LEICESTER
THERAPEUTIC SCHOOL

BUILDING FOUNDATIONS THROUGH NURTURE AND MINDSET

Child protection and safeguarding policy

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Approved By	Sharon Lee
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This policy is based upon the DFE Statutory guidance for schools & colleges: Keeping children safe in education

There is also a summary document for all staff.

Links with other policies This Policy should be read in conjunction with the following LTS policies:		
Working Positively with Pupils Policy (Behaviour)	Staff [behaviour/code of conduct]	Complaints
Online safety Policy	Relationship & sex education School	Equality
Curriculum (refer to long term plans)	Attendance	Data protection policy and Privacy notices
Health and safety	First aid - part of Health and safety policy	Whistle Blowing Policy

Important contacts

Role/Organisation	Name	Contact details
Designated safeguarding lead (DSL)	Gurjinder Sahota	gsahota@leicesterts.co.uk
Deputy DSL (DDSL)	Helen Dixon	hdixon@leicesterts.co.uk
Online referral MARF	Link to MARF website page - Leicestershire Link to MARF website page - Leicester City	
First Response Children's Duty Team	24/7	**Leicestershire** 01163 050 005 childrensduty@leics.gov.uk **Leicester City** 01164 541 004 casp-team@leicester.gov.uk
First Response	Professional consultation	01163 055 500 - Leicestershire
LADO Local Authority Designated Officers Leicestershire	LADO Out of hours call duty	**Leicestershire** 0116 305 4141 cfs-lado@leics.gov.uk **Leicester City** 01164 542 440 Lado-allegations-referrals@leicester.gov.uk 01163 050 005
Early Help		earlyhelpreferrals@leics.gov.uk early.help@leicester.gov.uk.
CCE/CSE Consultation line		01163 059 521 CSE.duty.team@leics.gov.uk
Chair of Governors	Sharon Lee	slee@leicesterts.co.uk
Channel referral	Extremism/radicalisation	101 Prevent.team@leicestershire.pnn.police.uk
CAIU desk	Child abuse investigation unit	01162 485 500 or 101
Operation encompass	Psychological Helpline	0245 139 990
LPT FII/PP	Named nurse	07778 458 260
FREEVA	Free from violence & abuse	0808 802 002

1. Aims

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues
- Staff recognise that children and young people may not feel ready or know how to tell someone they are being abused
- Children receive help at the earliest possible opportunity to prevent issues from escalating, in line with statutory early help guidance.
- Staff understand and respond to safeguarding risks occurring both online and offline, including emerging online harms and the misuse of technology

About this policy

This document contains information on what Leicester Therapeutic School (LTS) will do in line with the relevant statutory guidance. It explains when the advice set out should be followed unless there is good reason not to and complies with the legal duties set out in the statutory guidance with which schools and colleges must comply in order to keep children safe.

2. Legislation and statutory guidance

This policy is based on the Department for Education's (DfE's) statutory guidance Keeping Children Safe in Education (DfE, September 2025) and Working Together to Safeguard Children (2023) statutory multi-agency guidance. We comply with this guidance and the arrangements agreed and published by our 3 local **safeguarding partners** (see section 3).

This policy is also based on the following legislation:

- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- The Children and Social Work Act 2017, which defines safeguarding partners and their responsibilities
- DfE guidance on filtering and monitoring standards for schools, as referenced in Keeping Children Safe in Education (2025)
- Working Together to Improve School Attendance (DfE statutory guidance)

- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines
- what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting a specific group of pupils (where we can show it's proportionate). This includes a duty to make reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as: sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination
- We comply with the local safeguarding arrangements – Leicestershire, Leicester City & Rutland Safeguarding Partnership (LRSP)
- We comply with any other relevant legislation.

3. Definitions

Safeguarding and promoting the welfare of children means:

Providing help and support to meet the needs of children as soon as problems emerge

Protecting children from maltreatment whether that is within or outside the home, including harm that occurs online, using technology, or in extra-familial contexts

Preventing impairment of children's mental and physical health or development

Ensuring that children grow up in circumstances consistent with the provision of safe and effective care

Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities 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.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical

and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos or live streams. This also includes pseudo-images that are computer-generated images that otherwise appear to be a photograph or video.

Children includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

The local authority (LA)

Integrated care boards (previously known as clinical commissioning groups) for an area within the LA

The chief officer of police for an area in the LA area

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

4. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We recognise that children with SEND can face additional safeguarding risks, including increased vulnerability to abuse, neglect and exploitation. We are committed to anti- discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

All our pupils have special educational needs (SEN) or disabilities (see section 9) and in addition we give special consideration to children who:

- Have a mental health need
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification/questioning or sexuality
- Are showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Are at risk of being radicalised or exploited
- Have English as an additional language
- Are known to be living in family circumstances presenting challenges – for example, temporary accommodation or where there are issues such as substance abuse adult mental health issues or domestic abuse
- Have a parent or carer in custody, or is affected by parental offending

- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are misusing alcohol or other drugs or at risk of doing so due to associations
- Are asylum seekers
- Are looked after or previously looked after
- Are missing or absent from education for prolonged periods and/or frequently
- Whose parent/carer has expressed an intention to remove them from school to be home educated
- Are at risk due to either their own or a family member's mental health needs

5. Roles and responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers, directors and governors in Leicester Therapeutic School. It is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school, pupils at alternative provision, off-site activities and individuals or organisations using our premises. Planned programme of relationships, sex and health education (RSHE). RSHE is delivered in line with statutory requirements, which is inclusive and delivered regularly, tackling issues such as:

- Healthy and respectful relationships
- Boundaries and consent
- Stereotyping, prejudice and equality
- Body confidence and self-esteem
- How to recognise an abusive relationship (including coercive and controlling behaviour)
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and FGM and how to access support
- What constitutes sexual harassment and sexual violence and why they're always
- Unacceptable

5.1 All Staff

All staff will read and understand Part 1 (or Annex A if not working directly with children) of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually. Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance. Staff will receive safeguarding updates at least annually and as required.
Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online). All staff have a responsibility to supervise, monitor and challenge unsafe online behaviour and staff are expected to demonstrate professional curiosity. Provide a safe space for pupils who are LGBTQ+ to speak out and share their concerns.

Staff must report any concerns straight away preferably on the electronic safeguarding system CPOMS but they may use a written 'Cause for concern form' the latter **MUST** be handed in person to one of the one of the following people who are Deputy Designated Safeguarding Leads (DDSL): Helen Dixon or the DSL Gurjinder Sahota without delay.
During term time, the DSL and DDSLs are available during school hours for staff to raise any safeguarding concerns. The safeguarding reporting system on CPOMS is accessible at all times during school hours, outside school hours and during holidays. This system notifies DSL and DDSLs immediately.

If the DSL or DDSLs are not available, and for some reason the electronic system cannot be used, staff should place the concern in an envelope and hand it to reception explaining it is safeguarding and that it **MUST** be given to a DDSL or the DSL as soon as possible. Reception will ensure a DSL or DDSL is informed of this.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff Code of conduct, Working Positively with Pupils Policy (Behaviour) Policy, Whistle blowing policy, the role and identity of the designated safeguarding lead (DSL) and DDSLs, and the safeguarding response to children who go missing from education
- The early help process and their role in it, including identifying emerging problems, liaising with the DSL and DDSLs, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or if a child tells them they are being abused neglected or exploited, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation
- Teachers of RSE are given the link to the one stop information at DFE
- Our filtering and monitoring systems on school devices and their role in supervising what pupils are accessing in school or during school activities as well as ensuring pupils cannot access adult logins or passwords.
- The importance of tracking attendance and recognising that pupils being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines.
- The importance of high quality teaching and support of the safety aspects of our curriculum including safe behaviour online and use of social media
- That there are additional adults in school who work with DSLs to support children and families. These people have had appropriate training.
- New and emerging threats, including online harm, grooming, sexual exploitation, criminal exploitation, radicalisation, and the role of technology and social media in presenting harm
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online
- The fact that children who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children
- That a child and their family may be experiencing multiple needs at the same time
- What to look for to identify children who need help or protection

Section 12 & 13 and appendix 4 of this policy outline in more detail how staff are supported to do this.

5.2 The designated safeguarding lead (DSL)

Our DSL is Gurjinder Sahota the headteacher. She takes lead responsibility for child protection and wider safeguarding.

The DSL and DDSLs are given the time, funding, training, resources and support to:

- Respond to any cause for concern that is reported via CPOMS or by a hand written form immediately and take the necessary action
- All actions must be recorded immediately within the CPOMS system and if necessary other members of staff may be alerted to the situation
- There will always be appropriate DSL or DDSL cover available.
- Provide advice and support to other staff on child welfare and child protection matters
- Ensure pupils' attendance is monitored daily and prolonged or frequent absences
- are acted upon as a safeguarding concern
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority
- children's social care, Channel programme, Disclosure and Barring Service, and/or
- police), and support staff who make such referrals directly.
- Ensure suitable support is put in place for any pupils involved in any aspect of safeguarding but particularly aware of the need for support for victims and perpetrators of child on child abuse and anyone else who may have witnessed or been involved.
- Including oversight of online safety, filtering and monitoring systems.
- Know and understand the filtering and monitoring systems used within school and liaise with the IT lead who will report any persistent breaches to the DSLs via CPOMS immediately
- DSLs will receive weekly reports from our Senso monitoring system which will inform their next actions if needed. This system also alerts to any critical breaches as defined by Senso and these will immediately be acted upon and safeguarding procedures followed.

The DSL (Gurjinder Sahota) will also liaise with local authority case managers and designated officers for child protection concerns as appropriate or will delegate this to a DDSL. The DSL is also the Prevent lead, they have had prevent training and induction.
The full responsibilities of the DSL and DDSLs are part of their job descriptions.

The DSL will also:

- Keep the headteacher informed of any issues
- Liaise with local authority case managers and designated officers for child protection concerns as appropriate
- The DSL has specific oversight of children with a social worker.
- Discuss the local response to sexual violence and sexual harassment with police and
- local authority children's social care colleagues to prepare the school's policies
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support

- Be aware that children must have an 'appropriate adult' to support and help them in
- the case of a police investigation or search

5.3 The Board of Directors & Local Governing Committee

The Leicester Therapeutic School directors have a responsibility to ensure policies, procedures and training in their schools are effective and comply with the law at all times. They will do this by:

- Approving this policy at each review, ensure it complies with the law and hold headteacher to account for its implementation.
- Receive an update of DSL and all staff training across the schools and where any is outstanding
- Ensuring all directors and governors have safeguarding training as part of their induction and updated training which will occur at least annually or whenever there are any significant changes to legislation or procedures
- Directors and governors will seek assurance that safeguarding systems are effective.
- A named safeguarding director/governor will monitor safeguarding arrangements.
- Ensuring all procedure and practice complies with the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and our local multi-agency safeguarding arrangements.
- Ensuring filtering and monitoring is in place within all our schools and that it meets the expected standards.
- Ensuring all our cloud and IT systems comply with the recommended Cyber security standards for schools
- The Board will also ensure that the school makes use of the Department for
- Education's Plan Technology for Your School self-assessment tool, to regularly review the effectiveness of our filtering, monitoring, and wider technology systems, in line with the expectations set out in Keeping Children Safe in Education (2025).
- Appointing a senior board level director to monitor the effectiveness of this policy in conjunction with the local governing committee. This is always a different person from the DSL.

The Chair of the Governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate (see appendix 3).

All governors and Directors will read Keeping Children Safe in Education. Section 16 has information on how local governors are supported to fulfil their role.

5.4 The headteacher

The headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
- Ensuring a strong safeguarding culture is embedded across the school
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL and DDSLs have appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly

- Acting as the 'case manager' in the event of an allegation of abuse made against
- another member of staff or volunteer, where appropriate (see appendix 3)
- Ensuring the relevant staffing ratios are met, where applicable
- Ensure the curriculum targets safeguarding aligned to key areas of need locally & nationally
- Overseeing the safe use of technology, and devices like mobile phones and cameras in the setting

5.5 Virtual school heads

Virtual school heads (VSHs) have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of pupils with a social worker.

VSHs also have a non-statutory responsibility to promote the educational achievement of children in kinship care (children who live with a relative or close family friend).

They should also identify and engage with key professionals, e.g. DSLs, special educational needs co-ordinators (SENCOs), social workers, mental health leads and others.

6. Confidentiality

We share information as required to safeguard children and vulnerable adults. All staff must comply with our Data protection policy

At LTS we recognise that:

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act 2018 and UK GDPR, which do not prevent lawful information sharing for safeguarding purposes If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of
- abuse, as this may not be in the child's best interests
- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information. If staff are in any doubt about sharing information, they should speak to the DSL or a DDSL
- Confidentiality is also addressed in this policy with respect to record-keeping in section 15, and allegations of abuse against staff in appendix 3
- Safeguarding records must be accurate, factual and contemporaneous.

If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:

- There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
- The DSL will have to balance the victim's wishes against their duty to protect the
- victim and other children

The DSL should consider that:

- Parents or carers should normally be informed (unless this would put the victim at greater risk)
- The basic safeguarding principle is: if a child is at risk of harm, is in immediate
- danger, or has been harmed, a referral should be made to local authority children's
- social care
- Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains

Regarding anonymity, all staff will:

- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment – for example, carefully considering which staff should know about the report, and any support for children involved
- Consider the potential impact of social media in facilitating the spreading of rumours
- and exposing victims' identities

If staff are in any doubt about sharing information, they should speak to the DSL (or deputy)

7. Recognising abuse and taking action

Staff, any adults working within school, volunteers, Directors and local governors must follow the procedures set out below in the event of a safeguarding issue.

Please note – in this and subsequent sections, you should take any references to the DSL to mean DSL or DDSL.

All staff are expected to be able to identify and recognise all forms of abuse, neglect and exploitation and shall be alert to the potential need for early help for a child who:

- Has a disability
- Has special educational needs (whether or not they have a statutory education health and care (EHC) plan)
- Is a young carer
- Is bereaved
- Is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
- Is frequently missing/goes missing from education, care or home
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Is at risk of being radicalised or exploited
- Is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online

- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol
- Is suffering from mental ill health
- Has returned home to their family from care
- Is at risk of so-called 'honour'-based abuse such as female genital mutilation (FGM) or forced marriage
- Is a privately fostered child
- Has a parent or carer in custody or is affected by parental offending
- Is missing education, or persistently absent from school, or not in receipt of full-time education
- Has experienced multiple suspensions and is at risk of, or has been permanently excluded

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

Please note – in this and subsequent sections, you should take any references to the DSL to mean 'the DSL (or deputy DSL)'.

7.1 If a child is suffering or likely to suffer harm, or in immediate danger

Staff **must report any concerns straight away** if at all possible on the LTS CPOMS system but can use a written 'Cause for concern form' (if the electronic system is unavailable) the latter **MUST** be handed in person to a Deputy Designated Safeguarding Leads or the DSL Gurjinder Sahota.

Or make a direct referral to children's social care and/or the police immediately if you believe a child is suffering or likely to suffer from harm, or in immediate danger**. Anyone can make a referral.**

Tell the DSL or deputy (see section 5.2) as soon as possible if you make a referral directly.

- If you are **concerned that a child is suffering significant harm** and is in imminent danger you should **contact the Police immediately for an emergency response.**
- If you suspect that a child **has suffered or is likely to suffer significant harm, refer this immediately by telephone to children's social care on 0116 4541 004.** The child may have made a disclosure, presents with an injury causing suspicion, or may be in a situation that has escalated so much that the child could be in danger.

Referrals are made using the Multi-Agency Referral Form (MARF) MARF for Leicester. If a phone call is made due to the urgency of referral a written referral of the information shared must be submitted using the MARF within 24 hours.

Please note if the child you are concerned about is a child who lives in a local authority other than Leicester City, Rutland, Leicestershire you will need to use the gov.uk to gain the correct number. More information and ensuring you are accessing the correct partnership papers can be gained from this link www.gov.uk/report-child-abuse- to-local-council

7.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions (this includes when they report child on child abuse)

- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words onto
- CPOMS. Stick to the facts, and do not put your own judgement on it

- If you have to write on paper it must be Signed, timed and dated then handed to the DSL or a Deputy DSL immediately. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment.
Nor should a victim ever be made to feel ashamed for making a report. Bear in mind that some children may:

- Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
- Not recognise their experiences as harmful
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers

None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

7.3 If a child makes a disclosure to you

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4.

Any staff member who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. Report to the police **as soon as reasonably practicable**. You should make a note of your actions and record the police reference number as evidence that you have complied with the duty. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.
Unless they have good reason not to, they should also discuss the case with the DSL or DDSL and involve children's social care as appropriate. The staff member and DSL/DDSL may contact the police together.

7.4 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Figure 1 illustrates the procedure to follow if you have any concerns about a child's welfare.

Where possible, report it via CPOMS (or using paper version) to a DSL they will decide on a course of action.

If in exceptional circumstances a DSL or a DDSL is not available, this should not delay appropriate action being taken. Take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000.
Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

Early help

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Any professional or practitioner wanting to make a request for service to Leicestershire County Council Early Help or Social Care should complete the online MARF. To help you make a decision about this there is a threshold document on this link. Your DSL and deputies use this to make their decisions about action to take threshold document more information is available on Leicestershire website for Early help

Referral

If it is appropriate to refer the case to local authority children's social care or the police,
the DSL or deputy will make the referral or support you to do so.

If you make a referral directly (see section 7.1), you must tell the DSL or deputy as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or DDSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or DDSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

7.5 If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible report it to the DSLs via CPOMS (Paper if CPOMS not available).They will decide on a course of action.

If in exceptional circumstances the DSL or a DDSL is not available, this should not delay appropriate action being taken. Seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above).

Where there is a concern, the DSL/DDSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the
local authority children's social care team.

The Department for Education also has a dedicated website Report Extremism in Education telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

7.6 If you have concerns about mental health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one. The senior team monitor incidents to ensure they are alert to any increases or changes in pattern.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 7.4.

If you have a mental health concern that is not also a safeguarding concern please discuss with the onsite leader who will support with next steps. Helen Dixon (Director of Education) is a trained mental health senior leader.

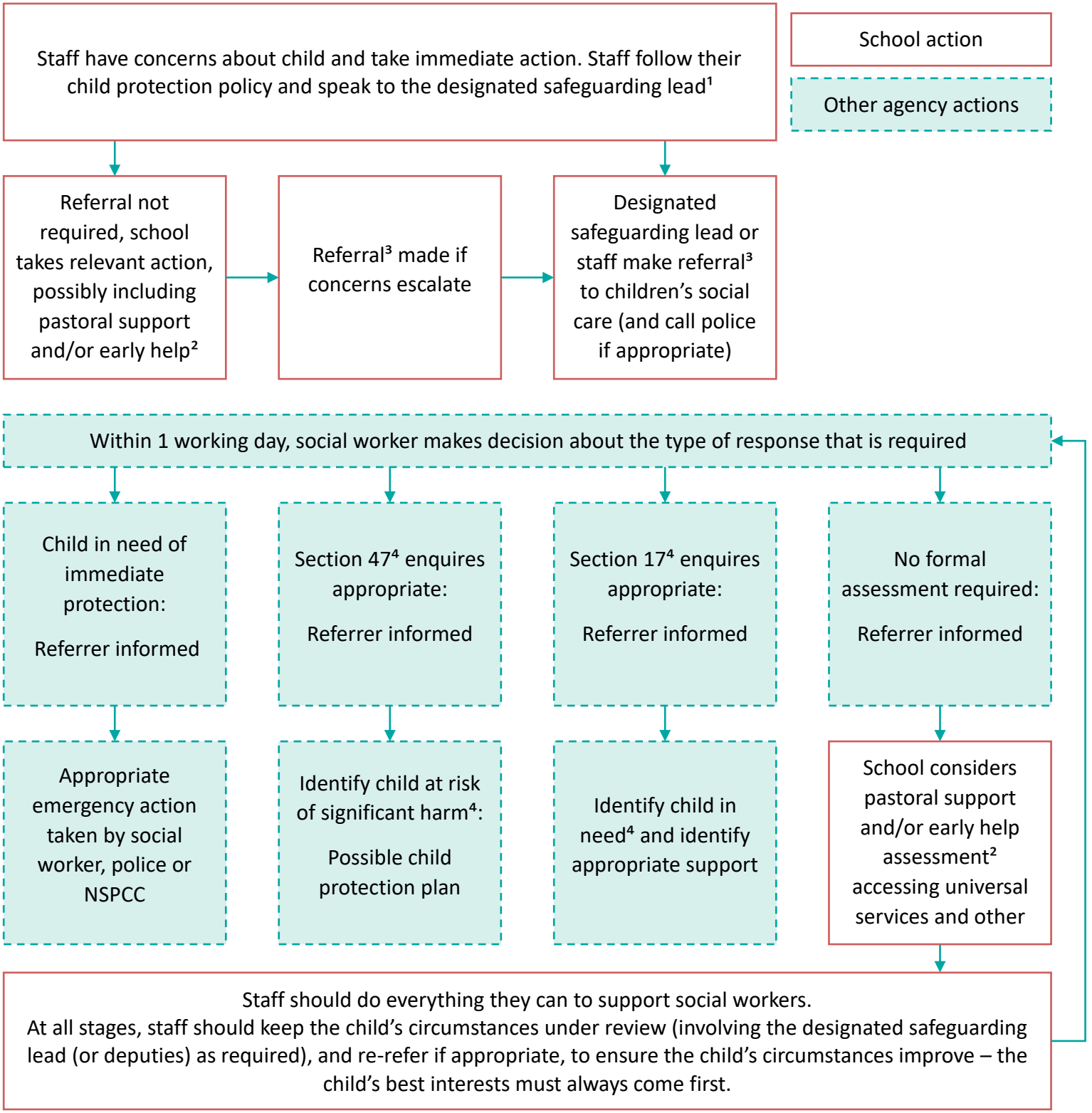
If you require more information please refer to the Department of Education Guidance mental health and behaviour in schools

7.7 Concerns about a child being taken out of school

In line with legislation Education (Pupil Registration) (England) Regulations 2006 were amended 2016 we always inform the local authority where a child lives if we are to delete a child from our admission register i.e. when a child is taken off roll.

Where a parent/carer has expressed their intention to remove a child from our school with a view to educating them at home, we will work with other key professionals to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the

parents/carers have considered what is in the best interests of each child. The school will consider safeguarding risks when a parent expresses an intention to electively home educate. This is particularly important where a child is vulnerable, and/or has a social worker.



- In cases which also involve an allegation of abuse against a member of staff the cause for concern MUST be reported to the headteacher on CPOMS immediately. If the concern involves Gurjinder Sahota , speak to the proprietor, Helen Dixon.
- The headteacher/proprietor will then follow the procedures set out in appendix 3, if appropriate.
- Where appropriate, the school will inform Ofsted of the allegation and actions taken, as soon as reasonably possible(see appendix 3 for more detail).
- Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from coordinated early help, and early help inter-agency assessment should be arranged. Chapter 1 of Working together to safeguard children provides detailed guidance on the early help process.

- Referrals should follow the local authority's referral process. Chapter 1 of Working together to safeguard children.
- Under the Children's Act 1989, local authorities are required to provide services for children in need for safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments if children are at risk of significant harm. Full details are in Chapter 1 of Working together to safeguard children.
- This could include applying for an Emergency Protection Order (EPO) which is decided by the courts
- Further information about calling the police is available on these links Working Together to Safeguard Children or NPCC - When to call the police.

7.8 Concerns about a staff member, adult working in school, visiting professional, transport or volunteer

- If you have concerns about an adult working within the school or providing home to school transport or an allegation is made about an adult working in school or providing home to school transport posing a risk of harm to children, log the concern on CPOMS or on a Cause for concern form given by handed directly to the headteacher, Gurjinder Sahota. If the concern involves Gurjinder Sahota, speak to the proprietor, Helen Dixon.

The headteacher, proprietor will then follow the procedures set out in appendix 3, if appropriate. Where appropriate, the school will inform Ofsted of the allegation and actions taken, as soon as reasonably possible (see appendix 3 for more detail).

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the headteacher, report it directly to the local authority designated officer (LADO).

If you receive an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, follow our school safeguarding policies and procedures, informing the LADO, as you would with any safeguarding allegation.

7.9 Allegations of abuse made against other pupils (child on child)

We recognise that children are capable of abusing other children. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

Most cases of pupils hurting other pupils will be dealt with under our school's Working Positively with Pupils Policy (behaviour) Policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)

If a child makes an allegation of abuse against another child:

- You must record the allegation and report it via CPOMS to the DSL or DDSL, but **do not** investigate it. This includes incidents that have occurred outside the school or online
- The DDSL or DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence as soon as reasonably practicable
- The DDSL or DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DDSL or DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

We will minimise the risk of child on child abuse by:

- creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing-type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems (as described in section 7.10 below)
- Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- Consider intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment

Ensure staff are trained to understand:

- How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
- That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of "it could happen here"
- That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
  - Children can show signs or act in ways they hope adults will notice and react to
  - A friend may make a report
  - A member of staff may overhear a conversation
  - A child's behaviour might indicate that something is wrong
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns
- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or local authority children's social care to determine this

There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing

7.10 Sharing of nude and semi-nude images

This is based on guidance from the UK Council for Child Internet Safety for all staff and for DSLs and senior leaders. The term 'sharing nudes and semi-nudes' - the sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline.

Whilst children and young people creating and sharing images can be risky, it is often the result of their natural curiosity about sex and their exploration of relationships. Therefore, engaging in the taking or sharing of nudes and semi-nudes may not always be 'harmful' to all children and young people. Situations should be considered on a case by case context, considering what is known about the children and young

people involved and if there is an immediate risk of harm. Often, children and young people need education and support for example, on identifying healthy and unhealthy behaviours within relationships and understanding consent and how to give it. Safeguarding action will also be required in cases where there is risk of harm Adults sharing nudes or semi- nudes of under 18-year olds is a form of child sexual abuse and must be referred to the police as a matter of urgency.

At LTS in this situation due to the vulnerability of our pupils in relation to their learning difficulties and or disabilities we usually make a referral to the police and/or children's social care based on professional judgement and risk assessment. Further information about calling the police is available on these links Working Together to Safeguard Children or NPCC- When to call the police.

Your responsibilities when responding to an incident

If you are made aware of an incident involving nude or semi-nude images/sexting (also known as 'youth produced sexual imagery', 'pics' and 'dick pics'), Report it to your DSL or DDSL via CPOMS.

- **Never** view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL and seek support.
- **Do not** delete the imagery or ask the young person to delete it.
- **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).

Initial review meeting

Following a report of an incident, the DSL or DDSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)

The DSL or DDSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL or DDSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13 or an older pupils without mental capacity of a 13 year old
- The DSL or DDSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

Further review by the DSL

If following the initial review stage and referral to police and/or children's social care the advice is to investigate further, the DSL or DDSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

Informing parents

The DSL or DDSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

Referring an incident to the police will be done through our local police community support officer or by dialling 101 and due to the vulnerability of our pupils will usually involve a referral to Child Exploitation and Online Protection

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording these incidents.

Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our [relationships education / relationships and sex education – delete as applicable] and computing programmes. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

This policy on the sharing of nudes and semi-nudes is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

Teaching follows best practice in delivering safe and effective education, including:

- Putting safeguarding first
- Approaching from the perspective of the child
- Promoting dialogue and understanding
- Empowering and enabling children and young people
- Never frightening or scare-mongering
- Challenging victim-blaming attitudes

Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for pupils to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback

At LTS we have consistent discussions with children about who safe and trusted adults are to them in all areas of school. We allow them to name adults so that it is engraved in their minds. We cover areas such as in the classroom and in the playground to ensure that children have a trusted adult to speak with in different places in case they should need them.

8. Recognising abuse and taking action

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

1. **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories
2. **Contact** – being subjected to harmful online interaction with other users, such as peer- to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
3. **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non- consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
4. **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

At LTS we educate pupils about online safety as part of our curriculum. For example:

- The safe use of social media, the internet and technology
- Keeping personal information private
- How to recognise unacceptable behaviour online
- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim

- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year
- Educate parents/carers about online safety via our website and class dojo,
- communications sent directly to them and during parents' evenings. We will also share
- clear procedures with them so they know how to raise concerns about online safety
- Make sure staff are aware through their code of conduct of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
    - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
    - Staff will not take pictures or recordings of pupils on their personal phones or cameras
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation

- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems. Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community
- Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively
- Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly

In order to safeguard children in our care, the use of mobile phones and cameras is carefully managed within the setting. Staff, students, and visitors are not permitted to use personal mobile phones in rooms where children are present. Mobile phones must be stored safely and only accessed during agreed break times and in staff-only areas. Photographs and recordings of children will only be taken using the setting's designated cameras or tablets, in line with data protection guidance and with parental consent. Images are used solely for educational purposes and to record children's development. Under no circumstances will personal devices be used to photograph or record children.

8.1 Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini as well as new and emerging chatbots.

LTS recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

LTS will treat any use of AI to access harmful content or bully pupils in line with this policy and our [anti-bullying, behaviour] policy.

Staff should be aware of the risks of using AI tools while they are still being developed and should carry out risk assessments for any new AI tool being used by the school. Our school's requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education. Children are not allowed such chatbots in school without a prior risk assessment being completed.

9. Notifying parents

Where appropriate, we will discuss any concerns about a child with the child's parents.
The DSL or DDSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

We will provide parents/carers with regular advice and useful websites to help them keep their children safe online and the use of social media.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
- Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s)

10. Pupils with special educational needs and disabilities

We recognise that all our pupils due to their special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and
- injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, coercion or persuasion, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers
- Susceptibility to grooming

This is not an exhaustive list. We adapt all our processes to the needs and levels of understanding of the individual. It is part of our pastoral and support system in all aspects of our school.

At LTS we have a social safety curriculum that covers aspects of keeping children safe within the local community to try and mitigate or reduce the susceptibility to grooming and to also give children a means of communication.

Additional support is available from specialist organisations such as:

- The Special Educational Needs and Disabilities Information and Support Services (SENDIASS). SENDIASS offer information, advice and support for parents and carers of children and young people with SEND.
- Mencap
- Council for disabled children
- National Autistic Society
- ICan

11. Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children. Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

12. Looking-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

We have appointed a trained teacher, Helen Dixon to take the lead on promoting the educational achievement of looked-after and previously looked-after children. The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after & previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

13. Pupils who are lesbian, gay, bisexual or gender questioning

We recognise that pupils who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children. See our behaviour policy for more detail on how we prevent bullying based on gender or sexuality.

We also recognise that LGBTQ+ children are more likely to experience poor mental health. Any concerns should be reported to the DSL.

When families/carers are making decisions about support for gender questioning pupils, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children.

When supporting a gender questioning pupil, we will take a cautious approach as there are still unknowns around the impact of social transition, and a pupil may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases, autism and/or attention deficit hyperactivity disorder (ADHD).

We will also consider the broad range of their individual needs, in partnership with their parents/carers (other than in rare circumstances where involving parents/carers would constitute a significant risk of harm to the pupil). We will also include any clinical advice from outside agencies that is available and consider how to address wider vulnerabilities such as the risk of bullying.

Risks can be compounded where children lack trusted adults with whom they can be open. We therefore aim to reduce the additional barriers faced and create a culture where pupils can speak out or share their concerns with members of staff.

This policy section will be reviewed again following the publication of the Department for Education's revised guidance on gender-questioning children, expected in late 2025, to ensure our approach remains compliant with statutory requirements and reflective of best practice.

14. School provided devices

Our school provides employees with devices which enable them to take photographs to evidence learning. Any member of staff who has access to a device will have completed the necessary safeguarding training and data protection training.

These devices remain school property and must be used in line with LTS policies including the retention policy. No images should be shared with any third party without first checking permissions granted by parents/carers or the person themselves if over 14 and with mental capacity.

Senior team members will be offered the use of a work phone which complies with our monitoring and safeguarding.

15. Complaints and concerns about school safeguarding policies

15.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 3).

15.2 Other complaints

As part of LTS the school has a separate complaints policy and grievance policy for staff which includes aspects of safeguarding.

For more information refer to the staff intranet

15.3 Whistle-blowing

As part of LTS the school has a separate whistle blowing policy.

16. Record-keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded within our CPOMS electronic system. If you are in any doubt about whether to record something, discuss it with the DSL or DDSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely. We hold safeguarding information electronically, systems have the necessary security arrangements so that the information is only available to those who have a right or professional need to see it.

If we use paper because CPOMS is unavailable we keep it secure and once back at school use locked cupboards within a room where either DDSL or DSLs are present or the room is locked. The paperwork is then scanned by a DDSL onto CPOMS and then destroyed securely.

Information is shared with other professionals whose identity has been assured when there are safeguarding concerns or when parents and/or the young person if they have capacity have agreed to this.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school. All records will be destroyed once the young person has reached the age of 25.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL or DDSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.
In addition:

Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks.
Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff.

17. Training

17.1 All Staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures and February 2022 Guidance for safer working practice, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning, be in line with advice from the 3 safeguarding partners and include online safety, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring

It will also have regard to the Teachers' Standards to support the expectation that all teachers:

- Manage behaviour effectively to ensure a good and safe environment
- Have a clear understanding of the needs of all pupils

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least half termly.

Contractors, visiting professionals, visitors and volunteers who work when pupils are present will also receive safeguarding training.

Annual safeguarding training will also cover new and emerging online risks, including the impact of misinformation, disinformation and conspiracy theories, and the safe and appropriate use of artificial intelligence (AI) technologies in educational settings.

17.2 The DSL and DDSLs

The DSL and DDSLs will undertake child protection and safeguarding training for DSLs at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

17.3 The DSL and DDSLs

Recruitment of governors will comply with safer recruitment checks.

All governors receive induction training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities. This is updated at least annually.

The chair of Governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

At least two senior leaders will have up to date training in safer recruitment.

17.4 Recruitment – interview panels

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures. For roles working directly with children and young people the DSL or a DDSL is part of the interview panel.

17.5 Staff who have contact with pupils and families

All staff who have contact with children and families will have opportunities which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

18. Monitoring arrangements

This policy will be reviewed **annually** by the Director and DSL. At every review, it will be reviewed by the Local governing committee.

19. Links with other policies

At LTS we review our Staff Intranet annually. This is significant in relation to conduct and safeguarding. Information within these is further explained in full policies.

This policy links to the following policies and procedures:

- Working Positively with Pupils Policy (Behaviour) Staff [behaviour/code of conduct]
- Complaints Health and safety Attendance
- Online safety Policy Equality
- Relationship & sex education School version First aid
- Data protection policy and Privacy notices Whistle Blowing Policy
- Online safety policy, this includes acceptable use policy.

The following appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education.

Appendix 1: Types of abuse

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

All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse 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
- Not giving the child opportunities to express their views, deliberately silencing them
- or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

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)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
- 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.
Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

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

- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 2: Safer recruitment and DBS checks – policy and procedures

Please refer to our Safer Recruitment Policy and the LTS Safer Recruitment Process.

Safer recruitment starts at the advertising stage when we will ensure it is clear if roles are part of regulated activity and therefore exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

We will not accept a CV only, on application and will require candidates to fully complete a school application form. This includes a requirement for a self-declaration of their criminal record or information that would make them unsuitable to work with children. **For further details please refer to the Safer recruitment policy.**

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check . This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

The record of the checks undertaken will be recorded on the single central register.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.
For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. We will also ensure any liability cover is compliant with LTP financial administration & control policy. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

Members and Local Governing Committee

All local governors, directors and members will have an enhanced DBS check without barred list information.

The chair of the board will have their DBS check countersigned by the Secretary of State.

All trustees, local governors and members will also have the following checks:

- A section 128 check (to check prohibition on participation in management under section 128 of the Education and Skills Act 2008). [Section 128 checks are only required for local governors if they have retained or been delegated any management responsibilities.]
- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

Staff working in alternative provision settings

Where a child is placed in Alternative Provision (AP), the school will obtain written confirmation from the provider that all appropriate safeguarding checks have been carried out on staff. In addition, the DSL will

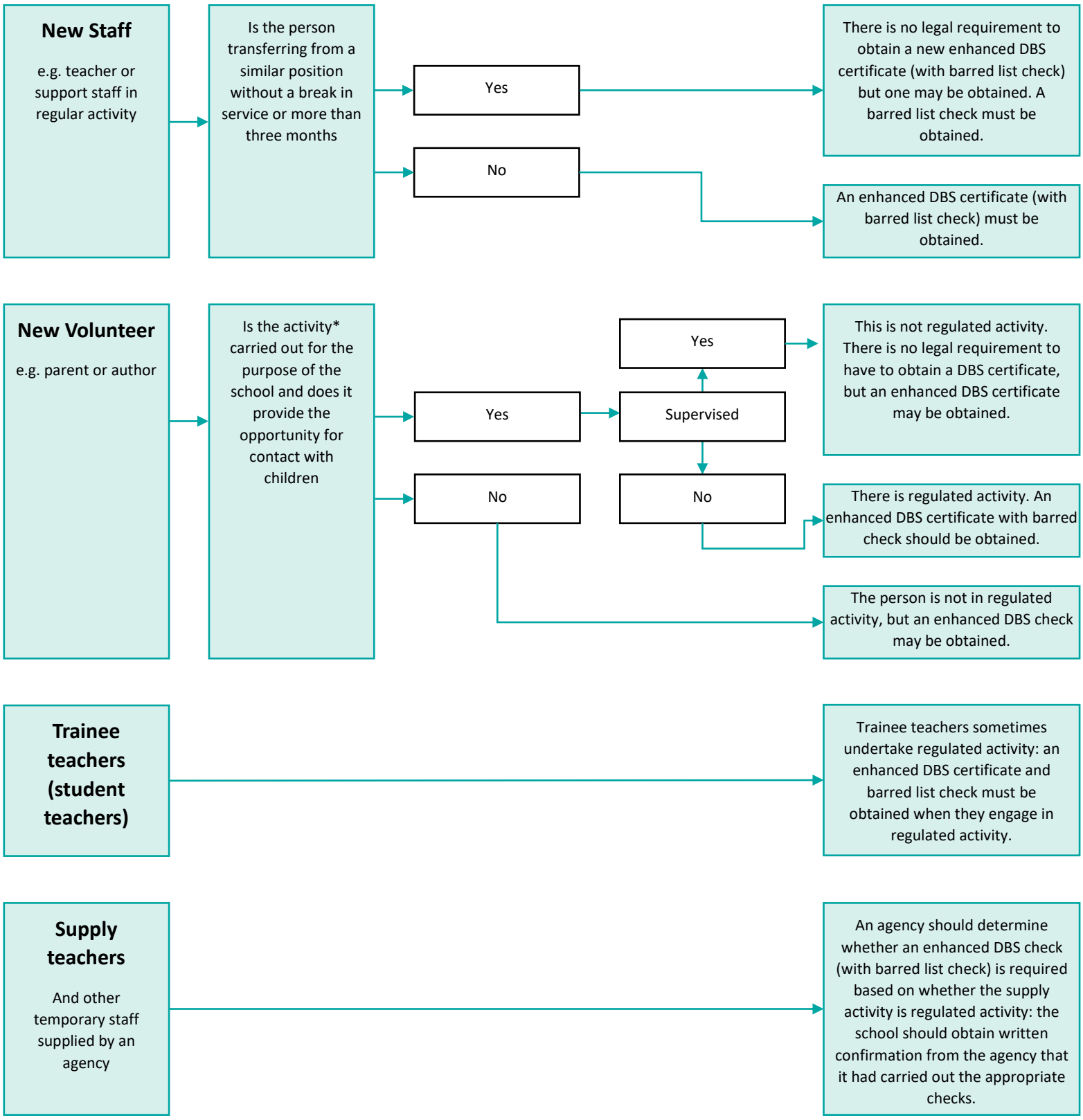
ensure that placements are reviewed at least half- termly, in line with KCSIE 2025 requirements, to assess suitability and to safeguard the welfare of the pupil.

Monitoring and Evaluation of the SCR

The Headteacher will receive alerts when items are outstanding and will ask recruitment administration staff to take action accordingly. The Director for Business will also sample records at least twice per term.

Any discrepancies will be reported at board level and the necessary actions agreed.

Flowchart of disclosure and barring service criminal record checks and barred list checks



*Activities listed under the guidance's definition of regulated activity and which are carried out frequently.

Appendix 3: specific safeguarding issues

Children missing from education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence - first day calling and follow up and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

We will also record CME data and submit this to the local authority regularly as requested.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Assessing adult-involved nude and semi-nude sharing incidents

All adult-involved nude and semi-nude image sharing incidents are child sexual abuse offences and must immediately be referred to police/social care. However, as adult- involved incidents can present as child-on-child nude/semi-nude sharing, it may be difficult to initially assess adult involvement.

There are two types of common adult-involved incidents: sexually motivated incidents and financially motivated incidents.

Sexually motivated incidents

In this type of incident, an adult offender obtains nude and semi-nudes directly from a child or young person using online platforms.

To make initial contact, the offender may present as themselves or use a false identity on the platform, sometimes posing as a child or young person to encourage a response and build trust. The offender often grooms the child or young person on social media, in chatrooms or on gaming platforms, and may then move the conversation to a private messaging app or an end-to-end encrypted (E2EE) environment where a request for a nude or semi-nude is made. To encourage the child or young person to create and share nude or semi-nude, the offender may share pornography or child sexual abuse material (images of other young people), including AI-generated material.

Once a child or young person shares a nude or semi-nude, an offender may blackmail the child or young person into sending more images by threatening to release them online and/or send them to friends and family.

Potential signs of adult-involved grooming and coercion can include the child or young person being:

- Contacted by an online account that they do not know but appears to be another child or young person
- Quickly engaged in sexually explicit communications, which may include the offender sharing unsolicited images
- Moved from a public to a private/E2EE platform
- Coerced/pressured into doing sexual things, including creating nudes and semi- nudes
- Offered something of value such as money or gaming credits
- Threatened or blackmailed into carrying out further sexual activity. This may follow the child or young person initially sharing the image or the offender sharing a digitally manipulated image of the child or young person to extort 'real' images

Financially motivated incidents

Financially motivated sexual extortion (often known as 'sextortion') is an adult-involved incident in which an adult offender (or offenders) threatens to release nudes or semi- nudes of a child or young person unless they pay money or do something else to benefit them.

Unlike other adult-involved incidents, financially motivated sexual extortion is usually carried out by offenders working in sophisticated organised crime groups (OCGs) overseas and are only motivated by profit. Adults are usually targeted by these groups too.

Offenders will often use a false identity, sometimes posing as a child or young person, or hack another young person's account to make initial contact. To financially blackmail the child or young person, they may:

- Groom or coerce the child or young person into sending nudes or semi-nudes and financially blackmail them
- Use images that have been stolen from the child or young person taken through hacking their account
- Use digitally manipulated images, including AI-generated images, of the child or young person

The offender may demand payment or the use of the victim's bank account for the purposes of money laundering.

Potential signs of adult-involved financially motivated sexual extortion can include the child or young person being:

- Contacted by an online account that they do not know but appears to be another child or young person. They may be contacted by a hacked account of a child or young person
- Quickly engaged in sexually explicit communications which may include the offender sharing an image first
- Moved from a public to a private/E2EE platform
- Pressured into taking nudes or semi-nudes
- Told they have been hacked and they have access to their images, personal information and contacts
- Blackmailed into sending money or sharing bank account details after sharing an image or the offender sharing hacked or digitally manipulated images of the child or young person

Children who are absent from education

A child being absent from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may be absent or become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who are absent from education, particularly on repeat occasions, to help identify the risk of abuse, exploitation and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being absent, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to

the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Child-on-child abuse

Child-on-child abuse is most likely to include, but may not be limited to:

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

For further information about sexual violence or further information about sexual harassment see see Part 5 in KCSIE .

- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse that occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will report this to the DSL or DDSL. The DSL or DDSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

Staff and pupils will also be signposted to new specialist resources recommended in Keeping Children Safe in Education (2025), including:

- The Lucy Faithfull Foundation's Shore service, which provides confidential support
- for young people worried about their own sexual thoughts, feelings or behaviour.
- CSA Centre resources and guidance on recognising and preventing child sexual
- abuse.

These resources complement existing safeguarding measures and will be shared with staff, pupils and families where appropriate.

Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Older children may also experience domestic abuse and/or violence in their own personal relationships.

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.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. This is the procedure where police forces are part of Operation Encompass.

The DSL will provide support according to the child's needs and update records about their circumstances.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL or DDSL will be aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

So-called 'honour-based' violence (including FGM and forced marriage)

So-called 'honour-based' violence (HBV) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBV are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBV or already having suffered it. If staff have a concern, they will speak to the DSL or DDSL, who will activate local safeguarding procedures.

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
    - Having difficulty walking, sitting or standing, or looking uncomfortable
    - Finding it hard to sit still for long periods of time (where this was not a problem previously)
    - Spending longer than normal in the bathroom or toilet due to difficulties urinating
    - Having frequent urinary, menstrual or stomach problems
    - Avoiding physical exercise or missing PE
    - Being repeatedly absent from school, or absent for a prolonged period
    - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
    - Being reluctant to undergo any medical examinations
    - Asking for help, but not being explicit about the problem
    - Talking about pain or discomfort between her legs Potential signs that a pupil may be at risk of FGM include:
- The girl's family having a history of practising FGM (this is the biggest risk
- factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues

- A girl:
  - Having a mother, older sibling or cousin who has undergone FGM
  - Having limited level of integration within UK society
  - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
  - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
  - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
  - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
  - Being unexpectedly absent from school
  - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti- malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Forced marriage

Government guidance found on this link

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL or DDSL.

The DSL or DDSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 02070 080 151 or fmu@fco.gov.uk
- Refer the pupil to a school counsellor, as appropriate

It is a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial
'marriages' as well as legal marriages.

Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.

Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces

Terrorism is an action that:

- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent children from being drawn into terrorism. The DSL or DDSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website Educate Against Hate and charity NSPCC say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL. Staff should **always** take action if they are worried.

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex
- Through a group of children sexually assaulting or sexually harassing a single child or group of children
- Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.

When supporting victims, staff will:

- Reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them
- Regularly review decisions and actions, and update policies with lessons learnt
- Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns
- Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again
- Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence, and show sensitivity to their needs

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual or transgender (LGBT) children are at greater risk.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up

- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Non-collection of children

If a child is not collected at the end of the session/day, we will:

- Attempt to contact each emergency contact in turn to verify the situation
- If this is unsuccessful we will contact social care after 45 minutes if no contact has been made
- The DSL or DDSL will ensure they or a more familiar member of staff at the school remains with the pupil and reassure them by offering suitable activities.

Missing pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing from school please refer to our absconding policy

If a child (who travels independently) goes missing on the way to or from school we will support parents to inform the necessary services and where we can will help to ascertain from their friends where they may have gone.

If a child does not arrive at school or home as expected via home school transport we will inform the City/County transport providers straight away.

All these incidents are recorded securely on our electronic incident system which links to our safeguarding system.

Child on child sexual violence & sexual harassment

LTS will respond to all reports and concerns of child on child sexual violence and sexual harassment, including those that have happened outside of the school premises, and or online.

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

LTS promotes the view with all staff working with children of 'it could happen here'.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Any report of sexual violence or sexual harassment will be taken seriously. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. It is important to note that children may not find it easy to tell staff about their abuse verbally. Children can show signs or

act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report.
For example, a friend may make a report or a member of school or college staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong.

The school's or college's initial response to a report from a child is incredibly important. How the school or college responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.

Victims will be given as much control as is reasonably possible over decisions regarding how any investigation will progress and any support that they will be offered. This will however need to be balanced with the school's or college's duty and responsibilities to
protect other children;

- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?;
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature);
- that sexual violence and sexual harassment can take place within intimate personal relationships between peers;
- are there ongoing risks to the victim, other children, adult students or school or college staff; and,
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

As always when concerned about the welfare of a child, all staff should act in the best interests of the child. We will follow general safeguarding principles as set out throughout this policy and in line with KCSIE 2023. Immediate consideration will be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted).

Appendix 4: Summary of safeguarding policy

(This is printed separately for staff to retain a copy as well as having access to the full policy)

Leicester Therapeutic School Child Protection - Summary of Safeguarding Policy

This summary is for quick reference.

All staff MUST read Part one of the DFE Statutory guidance for schools & colleges
Those with specific responsibilities around safeguarding & recruitment should read the full Safeguarding Policy.

This summary is based on Leicester Therapeutic School full policy which in turn is based upon the DFE Statutory guidance for schools & colleges: Keeping children safe in education

Contents

Designated safeguarding leads Responsibility of all school staff
Actions staff need to take when there is a Cause for concern Types of abuse & neglect
Specific safeguarding issues

Child Protection - Summary Safeguarding Information

All staff work as part of a wider safeguarding system for children & vulnerable adults. Working together to safeguard children.
other useful documentation can be found at What to do if you are Worried a Child is Being Abused - Advice for Practitioners

1. Safeguarding & promoting the welfare of children is everyone's responsibility. We should consider, at all times, what is in the best interests of the child or vulnerable adult.
2. The term Children includes everyone under the age of 18.
3. Safeguarding & promoting the welfare of children is defined in this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe & effective care; & taking action to enable all children to have the best outcomes.

Designated safeguarding leads (DSL)

Gurjinder Sahota is the designated safeguarding lead (DSL) and there is 1 Deputy DSLs. Their pictures are up around the school.

Responsibility of all school staff

All staff should be prepared to identify children who may benefit from Early Help.

Any staff member or adult working within our school

Anyone who has a concern about a child's welfare should follow the referral processes set

out later in this summary.

All school staff and any adult working with children within our school

All should be aware of the following policies & systems within Leicester Therapeutic School:

- Safeguarding policy (full)
- Staff code of conduct
- School Working Positively with Pupils Policy (behaviour)
- How to raise a concern with the designated safeguarding lead or her assistants DSL.
- Whistle blowing policy

Copies of these policies & a copy of Part 1 (Keeping children safe in education) are made available to staff as part of their induction and are always available on the school intranet.
All school staff & adults working with our pupils will receive **safeguarding training** as part of their induction. This training will be updated annually further supported by a range of half termly face to face training, email updates & reminders.

All school staff & adults working within our school should be aware of the signs of abuse & neglect so that they are able to identify cases of children who may be in need of help or protection. Staff should be alert to changes in behaviour and incidents which occur outside school as well as within school and consider the context within which such incidents and/or behaviours occur. More information is available via: What to do if you are worried a child is being abused- Advice for practitioners or on the NSPCC website.

All school staff & adults working with our pupils should feel able to raise concerns about poor or unsafe practice & potential failures in the school's safeguarding regime & appropriate whistleblowing procedures are in place for reporting this.

Accessing web based data away from school

If for a professional reason you need to access information about pupils from our web based systems (including, CPOMS, Arbor) when not in school you MUST follow these steps:

1. Only open the information in a secure and private environment
2. Ensure no one who is not part of the school team can see or access the information
3. Ensure you log out fully after accessing the system.

Failure to comply with these steps may result in disciplinary action

Actions staff need to take when there is a Cause for concern

If you have a concern about a child:

- Complete a cause of concern on the school electronic system CPOMS (only use hand written forms if CPOMS electronic system is unavailable)
- Write it straight away at the time of the concern being noticed

- If hand written hand it immediately to one of the designated safeguarding leads. If there is no one available put the form in an envelope and leave it with a receptionist asking them to contact a safeguarding lead immediately by text or phone call).
- If via CPOMS the DSL or DDSL will be immediately alerted that you have submitted a concern
- What happens next …

1. In cases which also involve an allegation of abuse against a member of staff the cause for concern MUST be discussed with Gurjinder Sahota (headteacher) immediately. If the concern involves Gurjinder Sahota you MUST contact the chair of governors Sharon Lee on slee@leicesterts.co.uk
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from coordinated early help, and early help inter-agency assessment should be arranged. Chapter 1 of Working together to safeguard children provides detailed guidance on the early help process.
3. Referrals should follow the local authority's referral process. Chapter 1 of Working together to safeguard children.
4. Under the Children Act 1989, local authorities are required to provide services for children in need for safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments if children are at risk of significant harm. Full details are in Chapter 1 of Working together to safeguard children
5. This could include applying for an Emergency Protection Order (EPO)
6. Further information about calling the police is available on these links Working Together to Safeguard Children or NPCC- When to call the police.

Types & Signs of abuse & neglect

All school staff should be aware that abuse, neglect & 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. For detailed descriptions see the full policy:

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.

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. Parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Signs:

- Unexplained injuries or burns, particularly if they are recurrent
- Refusal to discuss injuries
- Improbable explanations for injuries
- Untreated injuries or lingering illness not attended to
- Admission of punishment which appears to be excessive
- Shrinking from physical contact
- Fear of returning home or of parents being contacted
- Fear of undressing
- Fear of medical help
- Aggression/bullying behaviour
- Over compliant or watchful attitude
- Running away
- Significant change in behaviour without explanation

Emotional abuse: the persistent emotional maltreatment of a child such as to cause

severe & 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. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Signs:

- Continual self-deprecation
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Self harm or mutilation
- Compulsive stealing or scrounging
- Drug/solvent abuse
- Air of detachment
- Social isolation, depression, withdrawal

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 & touching outside of clothing. They may also include non- contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
Signs:

- Bruises, scratches, burns and bite marks
- Persistent infections in the anal and genital regions
- Sexual awareness inappropriate for the child's age
- Sexually abusive towards other children either younger or more vulnerable
- Frequent public masturbation
- Attempts to teach other children about sexual activity
- Refusing to stay with certain people or go certain places
- Aggressiveness, anger, tears and anxiety
- Withdrawal from friends

Neglect: the persistent failure to meet a child's basic physical &/or psychological needs,
likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing & shelter (including exclusion from home or abandonment); protect a child from physical & 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.
Signs:

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Compulsive stealing or scrounging
- Constant tiredness
- Left in circumstances without appropriate adult supervision which is likely to endanger the child

Exploitation is the deliberate manipulation or abuse of power used to have control over another person, usually for some form of gain. For example someone or a group of people tricks or misleads a child into doing things for them that are not right; maybe criminally or sexually.
Signs:

- Unexplained gifts
- A significantly older boyfriend or girlfriend
- Staying out late
- Being disengaged from family members
- Being withdrawn
- Spending more time online
- Going missing from home
- Missing education
- Appearing anxious
- Self-harming
- Inappropriate sexual behaviour
- Sexually transmitted infections
- Pregnancy
- Increased anxiety or distress
- Unexplained absences from home or school
- Anxiety or urgency around mobile phone use
- Unexplained money, phone, or clothes
- Drug or alcohol use
- Unexplained injuries or marks

Child on child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise
- Causing physical harm;
- Sexual violence and sexual harassment;
- Upskirting
- Sending nudes or semi nudes / Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals.

Specific safeguarding issues

All staff should have an awareness of safeguarding issues. Expert & professional organisations are best placed to provide up-to-date guidance & practical support on specific safeguarding issues. For example information for schools can be found on the TES, MindEd & the NSPCC websites. School staff can access government guidance as required on the issues listed below via GOV.UK :

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	What to do if you're worried a child is being abused	DfE advice
	Domestic abuse: Various Information/Guidance	Home Office
	Faith based abuse: National Action Plan	DfE advice
	Relationship abuse: disrespect NoBody	Home Office website
Bullying	Preventing bullying including cyberbullying	DfE advice
Children and the courts	Advice for 5-11-year olds witnesses in criminal courts	MoJ advice
Children missing from education, home or care	Children missing education	DfE statutory guidance
	Child missing from home or care	DfE statutory guidance
	Children and adults missing strategy	Home Office strategy
Children with family members in prison	National Information Centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation including County Lines	Multi-agency practice principles for responding to child exploitation and extra-familial harm	DfE, Home Office, the Department for Health, Social Care and the Ministry of Justice

	County Lines: criminal exploitation of children and vulnerable adults	Home Office guidance
	County Lines Toolkit For Professionals	Home Office and The Children's Society
	Child sexual exploitation: guide for practitioners	DfE
	Supporting practice in tackling child sexual abuse	CSA Centre
	Trafficking: safeguarding children	DfE and HO guidance
Drugs	Drugs: advice for schools	DfE and ACPO advice
	Information and advice on drugs	Talk to Frank website
	ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention	Website developed by Mentor UK
Forced Marriage	The right to choose	Home Office/Foreign Office

"Honour Based Violence" (so called)	Female genital mutilation: information and resources	Home Office
	Female genital mutilation: multi agency statutory guidance	DfE, DH, and HO statutory guidance
	Forced marriage: statutory guidance and government advice	Foreign Commonwealth Office and Home Office
Health and Well- being	Fabricated or induced illness: safeguarding children	DfE, Department for Health and Home Office
	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England resources
	Medical-conditions: supporting pupils at school	DfE statutory guidance
	Mental health and behaviour	DfE advice
Homelessness	Homelessness: How local authorities should exercise their functions	MHCLG
Online	Sexting: responding to incidents and safeguarding children https://swgfl.org.uk	UK Council for Child Internet Safety

	'Undressed'	LGFL
	Education for a Connected World	UKCIS
Private fostering	Private fostering: local authorities	DfE - statutory guidance
Radicalisation	Prevent duty guidance	Home Office guidance
	Prevent duty advice for schools	DfE advice
	Educate Against Hate Website	DfE and Home Office
	Channel	Home Office
Upskirting	Upskirting know your rights	Ministry of Justice
Violence - including gangs and youth violence	Gangs and youth violence: for schools and college	Home Office advice

	Violence against women and girls: national statement of expectations for victims	Home Office guidance