staff recognise the need to report any concerns they have.

Such abuse will not be tolerated or passed off as "banter, just having a laugh, part of growing up or boys being boys"; as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.



The School recognises that children can be particularly vulnerable in residential settings and are alert to the potential for child-on-child abuse within boarding environments and residential visits. The School will comply with its obligations as set out in the National Minimum Standards for Boarding in relation to safeguarding at all times.

Staff must challenge pupils when they come across behaviour of this type so that we can ensure our pupils are able to feel confident and safe in the school environment.

Examples of pupils' conduct towards each other that could raise safeguarding concerns are:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- abuse in intimate personal relationships between peers.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence).
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- consensual and non-consensual sharing of nudes and semi- nude images and or videos (also known as sexting or youth produced sexual imagery).
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- Child-on-Child abuse may be experienced by both boys and girls; however, girls are more likely to be victims and boys perpetrators. Some pupils may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination. We will therefore take positive action to create a culture of support and to ensure that girls and vulnerable groups such as LGBT and pupils from minority ethnic backgrounds feel confident to bring forward any concerns and have a safe space to talk to trusted staff about their experiences.

The School recognises that children with special educational needs and disabilities (SEND) or certain health conditions are significantly more likely to be abused by their peers, can face additional safeguarding challenges and may be more prone to peer-on-peer group isolation or bullying than other children. The School will consider extra pastoral support for those children.



The School also recognises that certain children may face additional barriers to reporting an incident of abuse because of their vulnerability, disability, sex, ethnicity and/or sexual orientation. There are separate school and local authority Safeguarding Children Partnership guidance and policies to address these concerns including the Personal Relationships Policy, Anti-bullying Policy, E-safety Policy and “Guidance for schools working with children who display harmful sexual behaviour” (Leicestershire LA Guidance), DfE guidance and Part 5 of KCSIE.

All children are encouraged to report to a trusted adult in school all incidents of child-on-child abuse wherever it may have happened and are taught alternative ways of doing this both in school and elsewhere e.g., via ‘whisper’. They will always be taken seriously and never given the impression that they are creating a problem by reporting their concern or made to feel ashamed.

The School recognises that a child is likely to disclose an allegation to someone they trust. This could be any member of staff. The School also recognises that children may not find it easy to tell staff about their abuse verbally and that instead they may show signs or act in ways they hope adults will notice and react to. It is also recognised that an incident may come to a member of staff’s attention through a report of a friend, or by overhearing conversations. It is therefore important that all staff are clear on the School’s policy and procedures with regards to child-on-child abuse and can recognise the indicators and signs of child-on-child abuse and know how to respond to reports.

The School understands that a first disclosure may only be the first incident reported. It is not necessarily representative of a singular incident. Staff will take all reports of abuse seriously regardless of how long it has taken for the child to come forwards. Staff will inform the DSL (or Deputy DSL) immediately and will take action to support the child.

It is recognised that even where no reports are received, this does not mean that such abuse is not taking place. It could just be that it has not been reported. Depending on the nature of the allegation it is likely to be dealt with in conjunction with the School’s Behavioural Policy and should be reported to the DSL initially.

Where specific risks are identified, a risk assessment will be undertaken in order to ensure the safety of all staff and pupils and to offer appropriate support. For further details on responding to child-on-child abuse see Appendix 4.

The following steps will be taken to minimise the risk of child-on-child abuse:

- Staff training to ensure an understanding of what it is and how to recognise signs.
- Promotion of a supportive environment by teaching about acceptable and unacceptable behaviours (including online) in both assemblies and the wider curriculum e.g., RSE and PHSE.
- Clear procedures put in place to govern the use of mobile phones in school.
- Appropriate staff supervision of pupils and identifying locations around the school site that are less visible and may present more risk to pupils.



- 6.6 **Online safety** – In addition to the firewall, the School uses “Senso” further to enhance the filtering and monitoring system. This allows the safeguarding team specifically to respond to immediate concerns as well as monitor and address patterns of usage and behaviour.

The School recognises that technology is a significant component in many safeguarding and wellbeing issues and that children are at risk of abuse online as well as face to face. The school also recognises that misinformation, disinformation and conspiracy theories pose safeguarding risks to children. Some children may use mobile and smart technology, whilst at school and outside of school, to sexually harass their peers, share indecent images (consensually and non-consensually) and view and share pornography and other harmful content. Many children have unrestricted access to the internet via their mobile phones and our E- safety policy describes the rules governing their use in school. It also sets out the School’s response to incidents which may involve one or more of the four areas of risk: content, contact, conduct and commerce. Online safety is a consideration running through the planning and implementation of all relevant policies and procedures. Staff will always respond if informed that children have been involved in sharing indecent images. The DfE guidance “Sharing nudes and semi-nudes: advice for education settings working with children and young people” (Dec 2020) will be used to guide the School’s response on a case-by-case basis.

The key points for staff and volunteers (not including the DSL) being:

- Report immediately to the DSL
- Do not view, copy, print, share, store or save the imagery, or ask a child to share or download.
- If you have already viewed the imagery by accident (e.g., if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
- Do not delete the imagery or ask the young person to delete it. Leave this for the DSL who will know what process to follow.
- Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).
- Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

- 6.7 **Sharing of nudes and semi-nudes** - For this purpose, 'sharing nudes/semi-nudes' means the sending or posting of nude or semi-nude images, videos, or live streams by persons under the age of 18 online. This could be via social media (including Snapchat), gaming platforms, chat apps (including WhatsApp and iMessage) or forums. It could also involve sharing between devices via services like Apple’s AirDrop which works offline. The sharing of nudes and semi-nudes may happen publicly online, in 1:1 messaging or via group chats and/or via closed social media accounts. The images, videos or live streams may include more than one child.



The term 'nudes' is used as it is most commonly recognised by young people and more appropriately covers all types of image sharing incidents. Alternative terms used by children and young people may include 'dick pics' or 'pics'. All members of school staff have a duty to recognise and refer such incidents involving nudes and semi-nudes and trained accordingly.

Many professionals refer to 'nudes and semi-nudes' as:

- youth produced sexual imagery or 'youth involved' sexual imagery
- indecent imagery. This is the legal term used to define nude or semi-nude images and videos of children and young people under the age of 18.
- 'sexting'. Many adults may use this term, however some young people interpret sexting as 'writing and sharing explicit messages with people they know' rather than sharing images.
- image-based sexual abuse. This term may be used when referring to the nonconsensual sharing of nudes and semi-nudes.

Terms such as 'revenge porn' and 'upskirting' are also used to refer to specific incidents of nudes and semi-nudes being shared. However, these terms are more often used in the context of adult-to-adult non-consensual image sharing offences outlined in s.33-35 of the Criminal Justice and Courts Act 2015, Voyeurism (Offences) Act 2019 and s.67A of the Sexual Offences Act 2003.

Terms such as 'deep fakes' and 'deep nudes' may also be used by adults and young people to refer to digitally manipulated and AI-generated nudes and semi-nudes. Any direct disclosure by a child will be taken seriously and staff will ensure the child is feeling comfortable and will only ask appropriate and sensitive questions, in order to minimise further distress or trauma to them.

If staff are notified or become aware of an incident of nudes or semi-nudes being shared by a pupil or of a pupil, they should refer the incident to the DSL as soon as possible.

The DSL will follow UK Council for Internet Safety (UKCIS) guidance "*Sharing nudes and semi-nudes: advice for education settings working with children and young people*" (March 2024) when responding to a report of sharing nudes and/or semi-nudes. This will include:

- Holding an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding team.
- Carrying out interviews with the children involved (if appropriate).
- Informing parents and carers at an early stage and keeping them involved in the process in order to best support the pupil unless there is good reason to believe that involving them would put the child at risk of harm. Any decision not to inform them should be made in conjunction with other services such as children's social care and/or the police, who would take the lead in deciding when they should be informed.
- Carrying out a risk assessment to determine whether there is a concern that a child has been harmed or is at risk of immediate harm at any point in the process.



An immediate referral to police and/or children's social care through the MASH or equivalent will be made if any of the following points apply:

- The incident involves an adult. Where an adult poses as a child to groom or exploit a child or young person, the incident may first present as a child-on-child incident.
- There is reason to believe that a child or young person has been coerced, blackmailed or groomed, or there are concerns about their capacity to consent (for example, owing to special educational needs).
- The images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage or are violent.
- The images involve sexual acts and any child or young person in the images or videos is under 13.
- There is reason to believe a child or young person is at immediate risk of harm owing to the sharing of nudes and semi-nudes, for example, they are presenting as suicidal or self-harming.

If none of the above apply, the School may decide to respond to the incident without involving the police or children's social care. All incidents relating to nudes and semi-nudes being shared need to be recorded, whether they have been referred externally or not. The decision to respond to an incident without involving the police or children's social care will only be made in cases where the DSL (or equivalent) is confident that they have enough information to assess the risks to any child or young person involved and the risks can be managed within the School's pastoral support and disciplinary framework. Any decision in this regard will be made by the DSL (or equivalent) with input from the Head. The decision will be made and recorded in line with this Policy and will be based on consideration of the best interests of any child or young person involved. Any decision will take into account proportionality as well as the welfare and protection of any child or young person. The decision will be reviewed throughout the process of responding to the incident. If doubts remain local safeguarding arrangements will be followed.

This guidance does not apply to the sharing of images of persons under 18 by an adult over 18 as this constitutes child sexual abuse. In the event that staff become aware of such an incident, they should notify the DSL immediately, who should always inform the police as a matter of urgency.

- 6.8 **Sexual violence and sexual harassment** – Sexual violence refers to sexual offences as described under the Sexual Offences Act 2003 including rape and sexual assault. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline and may include sexual name-calling, taunting or "jokes" and physical behaviour, for example, deliberately brushing against someone or interfering with clothes. 'Upskirting' is a criminal offence and typically involves taking a picture under a person's clothing without them knowing in order to obtain sexual gratification or to cause humiliation, distress or alarm.

Evidence shows that girls, children with SEND and LGBT children are more likely to be the victims of sexual violence and harassment, and boys are more likely to be the perpetrators.



The School will take positive action to create a safe and supportive culture in school, recognising the disproportionate vulnerability of these groups so that all pupils feel supported and have a safe space in order to speak openly with trusted adults if they wish to do so. Sexual violence and sexual harassment can occur between children of any gender. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Curriculum

- Planned PHSE and Relationships, Sex and Health Education will include personal privacy, respect and consent so that children will have a better understanding of how to behave towards their peers including online. This will be taught alongside other safeguarding issues as set out in the DfE statutory guidance “Relationships Education, Relationships and Sex Education (RSE) and Health Education”. This will be appropriate to pupils’ age and stage of development. It will also be underpinned by the School’s Behaviour Policy and pastoral support system.

Responding to an incident

- School will follow the DfE guidance on child-on-child sexual violence and sexual harassment in Part 5 of KCSIE.
- Relevant staff will liaise with the Police, Social Care and Parents as appropriate.
- Support will be offered to both the alleged victim(s) and child(ren) accused. Parents will be included in discussions about the format that this support will take.
- Support will also be offered for other children who may also have been affected by a particular incident.
- The School will treat abuse that occurs outside of school or online equally seriously.
- To help support the decision-making process for complex cases the DSL will meet with two out of the Head, Senior Deputy Head and Deputy Head (Pastoral).

6.9 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. It may involve an exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

CSE and CCE can affect both males and females and can include children who have been moved (trafficked) for the purpose of exploitation. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.



Victims can be exploited even when activity appears consensual and it should be noted - exploitation, as well as being physical, can be facilitated and/or take place online. CSE can include 16 and 17 year-olds who can legally consent to sex, but they may not realise they are being exploited e.g., they believe they are in a genuine romantic relationship.

A significant number of children who are victims of sexual and/or criminal exploitation go missing from home, care and education at some point or are targeted by criminals involved in the illegal supply of drugs and serious violent crime. Serious violent crime can be associated with this form of criminal activity together with child sexual exploitation. Children may also be exploited into committing cybercrime or money laundering offences and organised criminal groups or individuals may exploit children and young people with enhanced computer skills to access digital networks and/or data for criminal and financial gain. Children with bank accounts may be persuaded to allow criminals to use their banking facilities to launder money.

CCE can also involve working in cannabis factories, shoplifting or pickpocketing and may involve coercing children to commit vehicle crime or serious violence towards others. It is important to note that the experience of girls can be very different to that of boys, but girls are also at risk.

Criminal exploitation of children is a form of harm that can affect children in both a physical environment and online.

Indicators of CSE and CCE are:

- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant
- Children who appear with unexplained gifts, money or new possessions
- Children who associate with other children involved in exploitation
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late
- Children who regularly miss school or education or do not take part in education

Staff training includes raising awareness of these issues and any concerns are passed to the DSL who will make a risk assessment and refer to Children's Social Care and/or the Police if appropriate.

- 6.10 **County Lines** is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs, using dedicated mobile phone lines or other form of "deal line".

This activity can happen locally as well as across the UK – no specified distance of travel is required. Children and vulnerable adults exploited to sell drugs and move and store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.



Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the ways of identifying indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing (from school or home) and are subsequently found in areas away from their home;
- that have been the victim, perpetrator or alleged perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;
- owe a 'debt bond' to their exploiters;
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office and The Children's Society County Lines Toolkit For Professionals.

- 6.11 **Serious violence** - indicators which may signal that children are at risk from or are involved with serious violent crime include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. Staff are made aware of the associated risks which increase the likelihood of involvement in serious violence, including, being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending such as theft or robbery. Staff training raises awareness of these risks and the need for concerns to be raised with the DSL (or a Deputy DSL) to co-ordinate a safeguarding response.



Mental Health - All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse neglect and exploitation, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these experiences, can impact on mental health, behaviour, and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, and they should refer their concern to the DSL (or Deputy DSL). Pupils and staff are able to make mental health referrals via the pupil mental health area on the Oakham Start Page (for pupils) or CPOMS (for staff). The mental health team will also be mindful of underlying safeguarding issues which could lead to mental health issues.

- 6.12 **Children Missing or Absent from school** – Children who are absent from education particularly on repeat occasions and/or for prolonged periods, and children missing education can act as a vital warning sign to a range of safeguarding issues, including neglect and child sexual and/or criminal exploitation, particularly county lines. It is important that the School's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future.³⁴

The School's procedures for unauthorised absence and for responding to children who are absent, repeatedly and/or for prolonged periods, and children missing from education are detailed in the School's Attendance Policy, which is published on the School's website and available in hard copy on request.

Where reasonably possible, the School will hold more than one emergency contact number for each pupil to provide the School with additional options to make contact with a responsible adult particularly when a child who is repeatedly absent and/or absent for prolonged periods is also identified as a welfare and/or safeguarding concern.

The School will report to the Inclusion Team at Rutland County Council a pupil who fails to attend school regularly or has been absent from school without the School's permission for a continuous period of 10 school days or more.

When working with local authority children's services where school absence indicates safeguarding concerns the School will have regard to the statutory DfE guidance *'Working together to improve school attendance: statutory guidance for maintained schools, academies, independent schools and local authorities (August 2024).'*



6.13 Radicalisation and extremism

The School takes seriously the duties placed on it by the Counter Terrorism Bill (July 2015) to prevent pupils being drawn into terrorism.

The School is committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism.

The School seeks to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islamist Ideology, Far Right / Neo Nazi / White Supremacist ideology etc. The uses advanced filtering and monitoring systems to assist with the blocking/detection of such materials.

Staff and Trustees undertake regular Prevent awareness training to enable them to recognise the indicators of increased risk of someone becoming susceptible to radicalisation, and the indicators that someone may be becoming radicalised. Staff should follow the School's normal safeguarding referral processes when there are concerns about pupils who may be susceptible to radicalisation into terrorism. This may include a Prevent referral or referral to children's social care depending on the level of risk. However, where there are concerns that there is an immediate/significant risk of a pupil being drawn into terrorism such concerns should be reported to the police (999). Advice and support can also be sought from the East Midlands Regional Prevent Coordinator and children's social care.

The School, in recognition that pupils may be susceptible to being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments (following consultation with local partners, such as the police) which assess how their learners or staff may be at risk of being radicalised into terrorism, including online. Such risk assessments are discussed with the Head, DSL and Trustees to ensure the School's safeguarding arrangements are sufficiently robust to ensure that those at risk of radicalisation are identified and appropriate support is provided and is regularly revised as needed.

- 6.14 **Visiting Speakers** The School has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The School's responsibility to pupils is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and the British values of democracy.



The School will undertake a risk assessment before agreeing to a Visiting Speaker being allowed to attend the School. This will take into account any vetting requirements considered appropriate in the circumstances and may include a DBS check if relevant.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the School may request a copy of the Visiting Speaker's presentation and/or footage in advance of the session being provided.

Visiting Speakers, whilst on the School site, will be supervised by a School employee. On attending the School, visiting speakers will be required to show original current identification documents including a photograph such as a passport or photo card driving licence.

- 6.14 **So-called 'honour-based' abuse (HBA)** - encompasses crimes which have been committed to protect or defend the so-called "honour" of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and concerns will be passed to the DSL for onward referral as required.

Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. The School recognises that it is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

- 6.15 **Female Genital Mutilation (FGM)** comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can also be found on pages 38-41 of the Multi-agency statutory guidance on FGM. Below are examples of indications that a girl has already been subjected to FGM:

- A pupil may have difficulty walking, sitting, or standing and may even look uncomfortable.
- A pupil may have frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom due to difficulties urinating.
- There may be prolonged or repeated absences from School and/or noticeable behaviour changes (e.g. withdrawal or depression) on the pupil's return.
- A pupil is reluctant to undergo medical examination.

Section 5B of the Female Genital Mutilation Act 2003 and section 74 of the Serious Crime Act 2015 places a mandatory duty on teachers along with social workers and healthcare professionals to report to the Police where they discover that FGM appears to have been carried out on a girl under 18 or where a girl discloses that she has undergone FGM. The School's response to FGM will take into account the government guidance, "Multi-agency statutory guidance on female genital mutilation" April 2016.



Staff will also follow the established safeguarding procedure by reporting any such concerns to the DSL who will involve Children's Social Care and support the member of staff to report the concern to the Police.

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

- 6.16 **Forced marriage:** Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Schools play an important role in safeguarding children from forced marriage. There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found in the *Multi-agency guidelines: Handling cases of forced marriage (last updated April 2023)* See **Appendix 8**. Further information on forced marriage is available in guidance published on gov.uk and by the Forced Marriage Unit. School staff can also contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fcdo.gov.uk.

- 6.17 **Modern slavery and human trafficking** - encompasses human trafficking and slavery, servitude and forced or compulsory labour. It can take on many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Children may be trafficked into the UK from abroad or moved around the country. Staff need to be aware of indicators which include, but are not limited to, neglect, isolation, poor living conditions, having few personal belongings and a lack of trust and reluctance to seek help. Staff will refer any concerns to the DSL without delay who will take action and also refer victims to the National Referral Mechanism (www.gov.uk) in accordance with the statutory guidance Modern Slavery: how to identify and support victims (June 2025).



- 6.18 **Private fostering arrangements** - Where a child under 16 (or 18 with a disability) is living (or going to be living) with someone who is not a parent, person with parental responsibility for them or a close relative for 28 days or more, staff must inform the DSL who will notify the local authority so that suitability and safety checks can be made. (A close relative includes step-parent, grandparents, uncle, aunt or sibling).
- 6.19 **Domestic abuse** - The School recognises domestic abuse as a serious safeguarding concern. In line with the *Domestic Abuse Act 2021*, children are considered victims in their own right if they see, hear, or experience the effects of domestic abuse. Abuse may be physical, emotional, economic, coercive or controlling, and can occur between individuals aged 16 or over who are personally connected, including family members and former partners.

Domestic abuse can affect anyone, regardless of age, gender, background or identity, and may occur inside or outside the home. Types of domestic abuse include:

- Intimate partner violence
- Abuse by family members
- Teenage relationship abuse
- Child-to-parent abuse

Children exposed to domestic abuse may suffer long-term emotional and psychological harm. Young people may also experience abuse in their own relationships. Where concerns arise involving individuals under 18, safeguarding procedures must be followed, and support offered to both victims and perpetrators.

Operation Encompass

The School participates in *Operation Encompass*, a national initiative enabling police to inform the DSL or deputy when a child has been exposed to a domestic abuse incident. This notification occurs prior to the child's arrival at school the following day, allowing staff to provide timely and appropriate support. Operation Encompass complements statutory safeguarding procedures and does not replace them. Referrals to children's social care will be made where appropriate.

Contact details for advice and helplines can be found at **Appendix 8**

- 6.20 **Looked after and previously looked after children** – The School recognises that looked after children or previously looked after children may need additional support. The School has a designated member of staff to support looked after children. They will work closely with the DSL and Virtual Head to ensure information about the child's care arrangements are known and shared appropriately. The School recognises the importance of all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

The designated teachers have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.



The designated teacher has appropriate training and the relevant qualifications and experience to fulfil this role, to support them and specific note is taken of *Promoting the education of looked after and previously looked after children* (Feb 2018).

- 6.21 Where a child may need a social worker due to safeguarding or welfare needs the will use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.
- 6.22 Complaints or concerns raised by parents or pupils will be taken seriously and followed up in accordance with the School's complaints process.

7 Support for Staff

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

8 Working with parents/carers.

The School will:

- Ensure that parents/carers have an understanding of the responsibility placed on the School and staff for child protection by setting out its obligations via the school website and admissions process.
- Undertake appropriate discussion with parents/carers and seek necessary consent prior to involvement of Children & Family Services Children's Social Care or another agency, unless to do so would place the child at risk of harm or compromise an investigation.

9 Concerns about safeguarding practices in the School

The School aims to ensure there is a culture of safety and raising concerns and an attitude of 'it could happen here'. Where staff have concerns about poor or unsafe practices and potential failures in the School's safeguarding systems, these should be raised in accordance with the School's whistleblowing procedures which can be found. There will be no disciplinary action taken against a member of staff for making such a report provided it is done in good faith.

If staff and volunteers feel unable to raise an issue with the School or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing advice line. Contact details for the NSPCC helpline can be found on the Key Contacts in **Appendix 8** of this policy.



10 Other Relevant Policies

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

- Policy to Counter Bullying
- Staff Code of Conduct ("Guidance for Safer working practice")
- Personal Relationships
- Physical Interventions/Restraint (DfE Guidance "Use of Reasonable Force" and "Screening, searching and confiscation")
- Special Educational Needs and Disability
- Educational trips and visits
- Work experience and extended work placements
- First aid and the administration of medicines
- Health and Safety
- Site Security
- E-safety and Mobile Phone
- Complaints
- Drugs and substance misuse
- Rewards and Sanctions
- Antidiscrimination policy
- Social media policy for staff
- Visiting Speaker Policy

While the above list is not exhaustive, the School will ensure that all development and planning activities are undertaken with due regard to safeguarding principles and the promotion of children's welfare.

11 Recruitment and Selection of Staff (see also the Safer Recruitment Policy)

- 11.1 The School's safer recruitment processes follow the statutory guidance: KCSIE Part Three: Safer recruitment.
- 11.2 The School will include all pertinent information in references for any staff member where concerns have been raised regarding child protection or inappropriate conduct. However, allegations that have been concluded as unsubstantiated, unfounded, false, or malicious will not be referenced. Similarly, a pattern of repeated concerns or allegations that have consistently been found to lack substance or malicious intent will also be excluded from any reference.



- 11.3 The School has an open safeguarding ethos addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the code of conduct for adults working with children. The Leicestershire County Council induction leaflet is given to all staff and is the basis for the safeguarding induction. Safeguarding updates are shared with all staff on a regular basis.
- 11.4 In line with statutory requirements, every recruitment process for school staff will have at least one member (teacher/manager or trustee) who has undertaken safer recruitment training.



Appendix 1 – Responding To Alleged Or Suspected Abuse And Hearing Disclosures

If staff suspect or hear any allegation or complaint of abuse, exploitation, or neglect from a child or any third party, they must act immediately and follow the relevant procedure below. Staff should not assume that somebody else will take action and share information that might be critical in keeping children safe.

The guidance, *Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers* (May 2024) supports staff who have to make decisions about sharing information. The School recognises the importance of information sharing between practitioners and local agencies, including ensuring arrangements for sharing information within the School and with local authority children's social care, the safeguarding partners and other organisations, agencies, and practitioners as required. Fears regarding sharing information under the Data Protection Act 2018 and the UK General Data Protection Regulation ("UK GDPR") must not be allowed to stand in the way of safeguarding and promoting the welfare of children, and neither the DPA 2018 or the UK GDPR prevent the sharing of information for the purposes of keeping children safe. If in doubt about what information can and should be shared, staff should speak to the DSL.

The relevant data protection principles which allow the School to share (and withhold) personal information, include:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal and should be treated as 'special category personal data'
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows the sharing of special category personal data, including without consent where there is good reason to do so. For example, information may be shared without consent where: it is not possible to gain consent; it cannot be reasonably expected to gain consent; and gaining consent would place a child at risk
- not providing pupils' personal data where the serious harm test is met.

A. General

- 1) The Leicestershire and Rutland Safeguarding Children Partnership Procedures contain the inter-agency processes, protocols and expectations for safeguarding children. (Available on the website www.lrsb.org.uk: The DSL is expected to be familiar with these, particularly the indicators of abuse and neglect and the referral processes.
- 2) It is important that all parties act swiftly and avoid delays.
- 3) Any person may seek advice and guidance from the First Response Children's Duty Professionals Consultation Line, particularly if there is doubt about how to proceed. Any adult, whatever their role, can take action in their own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.



- 4) A record, dated (including the day and time) and signed, must be made as to what has been alleged, noticed and reported, and kept securely and confidentially.
- 5) In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents' knowledge and consent to the referral are expected unless there is reason for this not being in the child's interest. However, there will be circumstances when informing the parent/carer of a referral might put the child at risk and/or undermine Police enquiries, and in individual cases, advice from Children's Social Care will need to be taken.
- 6) In cases where harmful sexual behaviour is being alleged, if possible, the disclosure should be managed with two members of the staff present (preferably one of them being the DSL or Dep DSL).

B. Individual Staff/Volunteers/Other Adults – main procedural steps

When hearing a disclosure:

- Listen carefully
- Do not ask leading questions
- Observe their behaviour
- Reassure the individual that the allegation/complaint will be taken seriously and that they will be supported and kept safe
- Ensure that the individual is not made to feel ashamed for making the report or given the impression that they are creating a problem by making the report
- Do not guarantee absolute confidentiality (as this ultimately is not in the best interest of the child) and explain that the information needs to be passed on to the appropriate person who will ensure that the correct action is taken
- Be aware that the individual may not feel ready to know how to tell someone that they are being abused, exploited or neglected, and/or may not recognize their experiences as harmful. Staff should exercise professional curiosity and speak to the DSL if they have concerns
- Determine how best to build trusted relationships with children which will facilitate communication
- Update the child regarding the actions you have taken

All concerns, discussions, and decisions (including the rationale for those decisions) made under these procedures should be recorded in writing and uploaded to CPOMS where it will be stored securely. This includes instances where referrals were or were not made to another agency, such as children's social care or the Prevent programme. The record should include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and a note of any action taken, the decision reached and the outcome. The record should include the date, time and place of the conversation and detail of what was said and done by whom and in whose presence and signed by the person making it.



- If the concern involves the conduct of a member of staff or volunteer, a visitor, a Trustee, a trainee or another young person or child, the Head must be informed (or Director of Safeguarding if the Head is not available). The concern must not be discussed with others.
- If the allegation is about the Head, the Chair of Trustees must be informed. The concern must not be discussed with others.

C. Designated Safeguarding Lead – main procedural steps

- 1) Begin an individual case record for each child involved which will hold a record of communications and actions to be stored securely (see Section on Records, Monitoring and Transfer). Include a chronology of case activity.
- 2) Where initial enquiries do not justify a referral to the investigating agencies, inform the initiating adult and monitor the situation. If in doubt, seek advice from the First Response professionals' consultation line.
- 3) Share information confidentially with those who need to know.
- 4) Where an incident involves a minor injury which has alleged to have been caused by a member of staff or volunteer e.g. bruising, scratch etc refer to the Children's Duty team and or the Police to ensure appropriate medical records can be taken.
- 5) Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care, the First Response Children's Duty Team should be contacted by phone. Written confirmation should be made within 24 hours on the Multi-Agency Referral Form to Children's Social Care. All other referrals should be made using the online form (see link <http://lrsb.org.uk/childreport>).
- 6) If the concern is about children using harmful sexual behaviour, refer to the separate guidance, "Guidance for schools working with children who display harmful sexual behaviour" (Leicestershire LA Guidance).
- 7) If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital in a reasonable timeframe unless this will harm the child.
- 8) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from the First Response Professionals Consultation line (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker takes responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (e.g., a restraining order). If there are clear signs of physical risk or threat, First Response Children's Duty should be updated, and the Police should be contacted immediately.



Appendix 2 – responding to allegations against staff (including the head), volunteers and contractors.

These procedures should be followed in all cases in which there is an allegation or concern that a person working with children (including staff, supply staff, agency staff, volunteers and contractors) has:

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

There is also a school Low-level concerns Policy at **Appendix 3** which should be followed if the concern does not meet the allegations threshold above or is not considered serious enough to make a referral to the LADO.

Relevant documents:

1) KCSIE Part 4 for further guidance

2) Individual Staff/Volunteers/Other Adults who receive the allegation/concern:

- i. Write and sign a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Report this immediately to the Head. If the Head is unavailable the allegation/concern should be reported to the Director of Safeguarding. If there is a conflict of interest in reporting a concern to the Head, this concern should be reported directly to the LADO.
- iii. Pass on the written record.
- iv. If the allegation concerns the conduct of the Head, report immediately to the Chair of Trustees. Pass on the written record. (If there is difficulty reporting to the Chair of Trustees, contact the Allegations Manager (LADO).
- v. Before taking further action, notify and seek advice from the Allegations Manager (LADO), Safeguarding Unit on the same day. This is usually done by the Head or Director of Safeguarding.
- vi. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- vii. Report to First Response Children's Duty if the Allegations Manager (LADO) so advises or if circumstances require a referral concerning a child.
- viii. Ongoing involvement in cases:



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

3) Head (or Chair of Trustees)

- i. If there is no written record, write and sign a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Before taking further action notify and seek advice from the Allegations Manager (LADO), Safeguarding Unit on the same day.
- iii. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- iv. Report to First Response Children's Duty if the Allegations Manager (LADO) so advises or if circumstances require a referral concerning a child.
- v. Ongoing involvement in cases:
 - Liaison with the Allegations Manager (LADO)
 - Co-operation with the investigating agency's enquiries as appropriate.
 - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.
 - Possible referral to the DBS or The Teaching Regulation Agency, depending on the outcome.



Appendix 3 – Low-Level Concerns Policy

1.0 Purpose

- 1.1 This policy sets out a framework whereby staff are expected to report concerns, no matter how small, about their own behaviour or that of another member of staff, volunteer, supply teacher, contractor or other person working in school. Its purpose is to help create and embed a culture of openness, trust and transparency in which the clear values and expected behaviour set out in the “Guidance for safer working practice for those working with children and young people in education settings” February 2022 and Keeping Children Safe in Education September 2025 (KCSIE) are lived, monitored and reinforced.
- 1.2 The policy should be read in conjunction with the current statutory guidance – KCSIE Part 4, Section 2.

2.0 Who does the policy apply to?

- 2.1 This policy applies to all staff and other individuals who work or volunteer in school.

3.0 Definition of a low-level concern

- 3.1 A low-level concern is any concern, no matter how small, even if no more than causing a sense of unease or a ‘nagging doubt’, that a person working in or on behalf of the School may have acted in a way that:
- is inconsistent with the Staff Code of Conduct, including inappropriate conduct outside of work and
 - does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

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

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy (please refer to the social media policy for staff)
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating pupils
- Using inappropriate language or references

4.0 Reporting low-level concerns.

- 4.1 Where a low-level concern has been identified this will be reported as soon as possible to the DSL. However, it is never too late to share a low-level concern if this has not already happened.
- 4.2 Where the DSL is not available, the information will be reported to the Safeguarding Co-Ordinator i.e. the Senior Deputy DSL.



- 4.3 Low-level concerns about the DSL will be reported to the Head and those about the Head will be reported to the Chair of Trustees.
- 4.4 Where the low-level concern has been reported to the DSL, they will inform the Head of the details in a timely fashion according to the nature of each particular low-level concern. The Head should be the ultimate decision maker in respect of all low-level concerns. In the majority of cases the Head will consult with the DSL and take a collaborative decision making approach.
- 4.5 Low-level concerns which are shared about supply staff and contractors will be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.

5.0 Recording concerns

- 5.1 A summary of the low-level concern should be written down, signed, timed, dated and shared by the person bringing the information forward. The record should include details of the concern, the context in which the concern arose, and action taken. If the individual wishes to remain anonymous that will be respected as far as reasonably possible.
- 5.2 Where concerns are reported verbally to the DSL a record of the conversation will be made by the DSL which will be signed, timed, and dated.
- 5.2 A log of low-level concerns is maintained and reviewed regularly by the Head, DSL, Director of HR and the Safeguarding Trustee.

6.0 Responding to low-level concerns

When a concern about a member of staff (including supply staff), a contractor or volunteer is raised the DSL will assess the concern against the threshold for LADO/Police referrals. If the threshold is met, or is border-line, the concern will be referred to the LADO and will not be treated as a low-level concern. In this case the School's Managing Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed.

If the threshold for a LADO referral is not met, the matter will be treated as a low-level concern and will be taken seriously and dealt with promptly. The DSL will:

- Discuss the concern with the Head.
- Speak to the person reporting the concern to gather all the relevant information.
- Speak to the individual about the concern raised to ascertain their response, unless advised not to do so by the LADO or Police (HR advice may also need to be taken).
- Where necessary further investigation will be carried out to gather all relevant information. This may involve speaking to any potential witnesses.
- If the concern has been raised via a third party, the DSL will collect as much evidence as possible by speaking directly to the person who raised the concern, unless it has been raised anonymously. The DSL will speak to the individual involved and any witnesses.



- The information reported and gathered will then be reviewed to determine whether the behaviour:
 - i) is consistent with the “Guidance for safer working practice for those working with children and young people in education settings” (Feb 2022): no further action will be required.
 - ii) constitutes a low-level concern: no further action is required, or additional training/guidance/support may be required to rectify the behaviour via normal day to day management processes. The employee should understand that failure to improve or a repeat of the behaviour may lead to further action being taken, e.g., either via the Capability Policy or Disciplinary Policy.
 - iii) when considered with any other low-level concerns that have previously been raised about the same individual, could be reclassified as an allegation and referred to the LADO or Police: a referral may be made to the LADO and advice taken from HR. In this case the School’s Managing Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed in line with KCSIE part 4. Records will be made of:
 - i) all internal conversations including any relevant witnesses,
 - ii) all external conversations e.g., with the LADO
 - iii) the decision and the rationale for it
 - iv) any action taken.

7.0 Can the reporting person remain anonymous?

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

8.0 Should staff report concerns about themselves (i.e. Self-report)?

- 8.1 The School acknowledges that mistakes can occur and actively encourages open dialogue and a culture in which the self-reporting of low-level concerns is viewed as a positive step. This demonstrates a recognition that a behaviour or interaction may have fallen below the standards set out in the Staff Code of Conduct or the Guidance for Safer Working Practice, as well as a willingness to learn.

9.0 Where behaviour is consistent with the “Guidance for safer working practice” (Feb 2022)

- 9.1 Feedback will be given to both parties to explain why the behaviour was consistent with the “Guidance for safer working practice”.



10.0 Reviewing of Low-Level Concerns

10.1 The low level concerns log is regularly reviewed by the DSL, Head, Director of H.R, and the named Safeguarding Trustee. In addition to these regular reviews, the log is reviewed by the DSL whenever a new low-level concern is added so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and referred to the LADO if required. A record of these reviews is retained in the log. Consideration is given to whether there are wider cultural issues within the School that enable the behaviour to occur. Where appropriate, policies are revised, and/or extra training delivered to minimise the risk of the concerns reoccurring. A summary of low-level concerns is included in the DSL's termly report to the Trustees.

11.0 References

11.1 Low-level concerns will not be included in references unless a low-level concern, or group of concerns, has met the threshold for referral to the LADO and found to be substantiated.

12.0 What is the role of the Trustee Body?

12.1 The Head will regularly inform the Trustee Body about the implementation of the Low-level concerns Policy including any evidence of its effectiveness e.g., with relevant data. The Safeguarding Trustee regularly reviews the low-level concerns log (anonymized) to ensure concerns have been handled appropriately.



Appendix 4 – Process For Responding To Child-On-Child Abuse

If a member of staff thinks for whatever reason that a child may be at risk of or experiencing abuse by their peer(s), or that a child may be at risk of abusing or may be abusing their peer(s), they should discuss their concern with the DSL without delay so that a course of action can be agreed, (this can be done via CPOMS, initially).

If a child speaks to a member of staff about Child-on-Child abuse that they have witnessed or are a part of, the member of staff should listen to the child and use open language that demonstrates understanding and support and must be non-judgmental.

If a pupil is in immediate danger, or at risk of significant harm, a referral to Children's Social Care (if the pupil is aged under 18) and/or the Police should be made immediately. Anyone can make a referral. Where referrals are not made by the DSL, the DSL should be informed as soon as possible that a referral has been made.

How the School responds to concerns or allegations of Child-on Child abuse?

The DSL will discuss the concerns or allegations with the member of staff who has reported them and will, where necessary, take any immediate steps to ensure the safety of the child/all children affected.

The DSL will always use their professional judgement to: (a) assess the nature and seriousness of the alleged behaviour and (b) determine whether it is appropriate for the alleged behaviour to be dealt with internally and, if so, whether any external specialist support is required. In borderline cases the DSL may consult with children's social care and/or any other external agencies on a no-names basis.

Where the DSL considers or suspects that the behaviour in question might be abusive or violent on a spectrum (as opposed to inappropriate or problematic), the DSL should contact Leicester and Rutland MASH team immediately, and in any event within 24 hours of the DSL becoming aware of it. The DSL will discuss the allegations/concerns with the MASH team and agree on a course of action, which may include:

- A - Manage internally with help from external specialists where appropriate and possible.
- B - Undertake/contribute to an inter-agency early help assessment, with Targeted Early Help services provided to address the assessed needs of a child/children and their family. These services may, for example, include family and parenting programmes, responses to emerging thematic concerns in extra familial contexts, a specialist harmful sexual behaviour team, CAMHS and/or youth offending services.
- C - Refer child/children to children's social care for a section 17 and/or 47 statutory assessment.



D - Report alleged criminal behaviour to the Police and refer to “when to call the police guidance” from the NPCC. (Alleged criminal behaviour will ordinarily be reported to the Police). However, there are some circumstances where it may not be appropriate to report such behaviour to the Police. For example, where the exchange of youth produced sexual imagery does not involve any aggravating factors. All concerns/allegations will be assessed on a case-by-case basis, and in light of the wider context.

Individual risk assessment

Where there is an incident of Child-on-Child abuse, the School will carry out a robust risk assessment in respect of each child affected by the abuse. These risk assessments will:

- Assess and address the nature and level of risks that are posed and/or faced by the children involved.
- Engage the child's parents and draw upon local services and agencies to ensure that the child's needs are met in the long-term.
- Consider whether any targeted interventions are needed to address the underlying attitudes or behaviour of any child.
- Be reviewed at regular intervals in light of the child's ongoing needs to ensure that real progress is being made which benefits the child.

If at any stage the child's needs escalate, the DSL should contact Leicester and Rutland MASH team to determine the appropriate course of action.

Disciplinary action

The School will consider whether disciplinary action may be appropriate for any child/children involved. Any such action should address the abuse, the causes of it, and attitudes underlying it.

Disciplinary action may sometimes be appropriate including:

- (a) to ensure that the child/children take(s) responsibility for and realise(s) the seriousness of their behaviour.
- (b) to demonstrate to the child/children and others that Child-on-Child abuse can never be tolerated.
- (c) to ensure the safety and wellbeing of other children.

However, these considerations will be balanced against the child's/children's own potential unmet needs and any safeguarding concerns.

Before deciding on appropriate action, the School will always consider its duty to safeguard all children from harm; the underlying reasons for a child's behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the Child-on-Child abuse and the causes of it.



The School will, where appropriate, consider the potential benefit, as well as challenge, of using managed moves or exclusion as a response, and not as an intervention, recognising that even if this is ultimately deemed to be necessary, some of the measures referred to in this policy may still be required. Exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of the other children in school.

Disciplinary interventions alone are rarely able to solve issues of Child-on-Child abuse, and the School will always consider the wider actions that may need to be taken and any lessons that may need to be learnt going forward.

On-going proactive work to a contextual whole-school approach.

The School's response to concerns/allegations of Child-on-Child abuse will be part of ongoing proactive work by the School to embed best practice and take a contextual whole school approach to such abuse.

As such the School's response will be part of its wider prevention work. This response will include the School asking itself a series of questions about the context in which an incident of Child-on-Child abuse occurred in the School and the wider physical and online environment - such as:

- (a) What protective factors and influences exist within the School (such as positive peer influences, examples where Child-on-Child abuse has been challenged etc.) and how can the School improve these?
- (b) How (if at all) the School's physical environment contributes to the abuse, and how can the School address this going forward, for example by improving the School's safety, security and supervision?
- (c) Did wider gender norms, equality issues and/or societal attitudes contribute to the abuse?
- (d) What was the relationship between the abuse and the cultural norms between staff and pupils, and how can these be addressed going forwards?
- (e) Does the abuse indicate a need for staff training on, for example, underlying attitudes, a particular issue or the handling of particular types of abuse?
- (f) How have similar cases been managed in the past and what effect has this had?
- (g) Does the case or any identified trends highlight areas for development in the way in which the School works with children to raise their awareness of and/or prevent Child-on-Child abuse, including by way of the School's RSHE curriculum and lessons that address underlying attitudes or behaviour such as gender and equalities work?
- (h) Are there any lessons to be learnt about the way in which the School engages with parents to address Child-on Child abuse.
- (i) Are there underlying issues that affect other schools in the area, or other independent schools generally, and is there a need for a multi-agency response?
- (j) Does this case highlight a need to work with certain children to build their confidence and teach them how to identify and manage abusive behaviour?
- (k) Were there opportunities to intervene earlier or differently and/or to address common themes amongst the behaviour of other children in the school?



Answers to these questions can be developed into an action plan that is reviewed on a regular basis by the School Leadership Team, particularly the Senior Deputy Head and Deputy Head (Pastoral).

Child-on-child sexual violence and sexual harassment

All staff working with children are advised to maintain an attitude of 'it could happen here', and this is especially important when considering child-on-child abuse.

Sexual violence and sexual harassment can occur between two or more children of any age and sex. It can occur also 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.

The School adopts a zero-tolerance approach to sexual violence and sexual harassment. Any report of child-on-child sexual violence or sexual harassment will be taken seriously, and a victim of such behaviour can be reassured that they will be supported and kept safe. As a School we recognise that it is never acceptable, and it will not be tolerated. It will never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". The School recognises, acknowledges, and understands the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.

Staff are aware of the importance of challenging all forms of **Sexual harassment** which can include:

- physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts.
- 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
- coercing others into sharing images of themselves or performing acts they're not comfortable with online.

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

Sexual violence

The School is aware of sexual violence and the fact children can, and sometimes do, abuse other children in this way and that it can happen both inside and outside of school.

Sexual violence is defined under the Sexual Offences Act 2003 as:

- 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. (NOTE- Schools and colleges should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)
- Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (NOTE – this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

Responding to reports of sexual violence and sexual harassment.

Pupils are encouraged to use a trusted adult which could be their HM, tutor, matron, link nurse or any member of staff to report any act of sexual harassment or violence. They may also report anonymously online using **Whisper**. Their concerns will always be treated seriously.

Decisions are made on a case-by-case basis, with the DSL (or a Deputy) taking a leading role and using their professional judgement, supported by other agencies, such as local authority children's social care and the police as required. Where a crime has been committed/alleged (such as rape, assault by penetration or sexual assault), a referral will be made to the Police. Their stated aim is to help educate young people not criminalise them.

Risk assessment

When there has been a report of sexual violence, the DSL (or a Deputy) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

The risk and needs assessment for a report of sexual violence will consider:

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

Risk assessments will be recorded (paper or electronic) and kept under review.



Appendix 5 – Safeguarding Children Who Are Vulnerable To Extremism And Radicalisation

The School takes seriously the duties placed on it by the Counter Terrorism Bill (July 2015) to prevent pupils being drawn into terrorism.

The School is committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism.

The school seeks to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islamist Ideology, Far Right / Neo Nazi / White Supremacist ideology etc. The uses advanced filtering and monitoring systems to assist with the blocking/detection of such materials.

Staff and Trustees undertake regular Prevent awareness training to enable them to recognise the indicators of increased risk of someone becoming susceptible to radicalisation, and the indicators that someone may be becoming radicalised. Staff should follow the School's normal safeguarding referral processes when there are concerns about pupils who may be susceptible to radicalisation into terrorism. This may include a Prevent referral or referral to children's social care depending on the level of risk. However, where there are concerns that there is an immediate/significant risk of a pupil being drawn into terrorism such concerns should be reported to the police (999). Advice and support can also be sought from the East Midlands Regional Prevent Coordinator and children's social care.

The School, in recognition that pupils may be susceptible to being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments (following consultation with local partners, such as the police) which assess how their learners or staff may be at risk of being radicalised into terrorism, including online. Such risk assessments are discussed with the Head, DSL and Trustees to ensure the School's safeguarding arrangements are sufficiently robust to ensure that those at risk of radicalisation are identified and appropriate support is provided and is regularly revised as needed.



Appendix 6 – National Minimum Standards And Boarding

This appendix is consistent with, and uses the guidance outlined in the National Minimum Standards for Boarding Schools September 2022. The School recognises the specific need to ensure that there are additional factors to consider when safeguarding boarding pupils.

All boarding and day pupils are made aware of the School's policy on sexual relationships. Sexual relationships in school or on trips between pupils are forbidden in any circumstances and those who overstep the boundaries can expect to be given a severe sanction. Excessive displays of affection in public are discouraged. Boarders and day pupils discuss this with their Housemasters/ Housemistresses (HMs) to ensure they understand the policy and the consequences of not adhering to it.

The School deals robustly with Child-on-Child abuse and is mindful of the additional risks with children sharing overnight accommodation. Care is taken to ensure senior pupil mentors support boarders and that regular one-to-one conversations take place with staff who act as a listening ear to pick up any issues quickly. **Whisper** is also available as an anonymous online reporting tool for pupils.

All pupils, including boarders, are educated on the issues of downloading harmful content on electronic devices. This is both from a pastoral and legal point of view. The School has clear rules and expectations regarding the times when electronic devices may be used and what they are used for. These are age specific and designed to support the School's digital resilience education programme.

Boarders and day pupils are supervised at all times by well-trained staff. Boarding pupils are encouraged to form positive relationships with fellow pupils within the boarding community, with day pupils and staff. These relationships are based on mutual trust and respect. The School recognises that it is important that there is no inappropriate one-to-one contact or favouritism that takes place between staff and pupils. Some areas of the private sides of boarding houses are used on occasion, to support the development of positive relationships. These can include for example, year group/ small group hot chocolate evenings, cooking or prefect meetings, which may take place in an HMs private side kitchen or living room. In addition, some HMs' studies currently sit on the private side of houses but are as close to the entrance to the boarders' side as possible. When any pupil is in the HM's study, the door to the boarding side of the house will remain open.

The School has allocated only the following areas in each boarding house which are on the private side but can be used by pupils and staff to ensure the better running and welfare of the house.

Chapmans: HM's Study and sitting room.

Haywoods: HM's Study and sitting room.

Wharflands: HM's kitchen and sitting room.

Round House, School House, Buchanans, Rushebrookes, Stevens and Hodges all have suitable areas within the house to avoid the need to use the private side of the HMs house.



In addition, the Head's House (Deanscroft) is used to host groups of pupils for events such as breakfast, break meetings, or pizza evenings. All pupils are invited in advance and attend in groups typically of 10-15. In addition, the School Prefect Body (Decem) meets weekly at Deanscroft at break-time with 2-3 other staff also typically in attendance. Pupils use the Sitting Room, or Dining Room for all such events, with brief access to the kitchen, all of which are downstairs and public spaces.



Appendix 7 - Outline Of Safeguarding Training

Induction and training are in line with advice from Leicestershire and Rutland Safeguarding Children Partnership.

All Staff

All new staff will be provided with induction training that includes:

- the child protection and safeguarding policy (including the policy and procedures to deal with child on child abuse)
- the role and identity of the DSL and Deputy DSLs
- the behaviour management policy
- the staff code of conduct including the School's whistleblowing procedure and the acceptable use of technologies policy, staff/pupil relationships and communications including the use of social media;
- the safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods or children missing education;
- the online safety policy, including an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring;
- a copy of Part one of *KCSIE* at least
- School leaders and staff who work directly with children will also be required to read Annex B of *KCSIE* (and *Part five of KCSIE*).

Copies of or links to the above documents are provided to all staff during induction.

All staff are also required to:

- Read at least Part one of *KCSIE* and confirm that they have done so. Each time Part one of *KCSIE* is updated by the Department for Education, staff will be updated on the changes.
- Understand key information contained in Part one of *KCSIE*. Staff will complete a quiz on Part one of *KCSIE* to demonstrate their understanding.
- Receive training in safeguarding and child protection at least every three years. Training will include online safety (including the expectations, applicable roles and responsibilities in relation to filtering and monitoring) and harmful sexual behaviours (including child on child sexual violence and harassment). It will also include Prevent awareness training to equip staff to understand the factors that lead people to support terrorist ideologies or engage in terrorist related activity, be able to recognise susceptibility to terrorism and be aware of what action to take in response, including the School's internal Prevent arrangements.
- Undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively, including online. The School provides these mainly via inset.



All Trustees receive appropriate safeguarding and child protection (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) training at induction and is regularly updated.

DSL(s)

The DSL & Deputy DSLs receive updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children susceptible to radicalisation, record keeping and promoting a culture of listening to children, training in the LSCEPs approach to Prevent duties and harmful sexual behaviours. The DSL also receives more in-depth training, including on extremist and terrorist ideologies, how to make referrals and how to work with Channel panels. This training is updated at least every two years, enabling the DSL to support other staff on Prevent matters and update them on relevant issues. Further details of the required training content for the DSL are set out in Annex C of KCSIE.

In addition to their formal training, the DSL's knowledge and skills are updated at least annually to keep up with any developments relevant to their role. In particular, the School will support the DSL in developing their knowledge and skills to understand the views of children including to encourage a culture of listening to children and taking account of their wishes, as well as having an awareness of the difficulties children may face in approaching staff with a disclosure.



Appendix 8 - Useful Contact Details

DSL Team

DSL Duty Phone 07483 408312

Mrs Justine Rimington (DSL) jlr@oakham.rutland.sch.uk

Mr Phil Lewis (Deputy DSL) pl1@oakham.rutland.sch.uk

Mrs Abby Oakenfull (Deputy DSL) ac@oakham.rutland.sch.uk

Mrs Carly Latham (Deputy DSL) cll@oakham.rutland.sch.uk

Mr Owen Hughes (Deputy DSL) ojh@oakham.rutland.sch.uk

Miss Lianne Aherne (Deputy DSL) lja@oakham.rutland.sch.uk

Medical Contacts (Term time) 01572 758555

Ms Abby Oakenfull ac@oakham.rutland.sch.uk

Mrs Kim Galleozzie kdg@oakham.rutland.sch.uk

Independent Listener

Mrs Anne Whitlock 07990 503819

Childline calls to 0800 1111 are free or children can get support online

Leicestershire Early Help queries and consultation line 0116 305 8727

Email: earlyhelpreferrals@leics.gov.uk

Rutland Children's Duty: 01572 758407 email: childrensreferrals@rutland.gov.uk

LADO: Chris Edwards, 01572 758454 or 07932 999366 email: lado@rutland.gov.uk

Prevent: East Midlands Regional Prevent Coordinator: Sam Slack 07384 452156

email: sam.slack@education.gov.uk

Police: Rutland DNO Sergeant Liam Pamler 07976 306072

email: liam.palmer@leics.police.uk

[Department for Education:](#)



LINKS TO USEFUL DOCUMENTS AND GUIDANCE

Keeping Children Safe in Education 2025 [Keeping children safe in education 2025](#)

Keeping Children Safe in Education 2025 – Part One: [Keeping children safe in education 2025: part one information for all school and college staff](#)

Working Together to Safeguarding Children 2023 [Working together to safeguard children 2023: statutory guidance](#)

Prevent Duty Guidance: Guidance for specified authorities in England and Wales: [Prevent duty guidance: Guidance for specified authorities in England and Wales](#)

Relationships Education, Relationships and Sex Education (RSE) and Health Education July 2025: [Relationships Education, Relationships and Sex Education and Health Education guidance](#)

Behaviour in Schools, Advice for Headteachers and School Staff 2024: [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)

Working together to improve school attendance 2024: [Working together to improve school attendance \(applies from 19 August 2024\)](#)

Children missing education 2024: [Children Missing Education - Guidance for Local authorities](#)
Meeting digital and technology standards in schools and colleges 2025: [Meeting digital and technology standards in schools and colleges - Guidance - GOV.UK](#)

National Minimum Standards for boarding schools 2022: [National Minimum Standards for boarding schools](#)

What to do if you're worried a child is being abused 2015: [Child abuse concerns: guide for practitioners - GOV.UK](#)

Sharing nudes and semi-nudes: how to respond to an incident 2024: [Sharing nudes and semi-nudes: how to respond to an incident \(overview\) \(updated March 2024\) - GOV.UK](#)

Information Sharing. Advice for practitioners providing safeguarding services for children, young people, parents and carers: 2024: [DfE non statutory information sharing advice for practitioners providing safeguarding services for children, young people, parents and carers](#)

Guidance for safer working practice for those working with children and young people in education settings 2022: [Professional and Personnel Relationships](#)