



Quorn Hall School Policy and Procedures on Safeguarding and Child Protection

Quorn Hall School is owned and operated by Newcome Education, which serves as the Proprietary Body and Governing Body. This Policy is reviewed annually by Newcome Education, including the Nominated Governor for Safeguarding.

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Next Review Due: Sept 2025

Quorn Hall School is part of Newcome Education, which is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its pupils and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values:

- **'Levelling up'** – We want our children to be able to meet appropriate milestones and age related expectations, socially, emotionally and academically.
- **Thrive not survive** – We want our children to thrive in school and society, not just survive their adverse childhood experiences.
- **Confidence** – Develop confidence in their abilities and self image/esteem as learners and members of society.
- **Creativity** – Foster individuality and celebrate differences and create a compassionate and accepting environment. Provide tools that give pupils options, voice, and choice in order to enable them to be creative.
- **Competence** – In their ability to self-regulate and interact with different types of people and overcome the challenges and traumas from the past.
- **Character** – Develop resilience so they see failures or negative situations as a learning opportunity by implementing a growth mindset approach.
- **Compassion** – For pupils and the challenging circumstances they have encountered in both their personal and educational lives.
- **Care** – To overtly demonstrate to pupils that adults do care about them and their futures – every day is a fresh start.

While this current policy document may be referred to elsewhere in Quorn Hall School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the [Education Act 1996](#), which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility updated August 2023](#) considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative

- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of, among others, the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR
- Peninsula BusinessSafe (Health and Safety)
- Atlantic Data/Due Diligence Checking Ltd (DBS)
- Educare / National College (online CPD)
- SchoolPro (data protection)
- Marsh Commercial (insurance)
- Neotas (Online searches / Social Media checks)
- VVW (legal)

Where this policy refers to 'employees', the term refers to any individual that is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

Quorn Hall School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Quorn Hall School.

The policy documents of Quorn Hall School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

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Named staff and contacts

Role	Name	Contact Details
Headteacher/Principal	Andy Cutts Mckay	Andy.Cutts-mckay@quornhallschool.com 01509 414338
Senior Leader(s) available for contact in the absence of the DSLs	Anna Fitzpatrick Charlotte Anderton Tom Harrup	01509 414338
Designated Governor for Child Protection/Safeguarding	Gary Balcombe	Gary.Balcombe@cavendisheducation.com
Senior Designated Safeguarding Lead	Marie Shaw	marie.shaw@quornhallschool.com
Deputy Safeguarding Lead	Sally Dicken	Sally.dicken@quornhallschool.com
Names of additional Safeguarding Officers	Laura Burton	Laura.burton@quornhallschool.com
Leicester and the Leicestershire and Rutland Safeguarding Children Partnerships Procedures Manual	Report Your Concerns about a Child or Young Person	LCC report neglect or abuse
LA Safeguarding Children in Education Officer	Charlotte Davis	0116 3057750 Charlotte.Davis@leics.gov.uk

LA Child Protection Contact/LADO	CFS-LADO@leics.gov.uk LADO service is available office hours only: Monday-Thursday, 8.30am - 5.00 pm and Friday, 8.30am - 4.30pm	Allegations Line: 0116 305 4141 Outside of office hours, contact the Leicestershire First Response Children's Duty Team: 0116 305 0005
First Response	For urgent concerns about a child who needs a social worker or police officer today	0116 305 0005
Police (to report a crime and immediate risk of harm or abuse to child)	101	In an emergency 999 (only)
NSPCC help/whistleblowing line	line is available 8.00am to 8.00pm Monday to Friday	0800 028 0285- email: help@nspcc.org.uk
DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors:	020 7340 7264	
counter.extremism@education.gov.uk		

1 Introduction

1.1 Quorn Hall School fully recognises the contribution it can make to protect children and support pupils in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. We encourage children to talk about their worries and to report their concerns to us. Our pupils' welfare is of paramount importance. Adults in our school take all welfare concerns seriously. We will always act in the best interest of the child. Quorn Hall School ensures a culture which considers risks inside and outside of the school day and environment and aims to keep all students safe and able to thrive and take the maximum benefit from their education or learning opportunities. Our school boundaries are Safety, Respect and Ready for learning. We will be alert to the signs of **abuse, neglect and exploitation** and follow our procedures to ensure that children receive effective support, protection, and justice.

1.2 This policy is consistent with:

- HM Working Together to Safeguard Children, published December 2023
[Working together to safeguard children 2023 - statutory guidance](#)
- DfE Keeping Children Safe in Education 2024 (KCSiE) in force from 1 September 2024.
[Keeping children safe in education - GOV.UK \(www.gov.uk\)](#)
- [Information sharing advice for safeguarding practitioners](#)
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) (2019, updated September 2021)
- [Prevent Duty Guidance: for England and Wales](#) (July 2015, updated April 2021) (Prevent). Prevent is supplemented by non-statutory advice and a briefing note:
- [The Prevent duty: Departmental advice for schools and childminders](#) (June 2015)
- [The use of social media for on-line radicalisation](#) (July 2015)
- [What to do if you're worried a child is being abused](#) 2015 - This advice is non-statutory and has been produced to help practitioners identify child abuse, neglect, and exploitation, and take appropriate action in response.
- The NSPCC's what you can do to report abuse dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college [Click Here](#) or by calling 0800 028 0285- line is available 8.00am to 8.00pm Monday to Friday and email: help@nspcc.org.uk.
- The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe.
- **SEND Code of Practice 0 to 25 years, and Supporting Pupils at School with Medical Conditions**

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

- **Prevention** (e.g. positive school atmosphere, teaching and pastoral support to pupils, safer recruitment procedures);
- **Protection** (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns);

- **Support** (to pupils and school staff and to children who may have been harmed or abused);
- **Working with parents and carers** (to ensure appropriate communications and actions are undertaken).

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

1.5 **Extended school activities and Contextual Safeguarding**

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

The school assesses the risks and issues in the wider community when considering the well-being and safety of our pupils. We recognise the link between mental health, school attendance and children "absent from education" and the impact on learning, progress, and educational attainment.

2 **Safeguarding Commitment**

2.1 Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect specific 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. (The definition of 'safeguarding and promoting the welfare of children' has been updated to reflect the changes made in Working Together to Safeguard Children (DfE, 2023a).

2.2 Quorn Hall School adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. We recognise that our pupils have SEND needs and therefore require extra pastoral support, strong relational practice principles underpin our work at Quorn Hall School. 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 or something does not seem right to them. Children's worries and fears will be taken seriously and children are encouraged to seek help from members of staff.

2.3 Our school will therefore:

- Establish and maintain an ethos where all children (including those having protected characteristics under the Equalities Act 2010) feel secure and are encouraged to report concerns, talk, and are listened to;
- Ensure that children’s wishes and feelings are taken into account when determining what actions to take and services to provide and that they are able to express their views and give feedback. We will always seek to act in the best interests of children.
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty and that there are alternative ways to report concerns;
- Include in the curriculum activities and opportunities for PSHE / Citizenship / Relationships Education, Relationships and Sex Education and Health Education which equip children with the skills they need to stay safe from abuse (including online and other contexts children are in), and to know to whom they can turn for help, in school and beyond.
- Ensure every effort is made to establish effective working relationships with parents, carers and colleagues from other agencies including; www.childexploitationeastmidlands.org.uk for support and interventions to decrease risk outside of the home:
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out and recorded on the single central record for new staff and volunteers who will work with children, including identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in schools (s.128) etc (see “Keeping children safe in education” part 3).
- Provide first aid and meet health needs of children with medical conditions
- Everyone having a duty to safeguard children inside and outside the school environment including school trips, extended school activities, vocational placements, and alternative education packages

2.4 Safeguarding in the Curriculum

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

- Bullying (including Cyberbullying)
- Drugs, alcohol and substance misuse (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) (see Appendix 6),
- Sexual exploitation of children (CSE), including online
- Child criminal exploitation (including cybercrime)
- Preventing Extremism and Radicalisation (see Appendices 4 and 5)

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. Safeguarding is everyone's responsibility.

The names of the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads for the current year are listed at the start of this document. They are also displayed on posters around the school.

3.2 Governing Body

In accordance with the statutory guidance "Keeping children safe in education" 2024, the Governing 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 on the school's website.
- All governors receive safeguarding training on induction which is regularly updated. This training will be appropriate to their role offering strategic challenge to the school.
- The school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Headteacher, nominated

Governors and other staff involved in the recruitment process have undertaken Safer Recruitment Training.

- There are procedures for dealing with safeguarding concerns (including lower level concerns) and allegations of abuse against members of staff and volunteers (see Appendix 2).
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection (the "Designated Safeguarding Lead") and she is supported by a team of Deputy Safeguarding Leads who have undertaken appropriate levels of training. This ensures that there is always cover for this role with appropriate arrangements for before/after school and out of term time activities.
- The Designated Safeguarding Lead and Deputy Safeguarding Leads undertake effective Local Authority training (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) using safeguarding briefings and additional training opportunities.
- The Headteacher, and all other staff and volunteers who work with children (including early years practitioners within any settings on the school site), undertake appropriate training which is regularly updated at least annually, (and more comprehensively, every three years in compliance with 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 Keeping Children Safe in Education (or Annex A, if appropriate), the pupil behaviour policy, the staff behaviour policy (code of conduct), the role of the Designated Safeguarding Lead and how to respond to children who go missing from education). 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 "Keeping children safe in education" 2024 is provided to all staff working directly with children
- Any deficiencies or weaknesses brought to the attention of the Governing Body will be rectified without delay.

The nominated Safeguarding Governor, (Newcome Education's Director of Compliance) deals with any safeguarding concerns or allegations of abuse made against the Headteacher or Executive Principal, in liaison with the Local Authority Allegations Manager (LADO).

- Effective policies and procedures are in place and updated annually including a behaviour "code of conduct" for staff and volunteers. This code of conduct incorporates all the areas addressed in the "Guidance for Safer Working Practice for those who work with children in education settings Feb 2022" ([Safeguarding and remote education during coronavirus \(COVID-19\)](#))
- There is a Nominated Safeguarding Governor, who will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated

Safeguarding Lead, and provide information and compliance/monitoring reports to the governing body.

- The school contributes to inter-agency working in line with statutory guidance “Working Together to Safeguard Children” 2018 including providing a co-ordinated offer of Early Help for children who require this. This Early Help may be offered directly through school provision or via referral to an external support agency. Safeguarding arrangements take into account the procedures and practice of the local authority and the Leicestershire and Rutland Safeguarding Children Partnership. Quorn Hall School understands early help and identify and support children who may benefit from early help, to include children who are frequently missing/goes missing from education, home or care, has experienced multiple suspensions, is at risk of being permanently excluded from school, in alternative provision, has a parent or carer in custody or is affected by parental offending.

3.3 Headteacher

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the Governing Body are effectively implemented and followed by all staff;
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to children or young people are notified to the Local Authority Designated Officer (LADO), where the threshold has been 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 helpline number is also available (0800 028 0285) on posters placed in and around the school.
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children’s Social Care (Children and Family Specialist Services) or the Police.

3.4 Designated Safeguarding Lead

The Designated Safeguarding Lead (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 “Keeping children safe in education”. 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.

Confidentiality and GDPR compliance should not be seen as barriers to raising concerns or making referrals. We are committed to maintaining privacy while ensuring that all concerns are addressed appropriately and in accordance with legal and regulatory requirements.

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 headteacher or principal 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 Governing Body and the Local Authority on any deficiencies brought to the attention of the Governing Body and how these should be rectified without delay

Information sharing and managing safeguarding records – keeping records confidential, secure and up to date, in 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 and the outcome, sharing information as required to safeguard children and 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 governors 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 eg 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 eg 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 records and understanding the purpose of this

Filtering and Monitoring - The DSL alongside the Cavendish Cyber Security Council are working towards meeting all standards set out in KCSiE 2024. [Gov Standards](#)

4 Records, Monitoring and Transfer

- 4.1 Well-kept records are essential to good child protection practice and the school uses “MyConcern” software. All staff are clear about the need to record and report concerns about a child or children within the school. Records of concerns are typed into MyConcern, electronically signed, dated and an alert is sent immediately to the Designated Safeguarding Lead and Deputy Safeguarding Leads. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be shared with other staff members on a need-to-know basis and at what point they are shared with other agencies (in accordance with the Data Protection Act 2018 and GDPR principles). **Staff should refer to the DfE Data Protection guidance for schools (DfE, 2024b). As well as keeping records of concerns, discussions and decisions, designated safeguarding leads should keep record of the rationale for any decisions made.**
- 4.2 Historical paper 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 Designated Safeguarding Lead (and relevant deputies) and the Headteacher.
- 4.4 MyConcern software supports the DSL and Safeguarding Team with regular review of cases to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon. A case file chronology, summarising case activity and significant events in the child’s life, helps to enable effective monitoring. Any actions taken are clearly indicated and relevant documentation is uploaded and linked.
- 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 and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving school or 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 the area and a physical handover not being possible then the most secure method should be found to send the confidential records to a named Designated Safeguarding Lead and a photocopy kept until receipt is confirmed. Files requested by other agencies e.g. Police, are copied.

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.

(KCSIE 2024 paragraph123 and pages 150 to 152 and Annex C).

5 Support to pupils and school staff

5.1 Support to pupils (including those with a disability or about whom there are mental health concerns) Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view their lives in a positive way and that this is likely to adversely impact their mental health and emotional well-being. Children may be vulnerable because, for instance, they have needed an allocated social worker, have a disability, are in care, a care-leaver or previously looked after, or are experiencing some form of neglect. It is therefore important that staff recognize that mental health concerns can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. For such children school may be one of the few stable, secure and predictable components of their lives. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken, following this policy and speaking to the designated safeguarding lead or a deputy. Our 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. These barriers 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, and
- 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 to build their self-esteem and confidence, helping them to secure the very best educational outcomes they are able to achieve. The context in which safeguarding incidents and/or behaviours occur, whether in school or within or outside the home (including online), will be considered by staff, particularly the DSL and Deputy DSLs. Any associated threats or risks will be included in assessments and relevant information included in referrals to Children's Social Care. General indicators of abuse, neglect or exploitation (from Part 1 of the statutory guidance) are also included in Appendix 7 of

this policy and further information about specific forms of abuse are contained within Appendix B of the statutory guidance, “Keeping Children Safe in Education” 2024

5.2 Child on child abuse - We recognise that children sometimes display harmful behaviour themselves and that even if there are no reports, it may still be happening. Incidents or allegations will be referred on for appropriate support and intervention. Such abuse is unacceptable and will not be tolerated at all or passed off as “banter”, “just having a laugh” or “part of growing up”. This abuse could for example include sexual violence and sexual harassment, “upskirting”, initiation/hazing type violence, all forms of bullying, abuse in intimate relationships between peers, consensual and non-consensual sharing of indecent images, causing someone to engage in sexual activity without consent and physical violence (eg hitting, kicking, shaking, biting, hair pulling, etc). This may be experienced by both boys and girls, however, girls are more likely to be the 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 ethnic minority backgrounds feel confident to bring forward any concerns and have a safe space to talk to trusted staff about their experiences. There are different school and local authority or Safeguarding Children Partnership guidances and policies which detail the school’s procedures to address and minimise these concerns including;

1. Positive Relationships Policy
2. Anti-bullying Policy
3. E-safety/Online safety Policy
4. “Guidance for schools working with children who display harmful sexual behaviour” (Leicestershire LA Guidance)
5. DfE guidance Part 5 of “Keeping children safe in education”. 2024

All pupils will be encouraged to report to a trusted adult in school all incidents of child on child abuse wherever it may have happened and will be taught about alternative ways of doing this both in school and elsewhere.. 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. 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. Where an incident has occurred or specific risks are identified, the details will be added to a safeguarding or behaviour record for the children concerned and a thorough investigation conducted by the DSL, where appropriate. A written risk assessment will be undertaken by the DSL / Pastoral Lead in order to minimise the risk of further harm and to ensure the safety of all staff and pupils. Parents or carers of the children involved will be informed as soon as it is appropriate to do so. At least two emergency contact numbers are held for each pupil. Support plans will be written and help offered, by different adults in school (to avoid a possible conflict of interest), to the alleged victim, the child or young person accused and any other children involved. A

referral to any relevant outside agency will be made e.g. Police or Social Care. Detailed guidance and procedures are included in the linked guidance and school policies listed above.

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 eg RSHE
- 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

5.3 **Online Safety – Filtering and Monitoring.** We recognise 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. 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 online 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 shown 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 if needed.
- 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).

Filtering and Monitoring. Quorn Hall and Newcome Education take responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, DSL, governing body and proprietor do all that they reasonably can to limit children's exposure to the above risks from the school's IT system and school owned devices. We ensure that we have appropriate filtering and monitoring systems in place and regularly review their effectiveness. They should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. Governing bodies and proprietors should consider the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks. Our DSL has the lead responsibility in this area, which is overseen by the governing body. Our Governing body will ensure they maintain an oversight of the Online Safety Policy and the arrangements put in place to ensure appropriate filtering and monitoring on school devices and school network. This will include;

Risk assessment for PREVENT Duty (See appendixes)

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet the school/ colleges safeguarding need.
- review and discuss the standards with the leadership team, IT staff and service providers to ensure the school/college meets the standard published by the [Department for Education filtering and monitoring standards](#).

Our Governing body/trust will ensure a review is maintained to ensure the standards and discuss with IT staff and service providers these standards and whether more needs to be done to support our school in meeting and maintaining this standard and communicating these to staff, our pupils/students, parents, carers and visitors to the school who provide teaching to children as part of the learning and educational opportunities we provide.

Our Senior DSL and the DSL team will always act in the 'best interest of the child' and remain mindful of the importance with parents and carers about safeguarding concerns held for children and in particular children's access to online sites when away from school.

We will support understanding of harmful online challenges and hoaxes and share information with parents and carers and where they can get help and support.

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

As a school should an incident or disclosure be made by a child, our staff will always reassure the child (victim) that they are being taken seriously and that they will be supported and kept safe, but we recognise that not every victim will view themselves as such. We will also be mindful of the use of other terminology such as '**alleged perpetrator(s)**' or '**perpetrator(s)**' as in some cases the abusive behaviour will have been harmful to the perpetrator as well.

We will do our best to ensure children understand the law on child-on-child abuse is there to protect them rather than criminalise them. In doing this we will discuss with relevant statutory safeguarding agencies to ensure all concerns or incidents are addressed fully, and where required different types of assessment and services are put in place where required and in accordance with the Pathway to Provision v 9.1.

- 5.4 **Sexual violence and sexual harassment** – Sexual violence refers to sexual offences as described under the Sexual Offences Act 2003 including rape and sexual assault. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline and may include sexual name-calling, taunting or "jokes" and physical behaviour, for example, deliberately brushing against someone or interfering with clothes. 'Upskirting' is also a criminal offence (under the Voyeurism (Offences) Act 2019) and typically involves taking a picture under a person's clothing (not necessarily a skirt) without them knowing, in order to obtain sexual gratification or to cause humiliation, distress or alarm (anyone of any gender can be a victim). Evidence shows that girls, children with SEND and LGBT children are more likely to be the victims of sexual violence and harassment and boys are more likely to be the perpetrators. We 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.

Quorn Hall School ensures children who may be LGBT have a trusted adult who they can be open with. KCSiE acknowledged that Children who are LGBT may be targeted and informs Homophobia, biphobia, and transphobia are not phobias, they are not fears; they are forms of discrimination or hate towards LGBT people or those perceived to be LGBT and must not be tolerated. Guidance may change as the 'Children who are lesbian, gay, bisexual, or gender questioning' section is currently under review pending the outcome of the gender questioning children guidance consultation (DfE, 2023b).

Curriculum

- Planned PSHE 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 “Keeping children safe in education”.
- 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.

5.5 Children Missing (including absence from school)

Our school recognises the entitlement that all children have to education and will work closely with parents and carers to ensure that pupils attend school. Where there are identified issues such as school anxiety and refusal, our Family Support Worker, the Pastoral and SEND team work closely with parents, carers and other professionals to increase school attendance. The school works closely with the local authority to share information about pupils who may be missing out on full time education or who go missing from education, recognising that these children may be at increased risk of harm. We recognise that when children go missing this can be a sign that they may have been targeted by perpetrators of Child Sexual Exploitation and/or drug related criminals (County Lines). Children may also be groomed into participating in other forms of criminal exploitation including cybercrime, serious violence and violent crime. Children who attend an alternative education provision or have an agreed reduced timetable are more likely to be vulnerable to these forms of exploitation. Where Quorn Hall School places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil. The school will carry out Safeguarding audits and initial quality assurance visits prior to placement beginning. The local authority will also be informed where children are to be removed from the school register **a)** to be educated outside the school system; **b)** for medical reasons; **c)** because they have ceased to attend; **d)** because they are in custody; **e)** because they have been permanently excluded.

5.6 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. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. CSE and CCE can affect both males and females and can include children who have been moved (trafficked) for the purpose of exploitation. The abuse can be perpetrated by individuals or groups, males or females, and

children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted - exploitation, as well as being physical, can be facilitated and/or take place online. CSE can include 16 and 17 year olds who can legally consent to sex but they may not realise they are being exploited eg they believe they are in a genuine romantic relationship. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point or are targeted by criminals involved in the illegal supply of drugs (County Lines) and serious violent crime. 'County Lines' involves drug networks or individuals exploiting children and young people into carrying drugs and money between cities, towns and villages. Serious violent crime can be associated with this form of criminal activity together with child sexual exploitation. Children may also be exploited into committing cybercrime or money laundering offences and organised criminal groups or individuals may exploit children and young people with enhanced computer skills to access digital networks and/or data for criminal and financial gain. Children with bank accounts may be persuaded to allow criminals to use their banking facilities to launder money. CCE can also involve working in cannabis factories, shoplifting or pickpocketing and may involve coercing children to commit vehicle crime or serious violence towards others. It is important to note that the experience of girls can be very different to that of boys but girls are also at risk. Criminal exploitation of children is a form of harm that can affect children in both a physical environment and online. Staff training includes raising awareness of these issues and any concerns are passed to the Designated Safeguarding Lead who will make a risk assessment and refer to Local Authority First Response Children's Duty if appropriate.

5.7 Serious violence

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

5.8 So-called 'honour-based' abuse

Encompasses crimes which have been committed to protect or defend the so-called "honour" of the family and/or the community, including Female Genital Mutilation (FGM) (see appendix 6), forced marriage, and practices such as breast ironing. All forms of so-called Honour Based Abuse are abuse (regardless of the motivation) and concerns will be passed to the Designated Safeguarding Lead for onward referral as required.

5.9 Modern slavery, human trafficking, and Child Abduction

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 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).

Child abduction and community safety incidents - child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

5.10 **Private fostering arrangements**

Where a child under 16 (or 18 with a disability) is living with someone who is not their family or a close relative (A close relative includes step-parent, grandparents, uncle, aunt or sibling), for 28 days or more, staff inform the Designated Safeguarding Lead so that a referral to Children's Social Care for a safety check, can be made as to meet the mandatory duty to inform the local authority of children in such arrangements.

5.11 **Complaints**

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

5.12 **Domestic abuse** - can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. Staff will refer concerns to the DSL and where the police have attended an incident of domestic abuse and school receive an "Operation Encompass" call, any pupil who may have been impacted and will be supported. See statement Appendix 9

5.13 **Forced marriage** - is where one or both people do not or cannot consent to the marriage and pressure or abuse is used to force them into the marriage. It is also when anything is done to make someone marry before they turn 18, even if there is no pressure or abuse. Forced marriage is illegal in the UK. It is a form of domestic abuse and a serious abuse of human rights. The pressure put on people to marry against their will may be: physical: 1. for example, threats, physical violence or sexual violence
2. Emotional and psychological: for example, making someone feel like they are bringing 'shame' on their family (<https://www.gov.uk/guidance/forced-marriage>)

5.14 **Support for Staff**

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

require. The Designated Safeguarding Lead will seek to arrange the necessary support.

6 Working with parents/carers

The school will:

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

7 Other Relevant Policies

7.1 The Governing Body'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:

- Positive Relationship Policy
- Staff Code of Conduct ("Guidance for Safer working practice")
- Racist incidents
- Anti-Bullying (including Cyberbullying)
- Physical Interventions/Restraint (DfE Guidances "Use of Reasonable Force" and "Screening, searching and confiscation")
- Special Educational Needs and Disability
- Educational visits
- Work experience and extended work placements
- First aid and the administration of medicines
- Health and Safety
- Relationships Education, Relationships and Sex Education and Health Education
- Equal Opportunities
- E-safety
- Pupil Mobile Phone Policy
- Staff Mobile Phone Policy

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

8 Recruitment and Selection of Staff (also see the Safer Recruitment policy)

8.1 The school's safer recruitment processes follow the statutory guidance: "*Keeping children safe in education, Part Three: Safer recruitment*" and are detailed in the Safer Recruitment and Staffing Policy

- 8.2 The school will provide all the relevant information in references for a member of staff about whom there have been safeguarding concerns ie about child protection / inappropriate conduct. Cases in which the conclusion of an allegation has been unsubstantiated, unfounded, false or malicious will not be included in employer references. A history of repeated safeguarding concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.
- 8.3 The school has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the code of conduct for adults working with children. The Leicestershire County Council induction leaflet is given to all staff and is the basis for the safeguarding induction.
- 8.4 In line with statutory requirements, every recruitment process for school staff will have at least one member (teacher/manager or governor) who has undertaken safer recruitment training.
- 8.5 Staff and volunteers who provide early years or later years childcare and any managers of such childcare are covered by the disqualification regulations of the Childcare Act 2006 and are required to declare relevant information - see statutory guidance: Disqualification under the Childcare Act 2006 (last updated August 2018).

This policy should be read in conjunction with the:

Safer recruitment policy
Positive Relationships Policy
Gender questioning interim policy
Ligature and self harm risk assessment policy
Whistleblowing policy
Staff Code of Conduct
Searching and Confiscation

APPENDIX 1

Name of School/Academy/AP Child Protection & Safeguarding Flow Chart
'What to do if you are worried a child is being abused, at risk of harm or neglect'

Actions where there are concerns about a child's welfare in and outside of school

- Be alert to signs of abuse, question unusual behaviour or changes to presentation.

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

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

Discuss concerns with the Designated/Named Safeguarding Lead

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

Still have concerns - Refer to First Response (MARF)

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

Safeguarding concern Resolved /no longer held

Support has been agreed, record decisions and any follow up needed actions.

First Response 0116 305 0005
 Where safe consider Early Help Service

If the child is at immediate risk dial 101 and ask for assistance
 Record all decisions and actions, working to agreed outcomes and within timescales. Escalate any emerging threats/concerns by adopting Leicestershire and Rutland Safeguarding Children Partnership procedures.
<https://lrsdp.proceduresonline.com/index.htm>

NSPCC Whistle blowing
 Tel: 0800 028 0285
Police Tel:101

Unmet needs identified
 Decide what actions are needed to support the child.

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

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

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

APPENDIX 2

PROCESS FOR DEALING WITH SAFEGUARDING CONCERNS OR ALLEGATIONS AGAINST STAFF (INCLUDING HEADTEACHERS), SUPPLY TEACHERS, VOLUNTEERS AND CONTRACTORS

These procedures should be followed in all cases in which there is an allegation or safeguarding concern that a person working with children has:

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

- DfE “Keeping children safe in education: Statutory guidance for schools and colleges” (part 4: Allegations made against/concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors)

1) Individual Staff/Volunteers/Other Adults who receive the allegation

- i. Write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Report immediately to the Headteacher.
- iii. Pass on the written record.
- iv. If the allegation or safeguarding concern is about the conduct of the Headteacher, report immediately to the Executive Principal or Director of Compliance. Pass on the written record. (If there is difficulty reporting to the Chair of Governors, contact the Allegations Manager (LADO), Safeguarding and Performance Unit as soon as possible.)

2) Headteacher (or Executive Principal or Director of Compliance)

- i. If there is no written record, write 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 and Improvement 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 at this stage.
- iv. Report to First Response Children's Duty if the Allegations Manager (LADO) advises or if circumstances require a referral concerning a child.
- v. Ongoing involvement in cases:
 - Liaison with the Allegations Manager (LADO)
 - Cooperation with the investigating agency's enquiries as appropriate (including working closely with the employment agency in the case of supply teachers).
 - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.
 - Possible referral to the DBS or The Teaching Regulation Agency, depending on the outcome.

APPENDIX 3

At Quorn Hall School we recognise the vulnerability of our pupils and the potential for exploitation and abuse through the inappropriate use of mobile phones. It is important that we ensure that our safeguarding procedures are all-encompassing and robust.

The policy aims to:

Ensure there is a shared understanding of, and adherence to, the policy by all stakeholders and visitors (including contractors, kitchen staff, mid-day cleaners) and ensure increased vigilance. Ensure the awareness of all staff (including pupils on placement, volunteers and those from supply agencies) is raised in their role of safeguarding in all areas of school life.

Ensure Quorn Hall School is a secure environment in which pupils (and their families) are protected from the risk of images being recorded and used/stored for inappropriate purposes and to make sure that pupils receive the undivided attention of adults at all times.

Key principles which underpin this policy:

The safeguarding of pupils is of paramount importance.

Every staff member is accountable for the safeguarding of our pupils.

All pupils have a fundamental right to be protected from harm.

Every child has a right to be valued as an individual and treated with dignity and respect.

Please read the full policy named; **Staff Mobile Phone Policy**

APPENDIX 4

Safeguarding pupils who are vulnerable to extremism and radicalisation

Our school recognises the duties placed on us by the Counter Terrorism Bill (July 2015) to prevent our pupils being drawn into terrorism. **Note: This preventing radicalisation section remains under review, following the publication of a new definition of extremism on the 14 March 2024.**

These include:

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

Our 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. The pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

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

Our 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. Concerns should be referred to the Designated Safeguarding Lead who has local contact details for the Prevent Engagement Team (Police) and Channel referrals. They will also consider whether circumstances require Police to be contacted urgently.

APPENDIX 5

Radicalisation and Extremism Risk Assessment

Quorn Hall School

	Yes/No	Evidence / Actions required
Does the school have a policy?	Yes	Embedded within the Safeguarding Policy. No Actions
Does the school work with outside agencies on radicalisation and extremism e.g. Channel?	Yes	Previous referrals and minutes of meetings. No Actions
Have staff received appropriate training?	Yes	Training records - Leicestershire Police Prevent Whole School Aug 2022

Has the school got a trained Prevent lead?	Yes	DSL - No Actions
Do staff know who to discuss concerns with? (Single Point of Contact)	Yes	SPOC is also the DSL - No actions
Is suitable filtering of the internet in place?	Yes	All school-owned teacher and pupil laptops and Chrome books have IMPERO operating - Actions Check Filtering Termly
Do children know who to talk to about their concerns?	Yes	Records indicate that pupils do raise concerns. Posters around school reinforce/ remind. No Actions
Are there opportunities for children to learn about radicalisation and extremism?	Yes	PSHE Curriculum Assemblies Drama productions on specific themes No Actions
Have any cases been reported?	Y	See MyConcern records No Actions
Are individual pupils risk assessed?	Y	See MyConcern records No Actions all complete
What factors make the school community potentially vulnerable to being radicalized? (e.g. EDL local base, extreme religious views promoted locally, tensions between local communities, promotion of radical websites by some pupils/parents)		<ul style="list-style-type: none"> • All pupils have social, emotional and mental health needs. Many QHS pupils are vulnerable to influence due to their social communication difficulties, rigid thinking and/or low self-esteem • Tensions between communities have an impact on what the young people see and hear from people they identify with or see as influential locally • Access to the internet is not always monitored at home • LAC children are known to be targeted

	<p>Actions: Consider these points when completing risk assessments in and out of school</p>				
<p>Comment on the school's community, locality and relevant history</p> <p>The school supports young people who travel in by taxi from a number of different locations within and beyond Leicestershire and Rutland meaning that as a staff team we must be even more alert. Many pupils are vulnerable to influence by figures they perceive as powerful, which can create risk as well as act as a protective factor in their life as they do not always accurately assess the morals of the messaging they receive.</p> <p>Previous cases of concern have included pupils appearing to be influenced by Right Wing and white supremacist views and homophobic views from a religious online group. Pastoral work has been undertaken to support these young people as well as additional work in the whole school on equality and diversity.</p>					
<p>Risk evaluation</p>	<table border="1"> <tr> <td data-bbox="367 821 630 898">Low</td> <td data-bbox="630 821 1385 898" rowspan="3"> <p>Way Forward: All staff to be alert to potential risks and the need for swift action including referrals. Continue to ensure that learning delivered through the curriculum is reinforced in real time when relevant. Targeted pastoral support for individuals as needed. Parental education about online safety to be revisited regularly. Close working relationships with care homes to minimise risks.</p> </td> </tr> <tr> <td data-bbox="367 898 630 989">Medium</td> </tr> <tr> <td data-bbox="367 989 630 1413">High</td> </tr> </table>	Low	<p>Way Forward: All staff to be alert to potential risks and the need for swift action including referrals. Continue to ensure that learning delivered through the curriculum is reinforced in real time when relevant. Targeted pastoral support for individuals as needed. Parental education about online safety to be revisited regularly. Close working relationships with care homes to minimise risks.</p>	Medium	High
Low	<p>Way Forward: All staff to be alert to potential risks and the need for swift action including referrals. Continue to ensure that learning delivered through the curriculum is reinforced in real time when relevant. Targeted pastoral support for individuals as needed. Parental education about online safety to be revisited regularly. Close working relationships with care homes to minimise risks.</p>				
Medium					
High					

Ongoing Actions

All staff do Prevent Duty Induction training and Whole school Safeguarding covers prevent at least annually

Date Reviewed 25/07/2024..... Signed Marie Shaw (DSL)

APPENDIX 6

Female Genital Mutilation

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

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

A girl at immediate risk of FGM may not know what's going to happen. She might be aware of a special occasion or ceremony to 'become a woman' or get ready for marriage. She could be going on a long holiday abroad or going 'home' to visit family, or a relative or 'cutter' might visit from abroad.

Signs FGM might have taken place

- Having difficulty walking, standing or sitting.
- Spending longer in the bathroom or toilet.
- Appearing quiet, anxious or depressed.
- Acting differently after an absence from school.
- Reluctance to go to the doctors or have routine medical examinations.

APPENDIX 7

Indicators of abuse, neglect and exploitation

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

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

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

- bruises.
- broken or fractured bones.
- burns or scalds.
- bite marks.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children 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. Signs of emotional and psychological abuse:

- Silence. There may be an air of silence when a particular person is present. ...
- Withdrawal. ...
- Insomnia. ...
- Low self-esteem. ...
- Uncooperative and aggressive behaviour. ...
- Changes in appetite. ...
- Signs of distress. ...
- False claims.

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

- Bruises.
- Bleeding, discharge, pains or soreness in their genital or anal area.
- Sexually transmitted infections, including in the throat.
- Pain/soreness in throat.
- Pregnancy.
- Difficulty in walking/sitting that are not usual for the child.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, 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. Children and young people who are neglected might have:

- poor appearance and hygiene. being smelly or dirty. being hungry or not given money for food.
- ...
- health and development problems. anaemia. ...
- housing and family issues. living in an unsuitable home environment, such as having no heating. ...
- change in behaviour. becoming clingy.

Exploitation:

Child Criminal Exploitation (CCE) occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate, control or deceive a child or young person under the age of 18. The victim may have been criminally exploited even when the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology. Criminal exploitation often happens alongside sexual or other forms of exploitation. Child Criminal Exploitation is broader than just county line and includes for instance children to work on cannabis farms, to commit theft, shoplift or pickpocket, or to threaten other young people. A list of warning signs that a child may be being exploited

- Skipping school.
- Staying out late or overnight.
- Unexplained gifts/new possessions.
- Drugs and alcohol misuse.
- Secretive behaviour.
- Inappropriate or sexualised behaviour.
- Friendship or relationships with older adults.

Child Sexual Exploitation (CSE) is a type of sexual abuse. It happens when a child or young person is coerced, manipulated or deceived into sexual activity in exchange for things that they may need or want like gifts, drugs, money, status and affection. Warning signs

- going missing from home or care.
- physical injuries.
- misuse of drugs or alcohol.
- involvement in offending.
- repeat sexually-transmitted infections, pregnancies or terminations.
- absenteeism from school.
- deterioration in physical appearance.
- evidence of online sexual bullying.

APPENDIX 8

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” (Feb 2023) (sometimes called the safeguarding code of conduct) are lived, monitored, and reinforced.
- 1.2 The policy should be read in conjunction with the current statutory guidance – “Keeping Children Safe in Education” 2023 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 “Guidance for safer working practice” (Feb 2022), including inappropriate conduct outside of work, and
 - does not meet the allegations threshold or is otherwise not considered serious enough to make a referral to the LADO

4.0 Reporting low-level concerns

- 4.1 Where a low-level concern has been identified this will be reported as soon as possible using Confide online portal. However, it is never too late to share a low-level concern if this has not already happened.
- 4.2 Where the headteacher is not available, the information will be reported to the Designated Safeguarding Lead or Deputy (i.e. the most senior member of SLT acting in this role). This is done via Confide Portal

- 4.3 Low-level concerns about the Designated Safeguarding Lead will be reported to the headteacher and those about the headteacher will be reported to the Chair of Governors. A low-level concern about a supply teacher or contractor will be reported to their employer.
- 4.4 Where the low-level concern has been reported to the Designated Safeguarding Lead, they will inform the headteacher of the details as soon as possible.

5.0 Recording concerns

- 5.1 A summary of the low-level concern should be recorded using the Confide online portal
- 5.2 Where concerns are reported verbally to the headteacher a record of the conversation will be made by the headteacher which will be signed, timed, and dated.

6.0 Responding to low-level concerns

- 6.1 Where a low-level concern has been raised this will be taken seriously and dealt with promptly. The headteacher will:
- Speak to the person reporting the concern to gather all the relevant information
 - Speak to the individual about the concern raised to ascertain their response, unless advised not to do so by the LADO or Police (HR advice may also need to be taken).
 - Where necessary further investigation will be carried out to gather all relevant information. This may involve speaking to any potential witnesses.
 - The information reported and gathered will then be reviewed to determine whether the behaviour,
 - i) is consistent with the “Guidance for safer working practice for those working with children and young people in education settings” (Feb 2023): 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 Performance Management Policy or Disciplinary Policy.
 - iii) is serious enough to consult with or refer to the LADO: a referral should be made to the LADO and advice taken from HR. In this case the school’s Managing Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed.
 - iv) when considered with any other low-level concerns that have previously been raised about the same individual, should be reclassified as an allegation and referred to the LADO or Police: a referral should be made to the LADO and advice taken from HR. In

this case the school's Managing Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed.

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

Low level concerns shared about agency and contracts will be sent to their employers to deal with. Decision whether or not to continue with their service in school will be determined by Head Teacher.

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 It may be the case that a person finds themselves in a situation which could be misinterpreted, or might appear compromising to others; or they may have behaved in a manner which on reflection they consider falls below the standard set out in the "Guidance for safer working practice". In these circumstances they should self-report. This will enable a potentially difficult situation to be addressed at an early opportunity if necessary.

9.0 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 Should the low-level concerns file be reviewed?

- 10.1 The records will be reviewed periodically, and whenever a new low-level concern is added, so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and referred to the LADO if required. A record of these reviews will be retained.

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 Governing Body?

- 12.1 The headteacher will regularly inform the Governing Body about the implementation of the low-level concerns policy including any evidence of its effectiveness e.g. with relevant data. The Safeguarding Governor may also review an anonymised sample to ensure that these concerns have been handled appropriately.

APPENDIX 9

Operation Encompass Statement

Our school is part of Operation Encompass.

Operation Encompass is a national police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Violence and Abuse and which is in place in every police force in England and Wales.

Children were recognised as victims of domestic abuse in their own right in the 2021 Domestic Abuse Act.

Operation Encompass means that the police will share information with our school about **all** police attended Domestic Abuse incidents which involve any of our children PRIOR to the start of the next school day.

Once a Key Adult (DSL) and their deputy/ies (DDSLs) have attended either an Operation Encompass briefing or completed the online Operation Encompass Key Adult training they will cascade the principles of Operation Encompass to all other school staff and Governors. All schools staff and Governors can undertake the online training.

Our DSL undertook training on 10/11/2022

Our DDSL undertook training on 20/09/2022

Our Safeguarding Governor undertook training on TBC

Whole school staff will complete the training on 6th Dec 2022

Our parents are fully aware that we are an Operation Encompass school and we ensure that when a new child joins our school the parents/carers are informed about Operation Encompass.

The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.

As a staff we have discussed how we can support our children who are experiencing Domestic Violence and Abuse on a day-to-day basis and particularly following the Operation Encompass notification. We have used the Operation Encompass Handbooks to inform our thinking.

We are aware that we must do nothing that puts the child/ren or the non-abusing adult at risk.

The Safeguarding Governor will report on Operation Encompass in the termly report to Governors. All information is anonymised for these reports.

We have used the Operation Encompass Key Adult Responsibilities checklist to ensure that all appropriate actions have been taken by the school.

When Head Teacher, DSL or DDSLs leave the school and other staff are appointed, they will ensure that all Operation Encompass login details are shared with the new Head Teacher /Key Adults and that the new member of staff will undertake the Operation Encompass online training.

Appendix 10

Body Map Guidance for Schools

Medical assistance should be sought where appropriate.

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures, the body map below should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the appropriate safeguarding services,**

e.g., First Response or the child's social worker if already an open case to social care.

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds, and burns:

- Exact site of injury on the body, e.g., upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record. Body Maps are included on My Concern

SAFEGUARDING POLICY checklist

This document has been updated 1 June 2024.

Any changes made at that date are given in 'red berry' font.

	Item	Yes / No	Notes
1	Core content: The school's commitment to acting in the best interests of the child.	Yes	
2	Core content: The school's procedures for dealing with and referring concerns about children in need and/or at risk, in accordance with locally agreed inter-agency procedures including: references to up-to-date key statutory guidance - see rows below	Yes	
3	The DfE guidance to which schools must have regard is: <ul style="list-style-type: none"> • Keeping children safe in education at 1 September 2024 	Yes	
4	The DfE guidance to which schools must have regard is: <ul style="list-style-type: none"> • KCSIE 2024 para 269f incorporates the additional statutory guidance, Disqualification under the Childcare Act 2006 (September 2018) 	Yes	
5	The DfE guidance to which schools must have regard is: <ul style="list-style-type: none"> • Keeping Children Safe in Education (September 2024) (KCSIE) also provides links to various toolkits and to additional advice and support on: <ul style="list-style-type: none"> o abuse; o bullying; o children missing from education, home or care; o children with family members in prison; o child exploitation; drugs; 	Yes	

	<ul style="list-style-type: none"> o so-called 'honour-based abuse' including FGM and forced marriage; o health and well-being; homelessness; o private fostering; o radicalisation and violence. 		
6	<p>The DfE guidance to which schools must have regard is:</p> <ul style="list-style-type: none"> • Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (September 2018 – updated in July 2022 but without changing the date on the published version) (WT) 	Yes	
7	<p>The DfE guidance to which schools must have regard is:</p> <ul style="list-style-type: none"> • WT refers to the non-statutory but important advice: Information sharing advice for safeguarding practitioners (2018) 	Yes	
8	<p>The DfE guidance to which schools must have regard is:</p> <ul style="list-style-type: none"> • Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019, updated September 2021) 	Yes	
9	<p>The DfE guidance to which schools must have regard is:</p> <ul style="list-style-type: none"> • Prevent Duty Guidance: for England and Wales (July 2015, updated April 2021) (Prevent). Prevent is supplemented by non-statutory advice and a briefing note: • The Prevent duty: Departmental advice for schools and childminders (June 2015) 	Yes	

10	The DfE guidance to which schools must have regard is: <ul style="list-style-type: none"> The use of social media for on-line radicalisation (July 2015) 		
11	Core content: The school's procedures for dealing with and referring concerns about children in need and/or at risk, in accordance with locally agreed inter-agency procedures including: names of the local safeguarding partners	Yes	
12	Core content: The school's procedures for dealing with and referring concerns about children in need and/or at risk, in accordance with locally agreed inter-agency procedures including: in-school provision for listening to children and for early help	Yes	
13	Core content: The school's procedures for dealing with and referring concerns about children in need and/or at risk, in accordance with locally agreed inter-agency procedures including: up-to-date definitions of abuse, recognising the particular vulnerabilities of those with SEN/D including to child-on-child (peer-on-peer) abuse.	Yes	
14	Core content: A statement that there is a zero-tolerance approach to child-on-child (peer-on-peer) abuse.	Yes	
15	Core content: Acknowledgement that even where there are no reported cases of child-on-child (peer-on-peer) abuse, this does not mean it's not happening	Yes	
16	Core content: The school's arrangements for dealing with allegations of child-on-child (peer-on-peer) abuse, including the sharing of nudes and semi-nudes and any other relevant issues, and how	Yes	

	victims and perpetrators will be supported.		
17	Core content: The school's arrangements for handling allegations of abuse against members of staff, supply staff, volunteers and the head, including reporting to the DBS / TRA.	Yes	
18	Core content: The school's staff code of conduct / behaviour policy, or reference to it as a separate policy.	yes	
19	Core content: Whistleblowing procedures, or reference to a separate policy.	yes	
20	Core content: The school's recruitment procedures , or reference to the separate policy.	yes	
21	Core content: Management of safeguarding including the identity and role of the designated safeguarding lead(s), providing sufficient cover for this role, including in the EYFS.	yes	
22	Core content: The training of the designated person, staff, volunteers and the head.	yes	
23	Core content: How the board ensures proper oversight of safeguarding, including the identity of the board-level lead for safeguarding and arrangements for reviewing the school's child protection policies and procedures annually.	yes	
24	Core content: The school's arrangements to fulfil other safeguarding and welfare responsibilities including teaching children how to keep safe on-line, and arrangements for looked-after children, if relevant.	yes	
25	Core content: Sufficient contact details to make the policy workable in practice.	yes	

26	Core content: Measures for internet safety (where the school allows access to the internet onsite) including a description of the use of filters and monitoring of usage.	yes	
27	Core content: The school's policy on the use of mobile technology in school (recommended).	yes	
28	The school's policy should articulate the school's recognition of the duty to consider at all times the best interests of the child and take action to enable all children to have the best outcomes.	yes	
29	The policy must set out guidance for staff and others on what to do if they are concerned, and the main points of local procedures (including naming the LA(s) to which referrals are to be made).	yes	
30	It should be clear that normal referral processes are available when there are concerns about children who may be at risk of being drawn into terrorism. In the case of pupils identified as being at risk of radicalisation, institutions will need to consider the level of risk to identify the most appropriate referral, which could include Channel or Children's Social Care, for example.	yes	
31	Contact details for agency involvement, should also be displayed prominently, including those for support and advice about extremism, for example, <ul style="list-style-type: none"> ● the local authority Prevent lead in Prevent priority areas where the school is in or has student(s) from any of those priority areas - see cell on the right ● the local police force, 101 (the non-emergency police number) ● the DfE dedicated telephone helpline and mailbox for 	Yes	

	<p>non-emergency advice for staff and governors: 020 7340 7264 and counter.extremism@education.gov.uk</p> <p>The prevent priority areas are</p> <ul style="list-style-type: none"> ● Barking and Dagenham ● Birmingham ● Blackburn with Darwen ● Bradford ● Brent ● Camden ● Derby ● Ealing ● Hackney ● Hammersmith and Fulham ● Haringey ● Kensington and Chelsea ● Lambeth ● Leeds ● Leicester ● Lewisham ● Luton ● Manchester ● Newham ● Redbridge ● Stoke-on-Trent ● Tower Hamlets ● Waltham Forest ● Wandsworth ● Westminster 		
32	Referrals must in practice be in line with published local referral thresholds, and it must be clear in the policy that anyone can make a referral, if necessary.	Yes	
33	The policy should show recognition of the particular vulnerability of children with special educational needs and / or disabilities, including to child-on-child (peer-on-peer) abuse.	Yes	
34	Specific, proportionate reference should be made and procedures described, as appropriate to the school's cohort of pupils, to concerns	Yes	

	such as peer-on-peer abuse, sexual violence and sexual harassment between children in schools and colleges, mental health, children missing education , domestic abuse, so-called honour-based abuse (including mandatory reporting of female genital mutilation (FGM) and forced marriage), child criminal exploitation and child sexual exploitation, radicalisation and county lines, so that staff and others know how to identify children in need or at risk and how to respond.		
35	Does your safeguarding policy reference the government guidance Sexual violence and harassment between children ?	Yes	
36	In the case of FGM, from October 2015, it has been mandatory for teachers to report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss such a case with the school's designated safeguarding lead and involve children's social care as appropriate. The policy should note this duty where relevant to the school (eg, the school has female pupils).	Yes	
37	Specific attention should be given to safeguarding arrangements where children are engaged in close one-to-one teaching, particularly in specialist performing arts and sports provision.		
38	The policy should differentiate between safeguarding children who have suffered or are likely to suffer significant harm and those who are in need of additional support from one or more agencies. Subject to local procedures and reporting thresholds, which can vary, the former should be	Yes	

	reported to Children’s Social Care immediately; the latter should lead to early help, inter-agency assessment and intervention using local processes, including use of the ‘Common Assessment Framework’ (CAF) and ‘Team around the Child’ (TAC) approaches.		
39	Schools should have procedures in place to identify and respond to children who go missing, particularly on repeat occasions, and mention these in their policy. See row below.	Yes	
40	Schools must notify their ‘own’ local authority when they remove or add a pupil’s name to the admission register at non-standard transitions, ie, where a compulsory school-aged child leaves a school before completing the school’s final year or joins a school after the beginning of the school’s first year. The lawful grounds for removing a pupil, including the original ones above, and the information to be reported to the local authority, are set out in detail in both Working together to improve school attendance updated August 2024 and Children missing education 2016 . Schools are also under a duty to provide information to the local authority for standard transitions if requested. Inspectors may remind schools that there is overlap also with <i>KCSIE</i> which recognises children missing education as a safeguarding issue particularly when a child leaves with no known destination. For this reason, although the legal requirement under the registration regulations is met if the school reports to its ‘own’ local authority, inspectors may advise that it is helpful for schools also to copy in the local authority where the child is normally resident.	No	In separate policy
41	Does your Safeguarding Policy	N/A	

	cross-reference your Transgender Boarders Policy (if you have boarders / residential students)?		
42	Does your Safeguarding Policy now say “child-on-child” instead of “peer-on-peer”?	Yes	
43	For Bredon / Gretton / Wilds Lodge: Does your Safeguarding Policy refer to and conform with <ul style="list-style-type: none"> • the National Minimum Standards for Boarding Schools Part D Standard 8 • the National Minimum Standards for Residential Special Schools Part E Standard 13 in all respects?	n/a	