



Beaumont Lodge

PRIMARY SCHOOL

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BEAUMONT LODGE PRIMARY SCHOOL

Safeguarding and Child Protection Policy

**Academic Year
2024/2025**

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Chair of Governors	D Burgess			

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SAFEGUARDING

'Safeguarding is everybody's business'

This school is committed to safeguarding and promoting the welfare of children and expects all staff and visitors to share this commitment. This means that we have a Child Protection Policy and procedures in place which can be viewed on our school website. All staff, including supply staff, volunteers and governors, must ensure that they are aware of these procedures. Parents and carers are welcome to read the policy online or request a paper copy.

Sometimes we may need to share information, and work in partnership with other agencies, where there are concerns about a child's welfare. We will ensure that our concerns about our children are discussed with his/her parents or carers first, unless we have reason to believe that such a move would be contrary to the child's welfare.

Designated Senior Lead for Child Protection (DSL): Mrs Solla (Headteacher)



Designated Deputies for Child Protection: Mrs Kazi & Mrs Smith



If you are concerned about a child's welfare, please report your concern and any observations or conversations heard to the DSL as soon as possible on the same day. Do not conduct your own investigation.

If your concerns relate to the actions or behaviour of a member of staff then you should report this to the Headteacher (or the Chair of Governors, David Burgess if the concerns relate to the Headteacher) who will consider the appropriate course of action.

All adults who have unsupervised access to children in school will undergo the relevant Disclosure and Barring Service checks to ensure their suitability to work with children.



D Burgess
Chair of Governors

1. Introduction

1.1 Beaumont Lodge Primary School fully recognises the contribution it can make to protect children and support pupils in school. Safeguarding and promoting the welfare of children is **everyone's** responsibility. Everyone who comes into contact with children and their families has a role to play. To fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. Our establishment has a culture of vigilance, we take a whole school approach to safeguarding and promoting the welfare of children and we consider, always, what is in the best interest of the child. We endeavour to identify concerns early, provide help for children, promote children's welfare, take into consideration the child's lived-in experience and prevent concerns from escalating.

The aim of this policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate and our staff members working with pupils to maintain an attitude of '**it could happen here**' where safeguarding is concerned. This policy sets out how the school and the Governing Body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school.

Safeguarding and promoting the welfare of children is for the purpose of this policy as per Keeping Children Safe in Education 2024:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes in line with the outcomes

Child protection is part of safeguarding and promoting the welfare of children and is defined in WTTSC 2023¹ as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Effective safeguarding means practitioners should understand and be sensitive to factors, including economic and social circumstances and ethnicity, which can impact children and families' lives.

1.2 No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Beaumont Lodge Primary School is committed to safeguarding and promoting the welfare of all its pupils. We believe that:

- All children have the right to be protected from harm
- Children need to be safe and to feel safe in school
- This means our staff consider, at all times, what is in the best interest of the children
- Children need support which matches their individual needs, including those who may have experienced abuse
- All children have the right to speak freely and voice their values and beliefs
- All children must be encouraged to respect each other's values and support each other
- All children have the right to be supported to meet their emotional and social needs as well as their educational needs – a happy healthy sociable child will achieve better educationally
- The staff within our school are prepared to identify children who may benefit from Early Help intervention
- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk-taking behaviours; and

¹ [Working together to safeguard children 2023: statutory guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101333/Working_together_to_safeguard_children_2023_statutory_guidance.pdf)

- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse

1.3 Beaumont Lodge Primary School will fulfil local and national responsibilities and accepted best practice as laid out in the following documents: -

- Working Together to Safeguard Children 2023
- Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE Sept 2024)
- What To Do If You Are Worried a Child Is Being Abused March 2015
- Education and Training (Welfare of Children) Act 2021
- The School Staffing (England) Regulations 2009 & Amended Regulations 2015; Safer Recruitment in Education including
- Guidance for Safer Working Practice 2019 (Rev April 2022) Safer Recruitment consortium
- Prevent Duty 2015
- Information sharing: Advice for Practitioners providing safeguarding services to children, young people parents and carers (March 2015)
- Leicester Safeguarding Children's Partnership Board (LSCPb)
- The Children Act 1989 and 2004
- The Education Act 2002 s175/s157
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2018)
- Framework for the Assessment of Children in Need and their Families 2000
- Sexual Offences Act 2003 (Position of Trust offence)
- Voyeurism (Offences Act) 2019
- Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Counter Terrorism and Security Act 2015
- Female Genital Mutilation Act 2003/Updated regulations July 2020
- Safeguarding & Child Protection education procedures in Leicester, notes, information, and training for Designated Safeguarding Leads (DSL) in schools
- Children and Families Act 2014
- Safeguarding Vulnerable Groups Act 2006
- Sharing Nudes and Semi Nudes December 2020, UK Council for Internet Safety (Revised March 2024)
- Searching, screening and confiscation at school July 2022

1.4 The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

1.5 We recognise that all staff and governors have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

1.6 All staff² believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

2. Overall Aims

- Providing help and support to meet the needs of children as soon as problems emerge and protecting children from maltreatment, whether that is within or outside the home, including online
- This policy will contribute to safeguarding our pupils and promoting their welfare and mental health by supporting the child's development in ways that will foster security, confidence and resilience at the same time considering the best interest of the child

² 'Staff' Covers ALL adult staff on site, including temporary, supply and ancillary staff, and volunteers working with children.

- Providing an environment in which children feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- Raising the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Ensuring our staff identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.
- Providing a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children including a child missing / persistently absent from education.
- Acknowledging the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.
- Developing a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- Developing effective working relationships with all other agencies involved in safeguarding children including Early Help and intervention.
- Working within the curriculum raising awareness of and promoting safeguarding, to our children including online safety inside and outside of establishment.
- Ensuring that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities.

3. Key processes

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately. Our school procedures for safeguarding children are in line with the *Leicester City Safeguarding Children's Partnership Board (LSCPB), Multi Agency Child Protection/Safeguarding Procedures*; ([Procedures](https://lscrb.proceduresonline.com/) [proceduresonline.com](https://lscrb.proceduresonline.com/)), in addition to the statutory requirements as outlined in 1.3.

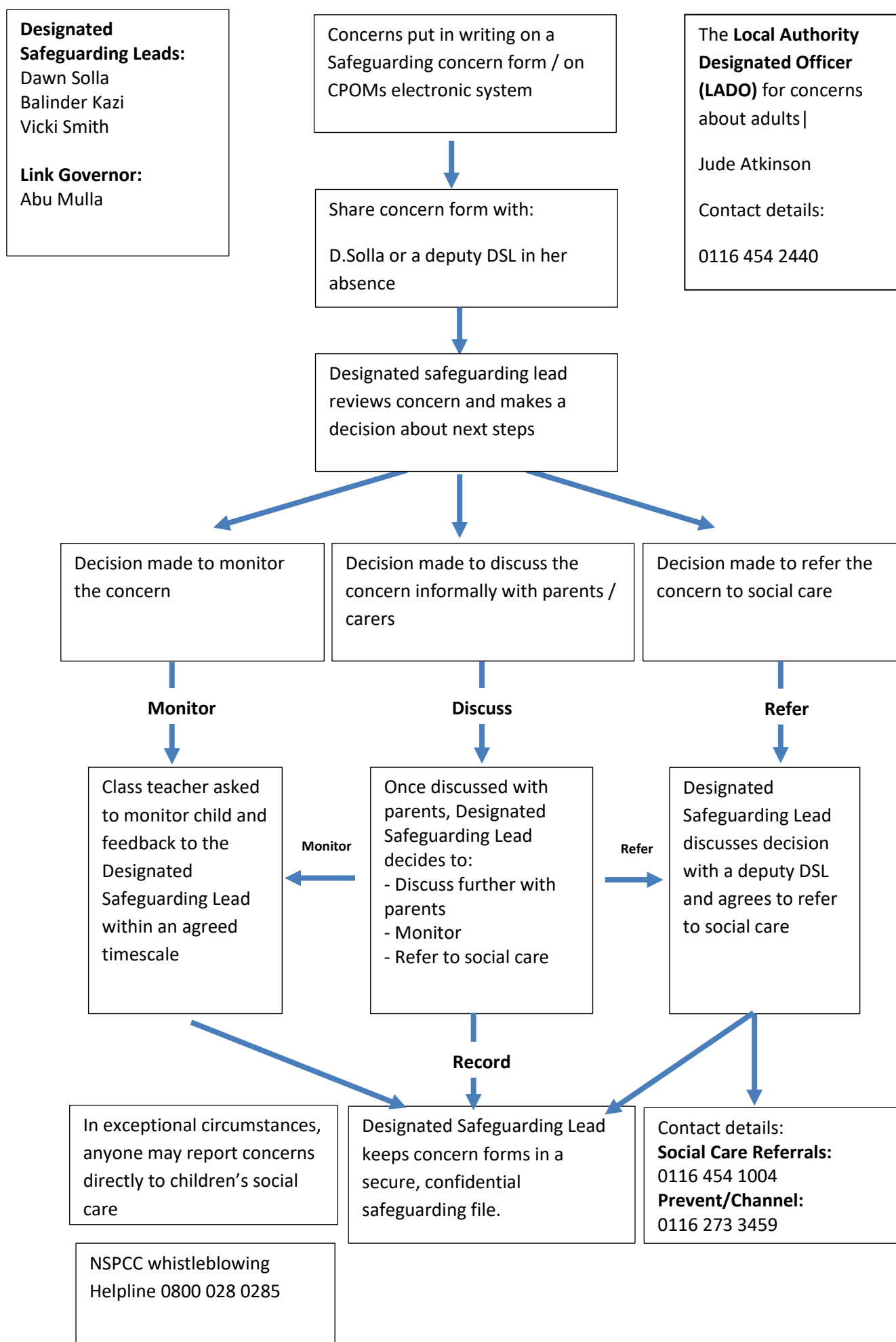
4. Expectations

4.1 All staff and visitors will be familiar with this safeguarding policy

- Staff will have access to a copy of and be well versed in our Child Protection Policy, which will also form part of their induction and be revisited annually through Whole School Safeguarding Training.
- Staff will be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.
- For those regular external visitors/providers such as cleaners and caterers - to have shown the school a copy of their H & S and Child Protection Guidelines as best practice and where applicable. School has a statement in the main reception notifying external visitors who the school's DSL is and what to do if they have any concerns about a child's welfare.
- Staff will be involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans.
- Be alert to signs and indicators of possible abuse (Appendix 1)
- Staff understand that 'harm' can include 'witnessing harm to others' for example cases of domestic abuse.
- Staff will record concerns/disclosures and give the record to the DSL.
- Staff will deal with a disclosure of abuse from a child in line with our school procedures; informing the DSL immediately and provide a written account as soon as possible. This includes making the appropriate contact with children's social care (DSL).
- Staff will record safeguarding information using school procedures whether electronic or in paper form (see 4.2)

4.2 Reporting concerns

In our school, if a staff member or visitor needs to make a referral to our Designated Safeguarding Lead (DSL), the following steps are taken:



4.3 All parents will be familiar with this safeguarding policy

- Parents/Carers will have access to the Child Protection Policy as part of initial information given to prospective/existing Parents/Carers and will be available through our school's website. Additional copies will be issued as and when required including notifying parents of changes within the document i.e., revised annual policy.
- Parents and carers have the responsibility to inform the school if a child in their care is a young carer. Our establishment understands the stigma for some parents and carers in raising this, however, we are an inclusive school, and every effort will be made to support the child and family with this. See point 27 of this policy for further information.

4.4 Communicating with parents:

In addition to section 4.3 above, the following statement is highlighted and provided to parents to ensure they are aware of the school's responsibilities:

'Our school ensures children learn in a safe, caring and enriching environment. Children are taught how to keep themselves safe, on and offline, to develop positive and healthy relationships and how to avoid situations where they might be at risk including by being exploited.'

Our school has a statutory responsibility to share any concerns it might have about a child in need of protection with other agencies and in particular police, health and children's services. Schools are not able to investigate concerns but have a legal duty to refer them. In most instances, the school will be able to inform the parents/carer of its need to make a referral. However, sometimes the school is advised by Children's Social Care or police that the parent/carer cannot be informed whilst they investigate the matter. We understand the anxiety parents/carers understandably feel when they are not told about any concerns from the outset. The school follows legislation that aims to act in the best interests of the child.

5. Extended school and before and after school activities

5.1 Where the Governing Body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply.

5.2 Where services or activities are provided separately by another body, the Governing Body should seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the school on these matters where appropriate.

6. Procedures

6.1 Beaumont Lodge Primary School will ensure that:

- The Governing Body understands and fulfils its safeguarding responsibilities
- We have a Designated Safeguarding Lead and Deputy Designated Safeguarding Leads for child protection and safeguarding, who have undertaken DSL training delivered by Safeguarding in Education, Leicester City Council; of which their training will be refreshed every two years
- All members of staff are provided with opportunities **annually** to receive Safeguarding Training in order to develop their understanding of safeguarding and child protection in particular the signs and indicators of abuse
- All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse, and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse

- All parents/carers are made aware of the school's responsibilities regarding child protection procedures through publication of the school's Safeguarding and Child Protection Policy, and reference to it in our prospectus/brochure and home school agreement
- Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time
- Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures
- Beaumont Lodge Primary School is committed to safer recruitment as outlined in Keeping Children Safe in Education 2024. The school will ensure all appropriate checks are carried out for all staff and volunteers including online searches as part of due diligence. Appropriate checks will be recorded on the Single Central Record which will be audited termly by the Chair of Governors. The school will ensure at least one person who is safer recruitment trained will be part of the recruitment process. All volunteers will undergo a risk assessment. See also the Safer Recruitment policy & guidance.
- All governors will undergo a DBS check and a S128 / Section 128 direction check as outlined in Keeping Children Safe in Education 2024
- The name of any member of staff considered not suitable to work with children will be notified to either the Disclosure and Barring Service or the relevant Government Department/Agency (where appropriate), depending on the nature of the concern, with the advice and support of the Local Authority Designated Officer (LADO), and a member of our SLT has attended LADO training (Managing allegations against staff members) and understands the harms threshold/low level concerns thresholds as set out in KCSIE 2024
- Our procedures will be annually reviewed and updated and ratified by the Governing Body
- The name of the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads will be clearly shown in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse, neglect and exploitation (Reception, Staffroom, Website etc.)
- All adults, (including supply teachers, non-teaching staff and volunteers), new to our school will be given or directed to a copy of; our Safeguarding and Child Protection Policy, Staff Code of Conduct, the school's behaviour policy, the school's child absent & missing protocols, the booklet 'What To Do if You're Worried A Child is Being Abused'³, Keeping Children Safe in Education 2024 Part 1, 5 and Annex B & C⁴, online safety policy, low level concerns policy and the name, identity and contact details of the Designated Safeguarding Lead and deputies will be explained as part of their induction into the school. In addition to this, all such staff and volunteers will be made aware of the 'Guidance for safer working practice for those working with children and young people in education settings, 2020 (Safer Recruitment Consortium).⁵

7. Responsibilities

7.1 All our staff understand that children may not feel ready or know how to disclose that they are being abused, neglected, exploited, or, and may not even recognise their experiences as harmful. Our staff act as the 'eyes and ears' for our children, meaning it is their responsibility to recognise signs and indicators of abuse and respond accordingly, rather than waiting for the child to disclose. Children might feel embarrassed, humiliated, or threatened, possibly due to their vulnerability, disability, sexual orientation, or language barriers. This does not deter our staff from maintaining professional curiosity and speaking to the DSL if they have concerns about a child. Our staff are also committed to building trusted relationships with children to facilitate open communication and support the child.

We understand that our responsibility to safeguard children requires that we all appropriately share any concerns as soon as a staff member or volunteer suspects/knows of a concern that we may have about children. The first point of contact is the DSL or other members of the Safeguarding Team (in their absence).

³https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

⁴ [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/Keeping_children_safe_in_education_2024.pdf)

⁵ <https://saferrecruitmentconsortium.org/>

The DSL / Headteacher will make any necessary referrals. If the concerns are regarding the conduct of a staff member the report is made to the Headteacher. If the concerns are regarding the Headteacher then the Chair of Governors should be informed.

7.2 If a staff member feels they cannot disclose information to their DSL, Headteacher or Governors, they must then follow our school's whistleblowing procedures to report their concerns (Appendix 2).

7.3 All staff will be versed in our whistleblowing procedure, understand when it is appropriate to use the procedures and will be given details of the NSPCC whistleblowing helpline.

7.4 All staff will be well versed in the Child Missing / Persistently Absent from Education and know and understand that any child that is regularly absent or missing can be a cause for concern and a possible indicator that the child is at risk of abuse or in need of help and support (Appendix 3).

8. The Designated Safeguarding Lead (DSL) – Roles and Responsibilities⁶

8.1 Keeping Children Safe in Education September 2024, outlines specific responsibilities of a DSL (a member of the School's Leadership Team) and their responsibilities within this role. Our lead DSL will take lead responsibility for safeguarding and child protection (including online safety). This is also explicit in their job description. We also have a number of deputy designated safeguarding leads who are trained to the same standard and provide the same level of support. Their key areas of responsibilities include: -

Manage Referrals:

- Refer cases of suspected abuse, neglect and exploitation and neglect to children's social care/police
- Support staff who make referrals to the local authority
- Refer to the Channel programme where there is a radicalisation concern and support staff with this
- Refer cases in relation to allegations against staff members to LADO including disclosure and barring
- Refer cases where any crime may have been committed to the Police.

Working with Others:

- Act as a source of support, advice, and expertise for all staff
- Act as a point of contact with safeguarding partners
- Liaise with the headteacher to inform her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult
- As required, liaise with the "case manager" (as per Part four) and the local authority designated officer (LADO) for child protection concerns in cases which concern a staff member
- Liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs co-ordinators (SENCOs), or the named person with oversight for SEN and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health
- promote supportive engagement with parents and/or carers in safeguarding and promote the welfare of children, including where families may be facing challenging circumstances

⁶ [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](#) - Annex C, Role of Designated Safeguarding Lead

- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school. This includes:
 - ensure that the school knows its cohort of children who have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
 - support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Information sharing and managing child protection files.

Our DSLs are responsible for ensuring that our child protection files are kept up to date. The information is kept confidential and stored securely on CPOMs. Our records will contain the following information:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome.
- Transfer of child protection files (including in year transfers) to the new school as soon as requested electronically, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term, ensuring secure transit and confirmation of receipt will be obtained where CPOMs is not used.

Our DSLs will ensure the file is only accessed by those who need to see it and where the file or its contents are shared, this happens in line with information sharing advice outlined government guidance KCSIE 2024.

Raising Awareness

- Ensure each member of staff (new and part-time) has access to and understands our child protection policy and procedures.
- Ensure our child protection policy is reviewed annually, updated, and reviewed regularly, and work with our governing body regarding this.
- Ensure our child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse, neglect and exploitation may be made and the role of the school or college in this (section 4.4 above)
- Link with safeguarding partners ensuring our staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a Social Worker are experiencing, with teachers and school leadership staff.

Training Knowledge and Skills

- Understand the assessment process for providing early help and statutory intervention, and social care referral arrangements

- Have a working knowledge of how local authorities conduct a child protection case conference/review conference and attend to these effectively
- Understand the importance DSLs have in providing information and support to children's social care in order to safeguard and promote the welfare of children
- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- Are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
- Understand the importance of information sharing, both within the school, and with safeguarding partners, other agencies, organisations, and practitioners
- Understand and support the school staff with regards to the requirements of the Prevent duty and protecting children from the risk of radicalisation
- Are able to understand the unique risks associated with online safety including filtering and monitoring and be confident to keep children safe whilst they are online at school
- Recognise additional risks that children with SEND face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them

In addition to the formal training set out above, our DSLs' knowledge and skills are updated at regular intervals and refreshed to allow them to understand and keep up to date with any developments relevant to their role.

Providing support to staff

- Ensure our staff are supported during the referrals processes
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support

Understanding the views of children

It is important that children feel heard and understood. Therefore, our DSLs will be supported in developing knowledge and skills to:

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

Holding and sharing Information

Our DSLs will be equipped to:

- Understand the importance of information sharing, both within the school and with other schools on transfer including in-year and between primary and secondary education, and with safeguarding partners, other agencies, organisations, and practitioners
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UKGDPR) and how to comply
- Be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.

Availability

- During term time, our DSLs will always be available on school site. The school will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities and trips and in exceptional circumstances, availability will be made via mobile phone/Skype.

8.2 Roles and responsibilities of the Headteacher

The Headteacher of Beaumont Lodge Primary School will ensure that:

- The policies and procedures adopted by the Governing body are fully implemented, and followed by all staff
- Relevant policies are updated annually, ratified by the Governing body and made available publicly either via the school website, parents' evening, open days or by other means
- Staff undergo and attend annual Whole School Safeguarding Training (INSET)
- All staff undergo appropriate online safety training
- All staff receive regular updates in relation to safeguarding, child protection and online safety
- Sufficient resources and time are allocated to enable DSLs and other staff to discharge their responsibilities, including taking part in inter-agency meetings and contributing to the assessment of children
- The Headteacher is aware of Local Authority Designated Officer (LADO) processes regarding allegations about other staff members, specifically the 'harms' and 'low-level concerns' thresholds
- The Headteacher has attended LADO Training and refreshed no later than every 2 years
- The Headteacher has attended Safer Recruitment Training and that training is refreshed no later than every 5 years; and that at least 1 member of the Governing body has attended Safer Recruitment Training
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children and processes, and such concerns are addressed sensitively and effectively in a timely manner (Whole school approach, child centred practice and culture of vigilance)
- All staff consider the best interest of a child and are made aware that they have an individual responsibility for referring child protection concerns, promptly and using the proper channels
- All staff have an understanding of Early Help and have the ability to identify children who would benefit from Early Help intervention
- Regular external visitors/providers such as cleaners, caterers have shown the school a copy of their H & S and Child Protection guidelines as best practice and where applicable; and that the school has a statement in main reception notifying external visitors who the Schools' DSLs are and what to do if they have any concerns about a child's welfare

- The DSLs undergo safeguarding and child protection training, which is updated regularly, with advice from the LSCPB, Safeguarding in Education and in line with Keeping Children Safe in Education, September 2024
- New members of staff, temporary or permanent including volunteers are given a full induction that includes Safeguarding and Child Protection Guidelines and names of DSLs.
- All staff are made aware of their right to whistle blow, have a copy of the whistleblowing procedures, are well versed with the procedures and have been made aware of the NSPCC whistleblowing helpline (Appendix 2)

8.3 Roles and responsibilities of the Governing Body

Beaumont Lodge Primary School Governing Body has a strategic leadership responsibility for our school's safeguarding arrangements and to comply with their duties under legislation. Our Governing Body ensures policies, procedures and training in our school are effective and comply with the law at all times.

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

Furthermore, the governors of our school will ensure that:

- Our school has a Safeguarding and Child Protection Policy and procedures in place, and the policy is made available to parents on request and is available on the school website ([Safeguarding | Beaumont Lodge Primary School](#))
- All school staff members working with children consider the best interests of children and are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with safeguarding and child protection including online safety and the filtering and monitoring systems in place for the establishment
- There are appointed deputies for child protection, in the event of the unavailability of the Lead DSL
- Where there is a safeguarding concern, Governing Body and SLT will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide for them
- Systems are in place, well promoted, easily understood and easily accessible for children to confidently report abuse, neglect and exploitation, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback
- The DSL and the appointed deputies for child protection undertake training for designated safeguarding leads, in addition to inter-agency child protection training, which is provided by, or to standards agreed by, LSCPB, and attends refresher DSL training at two-yearly intervals
- Clear systems and processes are in place for identifying and responding to potential mental health problems to a child including routes to escalate, referrals and accountability systems
- The Headteacher, and all other staff and volunteers who work with children, undertake appropriate training which is kept up to date through Whole School Training (annually); and that new staff, temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities (through the induction process)

- The Headteacher, and all other staff and volunteers who work with children, undertake appropriate online safety training.
- There are procedures for dealing with allegations of abuse against members of staff and volunteers (LADO) and that the thresholds for allegations (Harms Thresholds/Low Level Concerns) against staff and volunteers are understood and reported appropriately by all staff members (Appendix 4 - Managing Allegations Procedures)
- The Code of Conduct is up to date, maintained and adhered to by staff so as not to bring the school into disrepute.
- The Chair of Governors (or, in the absence of a chair, the vice chair) deals with any allegations of abuse made against the Headteacher, in liaison with the Local Authority Designated Officer
- At least 1 member of the Governing Body has attended LADO Training as a minimum and this is refreshed regularly
- At least 1 member of the Governing Body has attended Safer Recruitment Training as a minimum and this is refreshed regularly
- The Governing Body/individual governors will not have a role in dealing with individual cases or a right to details of cases except when exercising their disciplinary functions in respect of allegations against a member of staff
- Any deficiencies or weaknesses brought to the attention of the Governing Body are rectified
- Policies and procedures are reviewed annually, and information is provided to the Local Authority on how the Governing Body discharges its duties regarding safeguarding and child protection
- There is an individual member of the Governing Body who will champion and lead on issues to do with safeguarding children and child protection within the school, liaise with the DSL, and provide information and reports to the Governing Body, and that person is appropriately trained to discharge their responsibilities effectively. Our school's Lead Governor for Safeguarding is Abu Mulla.
- The school creates a culture of safe recruitment and, as part of that, adopts recruitment procedures that help deter, reject or identify people who might abuse children (Part three: Safer Recruitment, Keeping Children Safe in Education September 2024)
- The Chair of the Governing Body supports completion of the Annual Safeguarding Return—supporting schools to exercise their duties in relation to Safeguarding & Child Protection and returning the document to the local authority in a timely manner
- There is a Lead Governor for Antibullying and behaviour in the school.
- There is a Lead Governor for Mental Health in the School. Our lead is Alberto Granero.

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

9. Supporting Children

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

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

9.1 Our school will support all pupils by:

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

10. Confidentiality

We recognise that all matters relating to child protection are confidential and the best interest of a child should be considered at all times. However, The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. Our staff and practitioners may share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner. *It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk.*

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

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

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

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

11. Supporting Staff

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

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

11.3 We understand that staff should have access to advice on the boundaries of appropriate behaviour. Guidance for safer working practice for those working with children and young people in education settings, (Safer Recruitment Consortium).⁷ provides advice on this and the circumstances which should be avoided, in order to limit complaints against staff of abuse of trust, and/or allegations of physical or sexual abuse. These matters form part of staff induction and are referred to in the staff handbook / code of conduct.

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

12. Allegations against staff

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

⁷ <https://saferrecruitmentconsortium.org/>

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

12.3 All staff including supply staff should be aware of the Guidance for Safer Working Practices for Adults who work with Children and Young People 2022⁸.

12.4 All staff as part of their annual safeguarding training will receive Online Safety Training and will sign the Acceptable Use Agreement. This sets out responsibilities for all staff, ensuring they have an up-to-date awareness of online safety and that all digital communications with pupils/parents/carers should be at professional level and only carried out using official school systems. Further information on this can be found in section 41 & 42 of this policy and Appendix 5– Online Policy.

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

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

12.7 The Headteacher/senior teacher on all such occasions will immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO) and follow the process for managing the concern laid down in the LSCPB Procedures ([Leicester and the Leicestershire and Rutland Safeguarding Children Partnerships Procedures Manual \(proceduresonline.com\)](https://proceduresonline.com/leicester-and-the-leicestershire-and-rutland-safeguarding-children-partnerships-procedures-manual)). In addition to this, the Headteacher is aware of the harm's thresholds and difference between low level concerns and harms as set out in KCSIE 2024 and within the schools 'Managing Allegations Procedures' (Appendix 4).

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

12.9 On all occasions identified in 12.7 & 12.8 above, the school will follow the LSCPB/Local Authority procedures for managing allegations against staff and volunteers, a copy of which can be found in the School's Managing Allegations Policy (Appendix 4).

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

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

12.12 If our school receives an allegation relating to an incident that happened when an individual or organisation was using our premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities), as with any safeguarding allegation, where this is the case, we will follow our safeguarding policies and procedures, including informing the LADO. Furthermore, our lettings agreement for other users requires that the organiser will manage the suspension of adults where necessary from school premises.

12.13 Our school staff including supply staff are aware of and have an understanding of our 'Guidelines for Avoiding Allegations of Abuse' as outlined in Appendix 6.

⁸ <https://saferrecruitmentconsortium.org/>

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

13. Whistleblowing

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

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

13.3 All staff are aware of and understand how to use our school's whistleblowing procedures (Appendix 2).

13.4 All staff have access to the NSPCC Whistleblowing Helpline.

14. Our role in the prevention of abuse

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

14.2 The school community will therefore:

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

15. Safeguarding students who are vulnerable to extremism

15.1 Since 2010, when the Government published the Prevent Strategy⁹ and (Revised Prevent Duty Guidance 2015¹⁰), there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

⁹ Prevent Strategy 2011 - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf & CONTEST Strategy 2011 - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97994/contest-summary.pdf

¹⁰ Revised Prevent Duty Guidance 2015 <https://www.gov.uk/government/publications/prevent-duty-guidance>

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

15.3 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Beaumont Lodge Primary School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 7.

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

The local area context in regards to radicalisation is outlined in appendix 8.

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

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

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

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

16. Contextual Safeguarding, Assessment of Risk Outside the Home, Extra Familial Harms (Child Criminal Exploitation)

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

Beaumont Lodge Primary School Staff especially our designated safeguarding lead (and deputies) will take into consideration whether children are at risk of abuse, neglect and exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in

their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

This is known as contextual safeguarding and assessment of risk outside the home, which simply means Beaumont Lodge Primary School staff will take into consideration wider environmental factors that may be present in a child's life that are a threat to their safety and or welfare. This way, schools are able to provide as much information as possible as part of the referral process to Children's Social Care as necessary.

17. County Lines & Child Financial Abuse

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

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

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

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

18. Serious Violence, Gang Violence & Youth Crime

Section 18 & 19 of this policy outlines the school responsibility in supporting children who are involved with Gangs and Knife crime. The same safeguarding procedures will apply if a child is experiencing this including contextual safeguarding. The Home Office have produced additional supporting guidance on Preventing and reducing serious violence¹¹ to support schools further.

18.1 A gang is group of individuals that spends time in public and engages in criminal activity and violence. The group may also be territorial or in conflict with other gangs. Young people involved in gangs have an increased risk of experiencing violence and other types of abuse including sexual exploitation. Gang crime and serious youth violence is also often synonymous with knife crime and other serious violence.

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

¹¹ [Serious Violence Duty - Statutory Guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/Serious_Violence_Duty_-_Statutory_Guidance.pdf)

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

19. Knife Crime

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

- carrying a knife or trying to buy one if you're under 18
- threatening someone with a knife
- carrying a knife that is banned
- a murder where the victim was stabbed with a knife
- a robbery or burglary where the thieves carried a knife as a weapon

19.2 Within Leicester City, the Home Office¹² recorded 606 incidents of knife possession in the city in the three years to the end of March 2024. In the most recent year, 230 such crimes were committed, up from 182 in the year ending March 2023 and 194 in the year ending March 2022. Over the three years, this equates to 162.3 knife offences per 100,000 residents in the city.

19.3 Beaumont Lodge Primary School takes such incidents very seriously and we will follow our school and government procedures in dealing with such incidents. Furthermore, where a crime is being committed, our duty of care will also include contacting the Police.

20. Child Criminal Exploitation and Cybercrime Involvement

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

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

¹² [Police recorded crime and outcomes open data tables - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/statistics/police-recorded-crime-and-outcomes-open-data-tables)

21. Child Criminal Exploitation and Child Sexual Exploitation (CSE)

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

22. Modern Slavery & Trafficking

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

Someone is in slavery if they are:

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

22.2 Human trafficking

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

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

23. Child on Child Sexual Violence and Sexual Harassment/Child on Child Abuse

KCSIE 2024, Part 5 is explicit in their definition of Child on Child Sexual Violence and Sexual Harassment and its forms. However, within the context of contextual safeguarding, child on child abuse and peer influence has a massive impact on the child and young person (CYP). If CYP are exposed to other CYP who are known for being exploited, they are more likely to experience child on child abuse and be 'influenced' or 'swayed' to participate in illegal activity, criminal activity and sexual activity. Further information on Child-on-Child abuse and Sexual Violence and Sexual Harassment is outlined in our school's guidance (Appendix 9).

24. Children and the court system

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

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

25. Children with family members in prison

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

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

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

26. Homelessness

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

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

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

26.4 Furthermore, Beaumont Lodge Primary School staff also promote Early Help and Support so that children and families can be identified and supported at an early stage. If a parent or carer and/or their children find themselves in this situation, we strongly urge you to speak to our DSL or member of school staff so that support can be provided.

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

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

26.6 As Beaumont Lodge Primary School staff are aware that safeguarding issues can manifest themselves in many different ways, our staff have received annual safeguarding training and additional information to better equip themselves in the knowledge of other forms of abuse, neglect and exploitation as per Keeping Children Safe in Education 2024. These are outlined in Appendix 1.

27. Young Carers

27.1 A young carer is defined as: "You're a young carer if you're under 18 and help to look after a relative with a disability, illness, mental health condition, or drug or alcohol problem. If you're a young carer, you probably look after one of your parents or care for a brother or sister. You may do extra jobs in and around the home, such as cooking, cleaning, or helping someone get dressed and move around. You may also give a lot of physical help to a brother or sister who's disabled or ill. Along with doing things to help your brother or sister, you may be giving them and your parents emotional support, too."

27.2 Here at Beaumont Lodge Primary School we understand the difficulties that young carers face when supporting family members which can range from not completing homework, arriving to school late or not having enough sleep as examples. We are not here to judge, but rather to support the needs and wellbeing of the young person where necessary; our DSLs will support the young person in ensuring relevant support and guidance is given. Where possible, parents and carers should make the school aware if a child they live with is a young carer to ensure relevant support is received as soon as possible.

27.3 Furthermore, additional information can be sought by contacting the school directly or going direct to Leicester City Council, Duty and Assessment Service on 0116 454 1004 and choose option 1 'City', then option 1 'Child' and then option 4 'Young carer' who provide regular and ongoing support to children and young people that are under the age of 18, who care for family members who are physically or mentally unwell, disabled and/or misuse substances.¹³

28. Other Forms of Abuse, Neglect and Exploitation

28.1 Child Sexual Exploitation (CSE) & Trafficking. CSE is a form of abuse and occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity.

¹³ [Help for young carers \(leicester.gov.uk\)](https://www.leicester.gov.uk/help-for-young-carers/) | <https://www.leicester.gov.uk/health-and-social-care/adult-social-care/support-for-carers/help-for-young-carers/>

Sexual exploitation can take many forms ranging from seemingly consensual relationships to serious gang and group exploitation.

28.2 Beaumont Lodge Primary School staff are aware that sexual exploitation can take many forms and that pupils may not exhibit external signs of abuse. Our staff are also aware that it is an offence carrying a maximum sentence of two years imprisonment where an adult (any adult) intentionally communicates (for example, by e-mail, text message, written note or orally) with a child under 16 (whom the adult does not reasonably believe to be aged 16 or over) for the purpose of obtaining sexual gratification. This act forms part of Section 67 of the Serious Crime Act 2015¹⁴ (offence of Sexual Communication with a Child) and came into force on 3 April 2017.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/604931/circular-commencement-s67-serious-crime-act-2015.pdf

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

28.4 Our school staff are also aware of some of the signs and symptoms of CSE through LSCPB Leaflets¹⁵, staff induction and as part of annual Whole School Safeguarding Training.

28.5 Our school staff follow guidance and procedures as outlined in 'Safeguarding Children and Young People from Sexual Exploitation in Leicester, Leicestershire and Rutland'¹⁶ available on the LSCPB website.

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

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

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

28.10 Groomers will hide their true intentions and may spend a long time gaining a child's trust through a range of mediums including social media platforms. Section 67 of the Serious Crime Act 2015 (offence of Sexual Communication with a Child) which came into force on 3 April 2017 also applies to Sexting, Sharing Nudes and Semi Nudes (including videos and live streams) and Grooming and our staff are fully aware of the legislation¹⁷.

Grooming Models include:

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

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

¹⁴ <https://www.gov.uk/government/publications/circular-201701-sexual-communication-with-a-child-implementation-of-s67-of-the-serious-crime-act-2015>

¹⁵ <https://www.lcitylscb.org/safeguarding-leaflets/>

¹⁶ <https://www.lcitylscb.org/safeguarding-leaflets/>

¹⁷ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/604931/circular-commencement-s67-serious-crime-act-2015.pdf

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

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

[Sharing nudes and semi-nudes: how to respond to an incident \(overview\) \(updated March 2024\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/sharing-nudes-and-semi-nudes-how-to-respond-to-an-incident-overview)

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

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

29. Child on Child Sexual Violence & Harassment including child on child Abuse/Children using Harmful Sexual Behaviour ¹⁸ (HSB)

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

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

29.1 Sexual violence and sexual harassment (KCSIE 2024, Part 5) can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

^{18&17} https://lrrscb.proceduresonline.com/p_sexually_harm_behav.html?zoom_highlight=children+using+abusive+behaviour

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

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

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

29.5 Our staff will respect confidentiality and anonymity of a child or young person reporting incidents of sexual violence and sexual harassment including situations where the child or young person asks staff not to tell anyone about the incident, making referrals against the wishes of the young person and considering the potential impact of social media breaching confidentiality. There are no easy or definitive answers when a victim makes this request. If the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies.

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

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

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

29.9 Children and young people who abuse others should be held responsible for their abusive behaviour, while being identified and responded to in a way that meets their needs as well as protecting others and our school has clear guidelines around this. See also point 28.10.

29.10 Our school staff understand that with regard to the alleged perpetrator(s), advice on behaviour in schools¹⁹ is clear that teachers can sanction pupils whose conduct falls below the standard which could be reasonably expected of them. Disciplinary action can be taken whilst other investigations by the police and/or Local Authority children's social care are ongoing (if any). The fact that another body is investigating or has investigated an incident does not in itself prevent our school from coming to its own conclusion, on the balance of probabilities, about what happened and imposing a penalty accordingly. Our DSL or deputy DSL will take a leading role with this.

¹⁹ [Behaviour in schools guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/guidance/behaviour-in-schools-guidance)

29.11 Our school also refers to the LSCPB procedures²⁰ which are written with reference to sexually abusive and inappropriate behaviours. Keeping Children Safe in Education 2024 (Part 5) also makes reference to Child on Child Sexual Violence & Sexual Harassment and where there are serious child protection concerns, as a result of non-sexual violence by a child or young person, leading to actual or possible significant harm, our safeguarding and child protection measures will be implemented.

29.12 In supporting children and families, our staff understand Early Help can be particularly useful to address non-violent HSB and may prevent escalation of sexual violence. Therefore, it is particularly important that our designated safeguarding lead (and their deputies) know what our local early help process is and how and where to access support.

30. Upskirting

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

30.2 At Beaumont Lodge Primary School, all our staff are aware of the importance of:

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

30.3 If our staff have a concern that a child might have been abused by another child and/or is displaying inappropriate sexualised behaviour, staff will in the first instance refer their concerns to the DSL. The DSL will then directly contact Children's Social Care/DAS in accordance with the LSCPB Referrals Procedure to decide how the incident will be managed. Furthermore, our DSL will also seek advice from the Police where necessary. Our staff are aware of what child abuse and Sexual Violence/Harassment is at national and local levels through our annual Whole School Training and our DSL has attended CUSAB Training delivered by Safeguarding in Education to enhance their knowledge in this area further.

31. Domestic Violence and Abuse & Violence between young people (Teen relationships)

31.1 The cross-government definition of domestic violence and abuse is²¹:

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

- psychological
- physical
- sexual
- financial
- emotional

²⁰ https://llrscb.proceduresonline.com/p_sexually_harm_behav.html?zoom_highlight=children+using+abusive+behaviour

²¹ <https://www.gov.uk/guidance/domestic-violence-and-abuse>

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

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

- 1 in 5 teenage girls have been assaulted by a boyfriend
- Young women are more likely to experience sexual violence than other age groups
- Young women with older partners are at increased risk of victimisation
- Recent surveys (including NSPCC²², Zero Tolerance and End Violence Against Women campaign) reveal that approximately 40% of our young people are already being subjected to relationship abuse in their teenage years

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

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

31.6 Furthermore, involvement through Operation Encompass and Early Help can also support the child and parents/carers. The school will ensure communications and multiagency working with Social Care and Early Help is maintained to fully support the child and their family. Staff will also work with all the children in our school to ensure information and the importance of healthy relationships is highlighted through assemblies, circle time and PSHE/RSHE lessons.

32. Children Missing/Absent From Education (CME) & Unexplainable and/or persistent absences from education (KCSIE 24).

32.1 Children missing in education (CME) are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education elsewhere. (DFE)²³ This includes children not being home educated and children who are not on school roll. In addition to CME, some children are persistently absent from education or have unexplainable absences (KCSIE 2024)²⁴.

32.2 Beaumont Lodge Primary School staff understand the differences set out in 32.1 and procedures to follow. Our staff are aware that children being absent from school 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

²² [New report shows scale of abuse against teenagers | NSPCC](#)

²³ [Stat guidance template \(publishing.service.gov.uk\)](#)

²⁴ [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](#)

child criminal exploitation - particularly County Lines. Our response to children's absences from school supports identifying such abuse, neglect and exploitation, and in the case of absent pupils, helps prevent the risk of them becoming a missing child in the future. This includes when problems are first emerging but also where children are already known to the local authority.²⁵

32.3 Children missing from education who are persistently absent from school, are referred to in the wider LCC Educational Welfare Service Policy and LSCPB Procedures²⁶ for children who go missing from School, Home or Care Education and includes Families who go missing. In addition to this, Beaumont Lodge Primary School has its own Attendance Policy available on the School's Website which also outlines procedures for pupil absence from our school.

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

32.5 At Beaumont Lodge Primary School if a child is no longer coming to our school where the parent/carer has removed them for the reason of elective home education, we will ensure that we notify the LA in line with the established procedure. We will also follow procedures where a child is taken out of school to go on holiday or where a child is removed from school as the family are moving away.

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

33 Honour based Abuse (HBA)

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

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

34. Female Genital Mutilation

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

34.2 Definition of Female Genital Mutilation²⁷ (FGM):

²⁵ [Missing Children and Adults - A cross government strategy \(publishing.service.gov.uk\)](#) (additional resources for schools/colleges)

²⁶ <https://llrscb.proceduresonline.com/index.htm> and [School's Extranet \(leicester.gov.uk\)](#)

²⁷ FGM Revised Guidance July 2020 - <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

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

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Therefore, our staff have been briefed on the importance of FGM through our Whole School Safeguarding training on 22.08.24 and are aware of some of the signs and symptoms.

Responding to FGM - The school will ensure:

- We raise awareness of staff regarding the issues of FGM through Whole School Training
- Staff have a clear understanding of what is FGM
- FGM is within the school's Safeguarding Policy
- The RSE curriculum supports pupils understanding of their bodies and keeping themselves safe
- Monitoring of absences

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

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

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

35. Forced Marriage

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

35.2 Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their 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.

35.3 The Government's definition of a Forced Marriage²⁸ is:

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

35.4 Beaumont Lodge Primary School staff, through induction and Whole School Training are aware of the importance and impact on a pupil who is involved in such situations.

²⁸ <https://www.gov.uk/guidance/forced-marriage>

35.5 In addition, the Forced Marriage Unit has issued guidance on Forced Marriage and vulnerable adults due to an emerging trend of cases where such marriages involve people with learning difficulties. This is not a crime which is perpetrated by men only, sometimes female relatives will support, incite or assist. It is also not unusual for younger relatives to be selected to undertake the abuse to protect senior members of the family. Sometimes contract killers and bounty hunters will also be employed.

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

36. Abuse linked to faith, beliefs and culture

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

This kind of abuse can also include:

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

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

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

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

37. Early Help and Supporting Children and their Families

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

37.2 At Beaumont Lodge Primary School, key staff members/DSLs have attended our LSCPB's Early Help and Early Help Assessment Training, and our staff are prepared to identify any children who may benefit from Early Help.

38. Bullying and Safeguarding

38.1 **The Law** ([Bullying at school: The law - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/bullying-at-school-the-law)) - Some forms of bullying are illegal and should be reported to the police. These include:

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

It is against the law to discriminate ([Discrimination: your rights: Types of discrimination \('protected characteristics'\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/discrimination-your-rights-types-of-discrimination)) against anyone because of:

- sexual orientation
- gender reassignment
- sex
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- age
- being married or in a civil partnership
- being pregnant or on maternity leave

38.2 Bullying is defined as 'behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally'. Repeated bullying usually has a significant emotional component, where the anticipation and fear of being bullied seriously affects the behaviour of the victim. This includes targeting a child or young person for being lesbian, gay, or bisexual. This is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are.

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

38.4 Beaumont Lodge Primary School has a legal duty to ensure we have an Anti-Bully Policy in place and that all staff, children and parents/carers are made aware of it. This document can be accessed on our school's website ([Behaviour | Beaumont Lodge Primary School](#)) and sets out clear procedures in managing such incidents within the school. We also deliver work in school about anti-bullying through assemblies and lessons and our staff are trained in appropriately dealing with such incidents.

38.5 However, at times, bullying such as child on child abuse, sexualised behaviour, serious incidents of harm, homophobic behaviours, cyber bullying and Sexting/Use of mobile phones may occur and will be taken seriously and as a serious safeguarding concern especially if the child is at risk of significant harm. In such

cases, our DSL/Headteacher will assess the situation and seek advice and guidance from Children's Social Care or the Police especially in relation to illegal activity and as outlined in section 38.1 above.

39. Local Priorities

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

39.2 Within our local community area, our priorities are:

- Domestic Abuse
- Substance abuse
- Anti-social behaviour
- Neglect

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

40. Private Fostering

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

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

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

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

41. Online Safety

41.1 Technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and exploitation online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online: this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content. An effective approach to online safety empowers a school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate. See Appendix 5 (Online Safety) for additional information.

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

The school will consider a whole school approach to online safety. This will include a clear policy on the use of mobile technology in the school. Many children have unlimited and unrestricted access to the internet via 4G and 5G and the school will carefully consider how this is managed on our premises. The policy will take into consideration the use of all handheld devices and smart watches.

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

42. Monitoring and Filtering

42.1 Monitoring and filtering play crucial roles in the responsible use of the internet. With the vast amount of information available online, these tools help ensure a safe and productive online environment. Monitoring involves tracking internet activities to prevent illegal or harmful content, protecting users from cyber threats, and enforcing compliance with policy and guidance. Filtering, on the other hand, enables the customisation of internet access, allowing schools and colleges to block inappropriate content and prioritise educational resources. Both monitoring and filtering are essential in schools, colleges, and homes to safely foster positive internet experience for all users.

42.2 It is the responsibility of our Lead DSL (Dawn Solla) to ensure online safety and understand the filtering and monitoring systems and processes in place for Beaumont Lodge Primary School. Our Lead DSL will also ensure ALL our staff receive appropriate training and understand the expectations, roles and responsibilities in relation to filtering and monitoring which also ties in with Teachers Standards²⁹ and staff Code of Conduct and our Governing Body will regularly review its effectiveness. (KCSIE Role of DSL and Para 142)

42.3 Our establishment further understands the importance of regular contact with parents and carers. Where appropriate, these communications will be used to reinforce the importance of children being safe online as it

²⁹ [Teachers' Standards guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

is likely that supporting parents and carers they will find it helpful to understand what systems we use to filter and monitor online use. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school (if anyone) their child is going to be interacting with online. For additional information on monitoring filtering within our establishment, please see Appendix 11.

[Meeting digital and technology standards in schools and colleges - Guidance - GOV.UK \(www.gov.uk\) \(Updated Guidance Gov May 2024\)](#)

[Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](#)

43. Use of school or college premises for non-school activities

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

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

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

44. Alternative Provisions

44.1 Alternative Provision refers to educational settings outside mainstream and special schools for children who, for various reasons, cannot attend mainstream schooling. These reasons can include behavioural issues, exclusion, health problems, or specific educational needs that mainstream schools cannot meet.

44.2 If Beaumont Lodge Primary School places a pupil with an alternative provision provider, we will continue to be responsible for the safeguarding and welfare of that pupil and will be satisfied that the placement meets the pupil's needs.

44.3 As outlined in 44.1, the pupils in Alternative Provision often have complex needs, it is therefore also important that governing bodies of these settings are aware of the additional risk of harm that their pupils may be vulnerable to. Alternative Provision aims to ensure that every child receives an education that meets their individual needs, supporting their personal and academic development and as such, staff in our school and the staff within the Alternative Provisions are aware of the government's statutory guidance in relation to Alternative Provision:

- Alternative Provision DFE statutory guidance: [Additional health needs guidance \(publishing.service.gov.uk\)](#)

- Education for children with health needs who cannot attend school - [Arranging education for children who cannot attend school because of health needs \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612212/Arranging_education_for_children_who_cannot_attend_school_because_of_health_needs.pdf)

45. What we do when we are concerned about a child

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

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

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

45.4 In addition to the above, our school staff will refer to Appendix 10.

46. Policy review

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

47. Other Relevant Policies

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

- Behaviour policy (including Searching, Screening and Confiscation guidance)
- Staff behaviour and management (Code of Conduct; Safer Working Practice)
- Parents' behaviour and management (Code of conduct when in school)
- Anti-bullying policy
- Sexual Violence and Sexual Harassment between children in schools and colleges (child on child) (Appendix 9)
- Physical interventions/restraint
- Special Educational Needs
- Trips and visits
- First aid and the administration of medicines
- Health and safety & Site security
- Sex and Relationship Education (Healthy Relationships and Domestic Violence in Young People)
- Equal opportunities
- ICT and Online safety, including on and offline and acceptable usage (Handheld devices and smart watches)
- LAC Policy
- Visitor Policy
- Safer Recruitment Policy
- Managing Allegations Procedure / Local Authority Designated Officer (LADO) (Appendix 4)
- Whistleblowing Procedures (Appendix 2)

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

48. Useful contact numbers and links

Leicestershire Police	999 / 0116 2222222
Childrens Assessment, Support and Prevention – CASP Email: cas-team@leicester.gov.uk Duty & Advice (Includes out of hours) das.team@leicester.gov.uk Early Help & Support/ early-help@leicester.gov.uk If you are experiencing any issues completing the MARF form, or require it in an alternative format please email early-help-coordinators@leicester.gov.uk . Please note: alternative formats of the MARF will need to be sent securely to das-team@leicester.gov.uk .	0116 454 1004
Children's Safeguarding Unit	0116 454 2440
Safeguarding in Education Julie Chapaneri & Mohammed Patel Safeguardingineducation@leicester.gov.uk	0116 454 2440
Local Authority Designated Officer (LADO) Jude Atkinson	0116 454 2440
Leicester Safeguarding Childrens Partnership Board (LSCPb) LSCPb Home (lcitylscb.org)	0116 454 6520
Prevent (Advice / Referral) City: Ailsa Coull – Ailsa.coull@leicester.gov.uk	0116 454 6923 07519 069833
UAVA – United against violence and abuse (Domestic Violence, Abuse between Teenagers and Domestic Violence in BME community) info@uava.org.uk	0808 80 200 28
Forced Marriage Unit fmufco.gov.uk	020 7008 0151
Female Genital Mutilation Helpline fgmhelp@nspcc.org	0800 028 3550
NSPCC Whistleblowing Advice Line help@nspcc.org.uk	0800 0280285

Useful websites and links

www.thinkuknow.co.uk
www.disrespectnobody.co.uk
www.saferinternet.org.uk
www.internetmatters.org
www.pshe-association.org.uk
www.educateagainsthate.com
www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation
[Children Forced Into Opening Criminal Bank Accounts | The Children's Society \(childrenssociety.org.uk\)](http://Children Forced Into Opening Criminal Bank Accounts | The Children's Society (childrenssociety.org.uk))

APPENDIX 1- DEFINITION AND INDICATORS OF ABUSE, NEGLECT AND EXPLOITATION

Overview

Abuse, as outlined in KCSIE 2024, is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

1. NEGLECT

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

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

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

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

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

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

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

2. PHYSICAL ABUSE

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

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

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

3. SEXUAL ABUSE

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

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

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

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

3a. SEXUAL EXPLOITATION

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

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

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

5. EMOTIONAL ABUSE

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

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly.
- Over-reaction to mistakes
- Delayed physical, mental or emotional development.
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies

- Neurotic behaviour: rocking, banging head, regression, tics and twitches.
- Self-harming, drug or solvent abuse
- Fear of parents being contacted.
- Running away
- Compulsive stealing
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

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

6. Sexual Harassment and Sexual Violence³⁰

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003¹⁰⁵ as described below:

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

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

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

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

Sexual harassment

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

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

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

³⁰ [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/90121/keeping-children-safe-in-education-2024.pdf) - Part 5

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

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

The response to a report of sexual violence or sexual harassment

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

6. RESPONSES FROM PARENTS

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

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

7. SEND CHILDREN (Special Educational Needs and Disabilities)

Beaumont Lodge Primary School is an inclusive school that welcomes all students, including those with special educational needs and disabilities (SEND), as well as deaf and disabled children and young people, whenever possible and appropriate. We are committed to providing every opportunity for our students to reach their full potential while promoting their self-esteem and valuing their individuality³¹.

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

³¹ [Children with special educational needs and disabilities \(SEND\) | NSPCC Learning](#) and [Safeguarding d/Deaf and disabled children and young people | NSPCC Learning](#)

Key issues for safeguarding children with disabilities include:

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

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

Some indicators concerns could include:

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

Beaumont Lodge Primary School has a specific SEND Policy. All our staff have access to this policy and key staff members are also aware of the LSCPB Procedures online³² and NSPCC advice on protecting children with SEN, and deaf/disabled children and young people³³. As best practice our school will ensure we:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.

³² <http://www.lcitylscb.org/information-for-practitioners/safeguarding-topics/neglect/>

³³ [Children with special educational needs and disabilities \(SEND\) | NSPCC Learning](#) and [Safeguarding d/Deaf and disabled children and young people | NSPCC Learning](#)

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

Beaumont Lodge Whistleblowing Policy

**Reporting illegal or improper conduct
(Disclosures under the Public Interest
Disclosures Act 1998)**

or

**concerns about safeguarding children &
young people**

1 Introduction

This policy applies to all employees and governors. Other individuals performing functions in relation to the organisation, such as agency workers and contractors, should have a copy of this also or have at least read a copy.

It is important to Beaumont Lodge that any fraud, misconduct or wrongdoing by employees or governors of the school is reported and properly dealt with. The Governing Body will, therefore, respond to all individuals who raise any genuine concerns that they may have about the conduct of others in the school, **which are in the public interest**.

This policy sets out the way in which individuals may raise any concerns that they have and how those concerns will be dealt with.

1.1 Beaumont Lodge expects the highest standards of conduct from all employees and governors and will treat seriously any concern raised about illegal or improper conduct.

1.2 Any individual covered by this policy will be expected, through agreed procedures and without fear of recrimination, to bring to the attention of the Headteacher (or the Chair of Governors if the concerns relate to the Headteacher) any serious impropriety or breach of procedure.

1.3 Employees who do not follow the steps identified in this procedure or other agreed internal procedures, and take their concerns to other outside sources (e.g. the press), may be subject to a formal disciplinary investigation.

2 Background

The law provides protection for employees who raise legitimate concerns about specified matters. These are called 'qualifying disclosures'. A qualifying disclosure is one made in the public interest by the employee who has a reasonable belief that:

- A criminal offence
- A miscarriage of justice
- An act creating risk to health and safety
- An act causing damage to the environment
- Corruptly receiving any gift or advantage, thus failing to comply with the Bribery Act 2010
- Allowing private interests to override the interests of the school
- A breach of any legal obligation; or

- concealment of any of the above

is being, has been, or is likely to be, committed. It is not necessary for the employee to have proof that such an act is being, has been, or is likely to be committed - a reasonable belief is sufficient. The employee has no responsibility for investigating the matter; it is the school's responsibility to ensure that an investigation takes place.

2.1 Where the concerns are about safeguarding children or young people, the school's Designated Safeguarding Lead for Child Protection should be notified (See section 7.2).

2.2 It is a procedure in which the Headteacher or Chair of Governors will be expected to act swiftly and constructively in the investigation of any concerns in accordance with the school's disciplinary procedure

2.3 Concerns about a colleague's professional capability should not be dealt with using this procedure (but see section 7 below).

3 When should it be used?

This procedure is for disclosures about matters other than a breach of an employee's own contract of employment.

If an employee is concerned that his/her own contract has been, or is likely to be, broken he/she should use the school's Grievance procedures.

Where a disclosure is merely an expression of opinion that fails to show that a legal obligation has been or is likely to be breached, it cannot amount to a protected or qualifying disclosure for the purposes of the whistle blowing legislation.

3.1 So this procedure is not designed to replace or be used as an alternative to the grievance procedure, which should be used where an employee is only aggrieved about his/her own situation. Nor should this policy apply where the employee simply disagrees with the way the school is run.

3.2 Employees must have reasonable grounds for believing the information they have is accurate and not just idle gossip or rumour.

3.3 An employee who makes such a protected disclosure has the right not to be dismissed, subject to any other detriment, or victimised, because he/she has made a

disclosure, provided it has not been made maliciously. Any employee who uses this procedure will not be penalised for doing so. The employer will not tolerate harassment and/or victimisation of any employee raising concerns.

3.4 An employee who is not sure whether the conduct he/she is concerned about does constitute illegal or improper conduct or is unsure about how to proceed may contact the Leicester City Council HR Department – 0116 454 4310 or email: hrpolicy@leicester.gov.uk or their Professional Association/Trade Union.

3.5 Financial regulations require that any suspicion of fraud, corruption or other financial irregularity is reported to Internal Audit for possible investigation. Normally an employee must first report any suspicion of such an irregularity to the Headteacher or Chair of Governors (but see 5), who will in turn report it to Internal Audit. Similar principles apply to Academies where the funding agency must be informed.

4. Principles

4.1 Any matter raised under this procedure will be investigated thoroughly, promptly and confidentially, and the outcome of the investigation reported back to the employee who raised the issue.

4.2 No employee will be victimised for raising a matter under this procedure. This means that the continued employment and opportunities for future promotion or training of the employee will not be prejudiced because he/she has raised a legitimate concern.

4.3 Victimisation of a worker for raising a qualified disclosure will be a disciplinary offence.

4.4 If misconduct is discovered as a result of any investigation under this procedure the matter will be considered under the disciplinary procedure, in addition to any appropriate external measures.

4.5 Maliciously making a false allegation is a disciplinary offence.

4.6 An instruction to cover up wrongdoing is in itself a disciplinary offence. If told not to raise or pursue any concern, even by a person in authority, employees should not agree to remain silent.

5. Procedure

5.1 In the first instance, unless the employee reasonably believes his/her Headteacher to be involved in the wrongdoing, any concerns should be raised with the employee's Headteacher. If he/she believes the Headteacher to be involved, then the employee should proceed straight to the Governing Body or point 5.3 below.

5.2 The Headteacher/Chair of Governors will arrange an investigation into the matter (either by investigating the matter himself/herself or immediately passing the issue to someone in a senior position). The investigation may involve the employee and others involved giving written statements. Any investigation will be carried out in accordance with the principles set out above. The employee's statement will be taken into account and he/she will be asked to comment on any additional evidence obtained.

Employees who want to use the procedure but feel uneasy about it may wish to consult their Professional Association/Trade Union initially and bring a colleague or Professional Association/Trade Union Representative along to any discussions, so long as the third party is not involved in the issue. Where anonymity is requested efforts will be made to meet the request where appropriate but that might not always be possible. The earlier and more open the expression of concern the easier it will be to take appropriate action.

5.3 The Headteacher (or the person who carried out the investigation) will then report to the Chair of Governors/Governing Body who will take the necessary action, including reporting the matter to any appropriate department or regulatory agency. If disciplinary action is required this will be taken forward by the Headteacher/Chair of Governors/Governing body in consultation with the School's HR Advisory Team. On conclusion of any investigation, the employee will be told the outcome of the investigation and what the next steps will be. If no action is to be taken, the reason for this will be explained.

If the employee is concerned that his/her Headteacher is involved in the wrongdoing, has failed to make a proper investigation or has failed to report the outcome of the investigation, he/she should inform the Leicester City Council, HR Department. Employees who feel unable to follow this route, for whatever reason, have the option of contacting one of the following:

- HM Revenue and Customs
- The Financial Services Authority
- The Office of Fair Trading
- The Health and Safety Executive

- The Environment Agency
- The Director of Public Prosecutions
- The Serious Fraud Office
- The Education Funding Agency
- The Department for Education
- The National College for Teaching and Leadership

6 What should be done if an issue is raised with a member of staff?

6.1 If a member of staff, other than the Headteacher, is approached by a colleague on a matter of concern as defined in this document, he/she is advised to take the matter to the Headteacher as above point 5.

7 Safeguarding Children and Young People

7.1 All employees have a duty to report concerns about the safety and welfare of pupils/students.

7.2 Concerns about any of the following should be reported to the Designated Safeguarding Lead for Child Protection (DSL):

- physical abuse of a pupil/student
- sexual abuse of a pupil/student
- emotional abuse of a pupil/student
- neglect of a pupil/student
- issues relating to Female Genital Mutilation, Child Missing from Education, Child Sexual Exploitation & Radicalisation
- an intimate or improper relationship between an adult and a pupil/student
- improper behaviour or conduct of staff towards children

DSLs – Dawn Solla (Headteacher); Balinder Kazi (Deputy Head); Vicki Smith (Senior Leader)

7.3 The reason for the concern may be the actions of a colleague (including a more senior colleague), a Governor, another pupil or someone outside the school. Whatever the reason, concerns must be reported. Failure to report a Child Protection related allegation will be in itself, a disciplinary matter.

Law Relating To This Document:

Employment Rights Act 1996

Public Interest Disclosures Act 1998 (Whistleblowing)

Human Rights Act 1998 (Duty of care)

The legislation protecting individuals who make a protected disclosure applies not only to employees, but also to any person who undertakes to do or perform personally (or otherwise) any work or service for the employer, regardless of the nature of the contractual relationship between them.

A Whistleblowing Policy should establish the procedure for an employee to follow if he/she has a genuine concern about a colleague's conduct or the organisation's practices. The Whistleblowing Policy should make clear what sort of allegations will count as a protected disclosure and should allow for the employee to raise these concerns with a nominated person and set out the steps that the employer will take in response.

A qualifying disclosure means any disclosure of information that in the reasonable belief of the worker is made in the public interest. The requirement that a whistleblower make a qualifying disclosure 'in good faith' has been removed. Therefore, while the employer can seek a declaration from the whistleblower that he or she is not knowingly making a false allegation, disciplinary action is likely to be appropriate only where there is clear evidence that the employee has misused the whistle blowing procedure. A consequence of the requirement that a disclosure be made in the public interest is that an employee will generally be precluded from being able to 'blow the whistle' about breaches of his or her employment contract.

Section 43J of the Employment Rights Act 1996 provides that a Settlement Agreement made between an employee and employer cannot prevent future protected disclosures. Any confidentiality obligations in contracts of employment that would prevent an employee making a protected disclosure will be void.

8 Contacts

Leicester City Council HR Department

E mail address

Tel: 0116 454 4310

Email: hrpolicy@leicester.gov.uk

Leicester City Council, Safeguarding Children's Unit

Tel: 0116 454 2440

Duty and Advice

0116 454 1004

LADO – Local Authority Designated Lead

0116 454 2440

Head Teacher of School

Tel: 0116 2366925

Governor of School

Tel: 0116 2366925

DSLs in School: Dawn Solla, Balinder Kazi, Vicki Smith

Leicester City Council



LA and Maintained Schools Protocol on the Management of Children Missing Education August 2020

Background

Leicester is a diverse city with high levels of mobility. This has an impact on children who are attending our schools as each year; high numbers of children leave at points other than the usual transfer times and many of these children go to countries outside the UK. It is important to fully consider any known or suspected risk to all children who leave our schools and that appropriate action is taken to safeguard them when necessary. It is imperative that schools and the LA work in partnership to ensure children's safeguarding requirements are met.

In July 2015, Ofsted wrote to the Education Secretary to highlight concerns identified in Birmingham and Tower Hamlets where schools did not appear to have sufficient information about children's destinations and they noted the risk children may be subject to including forced marriage, FGM, radicalisation and CSE. They also noted that the legislation underpinning schools' responsibilities was lacking and recommended that action be taken urgently at a government level. This resulted in a consultation process and in The Education (Pupil Registration) (England) (Amendment) Regulations 2016. The changes came into force on 1st September 2016 and are intended to improve information in identifying children missing in education. A copy of the LA briefing on the changes is available on the Schools' Extranet.

This protocol relates to children on school rolls (of all ages) where removal from roll is being considered other than as part of routine transition at usual transfer points; it should also be followed however if it comes to the school's attention that due to a house move, the child is unlikely to attend the school they are due to transfer to. The protocol includes details of:

1. Relevant Legislation,
2. Schools' responsibilities – Removal from roll (listed by scenario),
3. General advice – concerns about the child's whereabouts or destination
4. Children with irregular attendance and/or 10 or more days of unauthorised

absence

5. Children on part-time timetables

6. LA responsibilities and actions

7. Annex A – Legislation – Removal from roll

8. Annex B – Safe removal from roll form / Referral to LA

9. Annex C – Child no longer ordinarily resident - removal from roll decision form

10. Annex D - Informing the LA about children with irregular attendance and/or 10 or more days of unauthorised absence and those who are on Part-time timetables.

In addition to the safe transfer of all children in the city, a further priority is to identify as quickly as possible where children can safely be removed from school rolls in order that the place can be allocated to another child. This protocol aims to address both these priorities.

NB If a parent informs you that they are opting to take responsibility for their child's education (i.e. home educating them) and withdrawing them from school, you must have this in writing from the parent and you must refer them to the EWS (providing a copy of the letter as the referral). In the case of statemented pupils on roll at special schools, please also discuss with the Special Education Service prior to removal from roll. (It is never appropriate for a school to suggest home education to a parent.)

The protocol also covers the duty all schools have to share information with the LA about children who do not attend school regularly and/or those who have 10 or more consecutive days of unauthorised absence. Also, the expectation Ofsted have with regard to the sharing of details of children on part-time time-tables is covered.

1. Relevant Legislation

Removal from school roll of both pre-statutory and statutory school age children is governed by section 8 of the Education (Pupil Registration) (England) Regulations 2006. The criteria that are relevant to children on school rolls are listed in this document in Annex A; the list incorporates the amendments as per the legislation enacted on 1st September 2016.

From 2007 there has been a statutory duty on all Local Authorities in England and Wales to have systems and procedures in place to monitor Children Missing Education (DCSF Statutory Guidance for Local Authorities in England to Identify

Children Not Receiving Education – February 2007). Since this point, the local authority has maintained records of the education provision of all children in the city known to Education services. Work has been undertaken by schools, the Education Welfare Service and CME Information Officers with the aim of ensuring that all children who leave our schools safely enter the education system in their new location. This protocol provides details of the working arrangements for all maintained schools.

The duty to share information with the LA on children with irregular attendance is stated in section 12 of the 2006 Regulations. With regards to children on part-time timetables, Ofsted takes the view that there is an obligation for all schools to notify the local authority of any such arrangements for their pupils. This obligation was detailed for the first time in the Ofsted report Pupils Missing Out on Education in November 2013. This includes all schools including both maintained and independent Schools.

2. Beaumont Lodge Primary School responsibilities - Removal from roll

There are a number of different scenarios that can apply which may lead to removal of a child from the school roll; these scenarios are listed below with guidance. Schools should ensure that parents are aware of the importance of keeping the school fully updated regarding changes to their address, plans to move out of the area etc prior to any actual move. At the point a forthcoming planned move comes to light, or following an apparent unexpected move, the school should seek to identify all relevant information and record this on the form in Annex B. The form in Annex C is designed to assist schools in decision making regarding removal from roll when a child has moved but is still living locally. Both forms are designed to assist schools to establish and store as much relevant information as possible. The forms can also be used to refer to the EWS where necessary.

NB Where a child has moved but is still attending, other than ensuring the school records are updated, no action needs to be taken.

a.) New school has child on roll – confirmed with school directly:

- There is no need to complete either form in Annex B or C as the child is on roll at another school – complete destination field in the school's management information system:
- Enter details in destination field in SIMs or your school's MIS system using

following format:

- o [LA Number and Establishment Number], [Start Date as DD/MM/YY], [Name of Person Spoke to]
- Remove from roll

b.) Child is understood to be moving – new address is in city or nearby in county (i.e. possibly within travelling distance) and parent states child will no longer attend:

- Use the form in Annex B to capture the relevant information as far as possible with parent/carer
- Ensure they are aware that child must continue to attend until they leave the current address – explore with them how the child could travel and continue to attend
- Ensure they are aware that if they are remaining in the city or nearby in the county (within travelling distance), they should continue to send the child to the school unless they secure a place in another school -
 - o Whilst the parent may wish to apply for a place in another school closer to the address, unless there are safeguarding concerns or SEN needs preventing travel, all secondary age children will be expected to travel. Transport may be available if a place is applied for but unavailable at a school within walking distance
 - o For primary pupils, parents must continue to ensure their child's regular attendance as far as possible until a place at a school closer to the address is available and in the meantime, transport may be available if they apply but no school within walking distance has an available place
- Where a school is considering removal from roll in these circumstances, the ***Child No Longer Ordinarily Resident and Stopped Attending form*** (see Annex C) should be completed by the school and submitted securely via AnyComms+ to the EWS. This enables legal advice to be sought if this is deemed necessary and ensures the decision to remove complies with the legislation. (The form should be completed in Word and shared securely with the EWS.)

c.) Child has moved and stopped attending - confirmed child in admissions process in new LA (or known to a service in new LA which has responsibility to ensure child receives an education e.g. social worker) and confirmed child is not returning to the city:

- Enter the details of the LA, who spoke to, their role in destination field
- Remove from roll
- NB Follow b.) where the child still lives locally in the county

d.) Child is understood to be moving/has moved – distant county location or elsewhere in UK, or left address but no information on whereabouts - Safe transfer to school or professionals in new LA unconfirmed:

- Complete Form in Annex B
- Discuss the case with the EWS and refer using Annex B form.
- EWO will undertake relevant casework, seek guidance from EWS

management as necessary and provide guidance to school on removal from

roll

- Remove from roll in line with advice from EWS (see Annex A (1h))
- Enter in destination field – “referred to EWS” and date referred

e.) Child is understood to be moving out of UK / is reported to have moved out of UK already:

- Complete the form in Annex B as far as possible
- If the child has a Social Worker, as soon as the information about the move comes to light, contact the Social Worker
- If the child has any other professional working with the family in a supportive capacity, contact them if there are concerns about the move
- Refer to EWS (using form in Annex B) for further investigation - only if there are any current or previous concerns

- EWS will undertake casework, seek guidance from EWS management as necessary and provide guidance to school on removal from roll
- Remove from roll in line with advice from EWS or, if no referral has been deemed to be necessary (as there are no current or previous concerns), remove from roll.
- Destination field: emigrated referred/not referred to EWS

Transferring information to the local authority

For schools that use Capita SIMS with electronic transfer (B2B) with the LA this is done automatically when you have updated SIMS. Maintained schools that use other MIS should ensure that they have updated their system prior to sending the usual weekly extract for the LA and uploading to AnyComms+.

3. General advice – concerns about the child’s whereabouts or destination

If no referral has been made to an EWO, avoid stating in the destination field in the school’s MIS that the EWO is aware.

Where i) a child is understood to be moving address or ii.) the move has subsequently come to the school’s attention, where there are concerns due to the school being unable to confirm safe transfer, **in particular where a move abroad is known or suspected**, schools should seek to ascertain as much of the information in Annex B as possible.

Where the school is aware of another agency or professional being involved with the family, they should alert them to the concerns as a matter of urgency and both seek information and support from them to confirm the child’s wellbeing. It may be appropriate to seek information from a named emergency contact on the child’s school records.

Key principle is that independent confirmation of the details is always ideally required prior to removing a child from roll when a parent has advised of a move to another area or to a country outside of the UK. Where the only available information is from the parent, the child should be referred to the EWS and they will provide guidance on removal from roll. All available information should be triangulated to identify potential concerns.

Where there are concerns about the child's wellbeing, the concerns should be carefully considered with the aim of either taking action to confirm the child's safe transfer to another school or LA or, to involving city services as appropriate.

Confirmation from an independent source could come from another LA, a school in another area or the parent/carer may have some documentation relating to the new address which can be confirmed independently. Schools abroad will usually be willing and able to confirm a child is on roll with them via e-mail; the address should match the one on their website.

Where concerns exist due to a lack of clarity, a lack of willingness to share information on the parent's part, or due to the destination (eg a conflict zone), or due to further information that has come to light from the child or their friends, or from a sibling's school, an assessment should be undertaken with a view to:

- Following safeguarding procedures where significant risk is believed to exist – referral to DAS or contact Social Worker if already involved
- Referring to EWS to make relevant enquiries

When a parent has been transparent and cooperative in their sharing of information, this will usually indicate that the child is not at risk, but there could be individual cases where this is not the case hence all cases should be carefully considered with information available being triangulated to identify concern.

Leavers joining a Witness Protection Scheme or Fleeing Violence/abuse

Occasionally when a child leaves, there are special circumstances which make it necessary to keep their new location highly confidential. Typically, this is because they are fleeing violence or some other threat or in a very few cases they are joining a witness protection scheme.

It is important that you confirm with the new school that the child is on roll, but do not record the new address or the new school in SIMS. Please select the Other/Unknown option in the reason for leaving field. For these cases it is also important for you to contact the CME Information Officers (CME@leicester.gov.uk, 0116 454 1132) so that the centrally held record can be updated in a way which protects the child's new location and prevents a CME investigation from being triggered. Please do not email child's personal details. Where children have left due to domestic violence, witness protection or some other known threat; if you are unable to locate them at a new school, you should refer

them to the EWS. The EWS will then take appropriate steps and ensure that the child is in education and ensure that the centrally held record is updated in a way that protects the child's new location.

Schools in the UK

It is never sufficient to accept the word of a parent/guardian. Confirmation from the receiving school needs to be obtained. To find the contact details of schools in England or Wales, you can look them up on the .gov website (<https://www.get-information-schools.service.gov.uk/>)

If a pupil has relocated to Scotland or Northern Ireland, you should attempt to have contact with the new school to confirm that the child is either in their admissions system or has started there.

Policy & Practice Guide For Schools on Absent Pupils – Safe & Well Checks

This policy applies where children have not been seen as expected in school and there are concerns about their whereabouts. The policy could apply to cases where a move is suspected but not confirmed and cases should be considered on a case by case basis.

New starters

Schools have a duty to share the details of all new starters with the LA.

Common Transfer Files or SIMS queries should be addressed to your MIS (SIMS) support provider.

4. Children with irregular attendance and/or 10 or more days of unauthorised Absence

Existing requirements set out in the Regulations require all schools to share information with the local authority regarding pupils who have irregular attendance and those who have 10 or more consecutive days of unauthorised absence. These requirements have been met historically via the Education Welfare Service (EWS) systems of routine work with maintained schools and the monitoring of attendance information received through the electronic transfer of data. Maintained schools that do not use SIMS and therefore cannot use B2B electronic transfer are required to complete the information on Annex D and send it to the LA via Anycomms+

5. Children on part-time timetables

Ofsted takes the view that there is an obligation for all schools to notify the local authority of any part-time education arrangements for their pupils. This obligation was detailed for the first time in the Ofsted report Pupils Missing Out on Education in November 2013. This includes all schools and relates to children who are not attending a registered school or alternative provision for a part of the school week.

Schools should inform the local authority of children who are on part-time timetables through the completion of an “Irregular Attenders” form. See Annex D. This requires schools to identify how the arrangements will be reviewed. The irregular attenders form should be completed and submitted when the part-time timetable arrangement is agreed and half-termly from then on.

6. LA responsibilities and actions

The LA must ensure that where safe transfer to another school or admissions system in the UK has not been established, that all possible relevant actions have been undertaken to ensure the child’s safe transfer. Where the child is understood to be moving abroad, or where they have not returned as expected, it will usually be appropriate to refer to the EWS for further investigation. In order to decide the extent of the actions deemed appropriate, the details in the form in Annex B will be fully considered.

The CME Information Officers and the EWOs have access to the information submitted electronically by schools via B2B in the ONE Pupil database. Where safe transfer is not evident in destination field via B2B, if an EWO is not involved, the CME Information Officers will follow up and confirm information with schools as deemed appropriate and they will check the latest available housing information.

When EWS intervention is required, the standard actions the EWO will undertake are:

- *Home visits, checks with neighbours
- Check of council databases e.g. Revenue and Benefits, Liquid Logic
- Phone calls and emails
- Referral to other LAs
- Check with health re GP registration
- Follow up all other possible sources of information identified during the investigation

*Schools who do not have an LA EWO are responsible for undertaking home visits, checks with neighbours, with the child's friends etc prior to referral to the LA.

The CME Information Officers will undertake a monitoring function of the system whereby cases where there has been no EWS involvement will be sampled to identify any issues. This will result, where appropriate, in training being offered and/or the amendment of the protocol.

Key LA CME personnel regularly liaise and review procedures to ensure practices support the purpose of the protocol.

Nothing in this protocol affects the duty to refer to social care when thresholds are met. The LSCB guidance is available on the LSCB website

Legislation – Removal from Roll

Children of statutory school age:

	Grounds for deleting a pupil of compulsory school age from the school admission register set out in the Education (Pupil Registration) (England) Regulations 2006, as amended
1.) 8(1)(a)	where the pupil is registered at the school in accordance with the requirements of a school attendance order , that another school is substituted by the local authority for that named in the order or the order is revoked by the local authority on the ground that arrangements have been made for the child to receive efficient full-time education suitable to his age, ability and aptitude otherwise than at school.
2.) 8(1)(b)	except where it has been agreed by the proprietor that the pupil should be registered at more than one school, in a case not falling within sub-paragraph (a) or regulation 9, that he has been registered as a pupil at another school .
3.) 8(1)(c)	where a pupil is registered at more than one school , and in a case not falling within sub-paragraph (j) or (m) or regulation 9, that he has ceased to attend the school and the proprietor of any other school at which he is registered has given consent to the deletion .
4.) 8(1)(d)	in a case not falling within sub-paragraph (a) of this paragraph, that he has ceased to attend the school and the proprietor has received written notification from the parent that the pupil is receiving education otherwise than at school.
5.) 8(1)(e)	except in the case of a boarder, that he has ceased to attend the school and no longer ordinarily resides at a place which is a reasonable distance from the school at which he is registered.
6.) 8(1)(f)	in the case of a pupil granted leave of absence in accordance with regulation 7(1A), that — (i) the pupil has failed to attend the school within the ten school days immediately following the expiry of the period for which such leave was granted; (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and (iii) the proprietor and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.
7.) 8(1)(g)	that he is certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he nor his parent has indicated to the school the intention to continue to attend the school after ceasing to be of compulsory school age
8.)	that he has been continuously absent from the school for a period of not less than twenty school days and (i) at no time was his absence

8(1)(h)	during that period authorised by the proprietor in accordance with regulation 6(2); (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and (iii) the proprietor of the school and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.
9.) 8(1)(i)	that he is detained in pursuance of a final order made by a court or of an order of recall made by a court or the Secretary of State, that order being for a period of not less than four months, and the proprietor does not have reasonable grounds to believe that the pupil will return to the school at the end of that period.
10.) 8(1)(j)	that the pupil has died.
11.) 8(1)(k)	that the pupil will cease to be of compulsory school age before the school next meets and— (i) the relevant person has indicated that the pupil will cease to attend the school; or (ii) the pupil does not meet the academic entry requirements for admission to the school's sixth form.
12.) 8(1)(l)	in the case of a pupil at a school other than a maintained school, an Academy, a city technology college or a city college for the technology of the arts, that he has ceased to be a pupil of the school.
13.) 8(1)(m)	that he has been permanently excluded from the school.
14.) 8(1)(n)	where the pupil has been admitted to the school to receive nursery education, that he has not on completing such education transferred to a reception, or higher, class at the school.
15.) 8(1)(o)	where— (i) the pupil is a boarder at a maintained school or an Academy; (ii) charges for board and lodging are payable by the parent of the pupil; and (iii) those charges remain unpaid by the pupil's parent at the end of the school term to which they relate.

Children not of statutory school age (taken directly from legislation)

8(3a) that he has ceased to attend the school, or, in the case of a boarder, that he has ceased to be a pupil of the school

(3b) that he has been continuously absent from the school for a period of not less than twenty school days and — .

(i) at no time was his absence during that period agreed by the proprietor; .

(ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and .

(iii) the proprietor of the school has failed, after reasonable enquiry, to ascertain where the pupil is.

SAFE REMOVAL FROM ROLL FORM / REFERRAL TO LA

Completion of this form will assist schools to determine if referral to the EWS is appropriate. (For use with reference to the case scenarios.)

Save form electronically in child's record in SIMS. Use form to refer to EWO. LA may request form.

Leicester City School:	
Child/ren's name(s): 1. 2. 3.	Child's dob & UPN: 1. / 2. / 3. /
Person providing information: 1. Name: 2. Mobile no: 3. E-mail addresses: 4. Relationship to child	1. 2. 3. 4.
Parent/s carers if different to the above:	Enter 1 – 4 as above in this box
New Address:	
Date family moving if still in city:	
Last date child will attend the school:	
If child has stopped attending, last date:	
Is child in the Admissions process in the new LA, if yes, give details of a. LA and b. schools applied for:	Yes/No a. b.
If destination is outside of UK, how will the family be travelling?	
Flight details: a. Airline: b. Date of travel: c. Flight number: d. Destination Airport: e. If there is a connecting flight, record same details as above:	a. b. c. d. e.
Place in school for child/ren in new location? Yes / No (State name of school/s with tel no if known):	1. 2. 3.
Any other information including concerns from friends, information from siblings' schools:	
Is social care involved? Y/N – if Y, inform social worker: date informed Is there a need for the LA to investigate further? Y/N – if Y, send form to EWO	
If child/ren not referred to the EWO, how do you know the family has left the address? Provide details:	
Is the school view that CP thresholds have been met? Yes / No If Yes, confirm that CP processes have been followed – Yes / No	
Date form completed: _____ Dates of subsequent updates: _____	

If form to be sent to LA, use 'Removal From Roll – Annex B' in Anycomms plus.

ANNEX C

Purpose - to determine if removal from roll due to distance is appropriate

EDUCATION WELFARE / SCHOOL ADMISSIONS
CHILD NO LONGER ORDINARILY RESIDENT AND STOPPED ATTENDING –
FOR USE WHEN CHILD HAS MOVED BUT IS STILL LIVING IN CITY OR NEARBY IN COUNTY

For completion in **Word** – send securely

Name of child:		Dob:		School Yr:	
-----------------------	--	-------------	--	-------------------	--

School:		Date last attended:	
----------------	--	----------------------------	--

1. Previous address when attending:	
--	--

	Distance from school (shortest walking):
--	--

2. Date moved to new address:	
--------------------------------------	--

3. New address from which no longer attending:	
---	--

	Distance from school (shortest walking):
--	--

4. Siblings	
--------------------	--

Names	Schools	Attending?	
		Y	N
		Y	N
		Y	N
		Y	N

5. Parent's view:	
--------------------------	--

--	--

6. Head teacher's view:	
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--	--

7. Is child in admissions process for place at another school? Yes / No	
--	--

DATE FORM SENT TO EWS: _____

	Pass form to EWS management:
--	-------------------------------------

Decision re removal from roll and rationale:	
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--	--

Name of EWS manager:		Date:	
Admissions manager:		Date:	

APPENDIX 4 - ALLEGATIONS ABOUT A MEMBER OF STAFF/VOLUNTEERS

Guidance on managing Allegations procedures for Beaumont Lodge Primary School

As per KCSIE 2024, it is the responsibility of Beaumont Lodge Primary School to ensure procedures are in place for dealing with concerns and/or allegations against those working in or on behalf of schools and colleges in a paid or unpaid capacity, including, members of staff, supply teachers, volunteers and contractors. Our procedures are consistent with local safeguarding procedures and practice guidance and KCSIE 2024³⁴.

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

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

KCSIE 2024³⁵ states that LADO procedures are categorised in to 2 main areas:

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

Section one: Allegations that may meet the harms threshold

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

The Head Teacher will notify the LADO and HR in the event of an allegation which meets the harm threshold. The Head Teacher will work with LADO/HR and follow the statutory guidance from KCSIE 2023.

Section Two: Concerns that do not meet the harm threshold (Low Level)

- causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of
- the school or college may have acted in a way that:
- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

³⁴ [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/91222/Keeping_children_safe_in_education_2024.pdf)- Part 4 Managing Allegations

³⁵ [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/91222/Keeping_children_safe_in_education_2024.pdf)- Part 4 Managing Allegations

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

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

If a staff member is unable to raise a concern about the inappropriate behaviour of another staff member, or any other safeguarding concern, all staff are aware of Beaumont Lodge Primary School Whistleblowing Procedures (Appendix 2).



Beaumont Lodge
PRIMARY SCHOOL

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Online safety policy

Approved by:	[The Governing Body]	Date: []
Last reviewed on:		
Next review due by:		

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1. Aims

Our school aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- Deliver an effective approach to online safety, which empowers us to protect and educate the whole school community in its use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Establish clear mechanisms to identify, intervene and escalate an incident, where appropriate

The 4 key categories of risk

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

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- **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
- **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
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scam

2. Legislation and guidance

This policy is based on the Department for Education's (DfE) statutory safeguarding guidance, [Keeping Children Safe in Education](#), and its advice for schools on:

- [Teaching online safety in schools](#)
- [Preventing and tackling bullying](#) and [cyber-bullying: advice for headteachers and school staff](#)
- [Relationships and sex education](#)

It also refers to the DfE's guidance on [protecting children from radicalisation](#).

It reflects existing legislation, including but not limited to the [Education Act 1996](#) (as amended), the [Education and Inspections Act 2006](#) and the [Equality Act 2010](#). In addition, it reflects the [Education Act 2011](#), which has given teachers stronger powers to tackle cyber-bullying by, if necessary, searching for and deleting inappropriate images or files on pupils' electronic devices where they believe there is a 'good reason' to do so.

The policy also takes into account the National Curriculum computing programmes of study.

This policy complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The governing board

The governing board has overall responsibility for monitoring this policy and holding the headteacher to account for its implementation.

The governing board will co-ordinate regular meetings with appropriate staff to discuss online safety, and monitor online safety logs as provided by the designated safeguarding lead (DSL).

The governor who oversees online safety is Glenn Short.

All governors will:

- Ensure that they have read and understand this policy

- Agree and adhere to the terms on acceptable use of the school's ICT systems and the internet (appendix 3)
- Ensure that, where necessary, teaching about safeguarding, including online safety, is adapted for vulnerable children, victims of abuse and some pupils with SEND because of the importance of recognising that a 'one size fits all' approach may not be appropriate for all children in all situations, and a more personalised or contextualised approach may often be more suitable

3.2 The headteacher

The headteacher is responsible for ensuring that staff understand this policy, and that it is being implemented consistently throughout the school.

3.3 The designated safeguarding lead

Details of the school's DSL [and deputies] are set out in our child protection and safeguarding policy as well as relevant job descriptions.

The DSL takes lead responsibility for online safety in school, in particular:

- Supporting the headteacher in ensuring that staff understand this policy and that it is being implemented consistently throughout the school
- Working with the headteacher, ICT manager and other staff, as necessary, to address any online safety issues or incidents
- Managing all online safety issues and incidents in line with the school child protection policy
- Ensuring that any online safety incidents are logged (using CPOMs) and dealt with appropriately in line with this policy
- Ensuring that any incidents of cyber-bullying are logged and dealt with appropriately in line with the school behaviour policy
- Updating and delivering staff training on online safety (appendix 4 contains a self-audit for staff on online safety training needs)
- Liaising with other agencies and/or external services if necessary
- Providing regular reports on online safety in school to the headteacher and/or governing board

This list is not intended to be exhaustive.

3.4 The ICT manager

The ICT manager is responsible for:

- Putting in place an appropriate level of security protection procedures, such as filtering and monitoring systems, which are reviewed and updated on a regular basis to assess effectiveness and ensure pupils are kept safe from potentially harmful and inappropriate content and contact online while at school, including terrorist and extremist material
- Ensuring that the school's ICT systems are secure and protected against viruses and malware, and that such safety mechanisms are updated regularly
- Conducting a full security check and monitoring the school's ICT systems on a monthly basis
- Blocking access to potentially dangerous sites and, where possible, preventing the downloading of potentially dangerous files
- Ensuring that any online safety incidents are logged (using CPOMs) and dealt with appropriately in line with this policy
- Ensuring that any incidents of cyber-bullying are dealt with appropriately in line with the school behaviour policy

This list is not intended to be exhaustive.

3.5 All staff and volunteers

All staff, including contractors and agency staff, and volunteers are responsible for:

- Maintaining an understanding of this policy
- Implementing this policy consistently

- Agreeing and adhering to the terms on acceptable use of the school's ICT systems and the internet (appendix 3), and ensuring that pupils follow the school's terms on acceptable use (appendices 1 and 2)
- Working with the DSL to ensure that any online safety incidents are logged (see appendix 5) and dealt with appropriately in line with this policy
- Ensuring that any incidents of cyber-bullying are dealt with appropriately in line with the school behaviour policy
- Responding appropriately to all reports and concerns about sexual violence and/or harassment, both online and offline and maintaining an attitude of 'it could happen here'

This list is not intended to be exhaustive.

3.6 Parents

Parents are expected to:

- Notify a member of staff or the headteacher of any concerns or queries regarding this policy
- Ensure their child has read, understood and agreed to the terms on acceptable use of the school's ICT systems and internet (appendices 1 and 2)

Parents can seek further guidance on keeping children safe online from the following organisations and websites:

- What are the issues? – [UK Safer Internet Centre](#)
- Hot topics – [Childnet International](#)
- Parent resource sheet – [Childnet International](#)
- [Healthy relationships – Disrespect Nobody](#)

3.7 Visitors and members of the community

Visitors and members of the community who use the school's ICT systems or internet will be made aware of this policy, when relevant, and expected to read and follow it. If appropriate, they will be expected to agree to the terms on acceptable use (appendix 3).

4. Educating pupils about online safety

Pupils will be taught about online safety as part of the curriculum:

In **Key Stage 1**, pupils will be taught to:

- Use technology safely and respectfully, keeping personal information private
- Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Pupils in **Key Stage 2** will be taught to:

- Use technology safely, respectfully and responsibly
- Recognise acceptable and unacceptable behaviour
- Identify a range of ways to report concerns about content and contact

By the **end of primary school**, pupils will know:

- That people sometimes behave differently online, including by pretending to be someone they are not
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- How information and data is shared and used online
- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

The safe use of social media and the internet will also be covered in other subjects where relevant.

Where necessary, teaching about safeguarding, including online safety, will be adapted for vulnerable children, victims of abuse and some pupils with SEND.

5. Educating parents about online safety

The school will raise parents' awareness of internet safety in letters or other communications home, and in information via our website or SEESAW. This policy will also be shared with parents.

If parents have any queries or concerns in relation to online safety, these should be raised in the first instance with the headteacher and/or the DSL.

Concerns or queries about this policy can be raised with any member of staff or the headteacher.

6. Cyber-bullying

6.1 Definition

Cyber-bullying takes place online, such as through social networking sites, messaging apps or gaming sites. Like other forms of bullying, it is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. (See also the school behaviour policy.)

6.2 Preventing and addressing cyber-bullying

To help prevent cyber-bullying, we will ensure that pupils understand what it is and what to do if they become aware of it happening to them or others. We will ensure that pupils know how they can report any incidents and are encouraged to do so, including where they are a witness rather than the victim.

The school will actively discuss cyber-bullying with pupils, explaining the reasons why it occurs, the forms it may take and what the consequences can be.

Teaching staff are also encouraged to find opportunities to use aspects of the curriculum to cover cyber-bullying. This includes personal, social, health and economic (PSHE) education, and other subjects where appropriate.

All staff, governors and volunteers (where appropriate) receive training on cyber-bullying, its impact and ways to support pupils, as part of safeguarding training (see section 11 for more detail).

The school website also shares information on cyber-bullying for parents (via the school website) so that they are aware of the signs and how they can support children who may be affected.

In relation to a specific incident of cyber-bullying, the school will follow the processes set out in the school behaviour / anti-bullying policy. Where illegal, inappropriate or harmful material has been spread among pupils, the school will use all reasonable endeavours to ensure the incident is contained.

The DSL will consider whether the incident should be reported to the police if it involves illegal material, and will work with external services if it is deemed necessary to do so.

7. Acceptable use of the internet in school

All pupils, parents, staff, volunteers and governors are expected to sign an agreement regarding the acceptable use of the school's ICT systems and the internet (appendices 1-3). Visitors will be expected to read and agree to the school's terms on acceptable use if relevant.

Use of the school's internet must be for educational purposes only, or for the purpose of fulfilling the duties of an individual's role.

We will monitor the websites visited by pupils, staff, volunteers, governors and visitors (where relevant) to ensure they comply with the above.

More information is set out in the acceptable use agreements in appendices 1, 2 and 3.

8. Pupils using mobile devices in school

Due to the age of pupils we do not anticipate pupils bringing mobile phones to school. If this was to occur, parents would be requested to collect the device, or it would be stored securely until the end of the day.

9. Staff using work devices outside school

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring their hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing anti-virus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

Staff members must not use the device in any way which would violate the school's terms of acceptable use, as set out in appendix 3.

Work devices must be used solely for work activities.

If staff have any concerns over the security of their device, they must seek advice from the IT Technician.

10. How the school will respond to issues of misuse

Where a pupil misuses the school's ICT systems or internet, the action taken will depend on the individual circumstances, nature and seriousness of the specific incident, and will be proportionate.

Where a staff member misuses the school's ICT system or the internet, or misuses a personal device where the action constitutes misconduct, the matter will be dealt with in accordance with the staff code of conduct. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident.

The school will consider whether incidents which involve illegal activity or content, or otherwise serious incidents, should be reported to the police.

11. Training

All new staff members will receive training, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation.

All staff members will receive refresher training at least once each academic year as part of safeguarding training, as well as relevant updates as required (for example through emails, e-bulletins and staff meetings).

By way of this training, all staff will be made aware that:

- Technology is a significant component in many safeguarding and wellbeing issues, and that children are at risk of online abuse
- Children can abuse their peers online through:
 - Abusive, harassing, and misogynistic messages
 - Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups
 - Sharing of abusive images and pornography, to those who don't want to receive such content
- Physical abuse, sexual violence and initiation/hazing type violence can all contain an online element

Training will also help staff:

- develop better awareness to assist in spotting the signs and symptoms of online abuse
- develop the ability to ensure pupils can recognise dangers and risks in online activity and can weigh the risks up
- develop the ability to influence pupils to make the healthiest long-term choices and keep them safe from harm in the short term

The DSL (or Deputy DSLs) will undertake child protection and safeguarding training, which will include aspects of online safety, at least every 2 years. They will also update their knowledge and skills on the subject of online safety at regular intervals, and at least annually.

Governors will receive training on safe internet use and online safeguarding issues as part of their safeguarding training.

Volunteers will receive appropriate training and updates, if applicable.

More information about safeguarding training is set out in our child protection and safeguarding policy.

12. Monitoring arrangements

The DSL logs behaviour and safeguarding issues related to online safety (E-safety incident tab on CPOMs).

This policy will be reviewed every year. At every review, the policy will be shared with the governing board.

13. Links with other policies

This online safety policy is linked to our:

- Child protection and safeguarding policy
- Behaviour policy
- Staff disciplinary procedures
- Data protection policy and privacy notices
- Complaints procedure
- ICT and internet acceptable use policy

Appendix 1: EYFS and KS1 acceptable use agreement (pupils and parents/carers)

ACCEPTABLE USE OF THE SCHOOL'S ICT SYSTEMS AND INTERNET: AGREEMENT FOR PUPILS AND PARENTS/CARERS

Name of pupil:

When I use the school's ICT systems (like computers) and get onto the internet in school I will:

- Ask a teacher or adult if I can do so before using them
- Only use websites that a teacher or adult has told me or allowed me to use
- Tell my teacher immediately if:
 - I click on a website by mistake
 - I receive messages from people I don't know
 - I find anything that may upset or harm me or my friends
- Use school computers for school work only
- Be kind to others and not upset or be rude to them
- Look after the school ICT equipment and tell a teacher straight away if something is broken or not working properly
- Only use the username and password I have been given
- Try my hardest to remember my username and password
- Never share my password with anyone, including my friends.
- Never give my personal information (my name, address or telephone numbers) to anyone without the permission of my teacher or parent/carer
- Save my work on the school network
- Check with my teacher before I print anything
- Log off or shut down a computer when I have finished using it

I agree that the school will monitor the websites I visit and that there will be consequences if I don't follow the rules.

Signed (pupil):

Date:

Parent/carer agreement: I agree that my child can use the school's ICT systems and internet when appropriately supervised by a member of school staff. I agree to the conditions set out above for pupils using the school's ICT systems and internet, and will make sure my child understands these.

Signed (parent/carer):

Date:

Appendix 2: KS2 acceptable use agreement (pupils and parents/carers)

ACCEPTABLE USE OF THE SCHOOL'S ICT SYSTEMS AND INTERNET: AGREEMENT FOR PUPILS AND PARENTS/CARERS

Name of pupil:

I will read and follow the rules in the acceptable use agreement policy

When I use the school's ICT systems (like computers) and get onto the internet in school I will:

- Always use the school's ICT systems and the internet responsibly and for educational purposes only
- Only use them when a teacher is present, or with a teacher's permission
- Keep my username and passwords safe and not share these with others
- Keep my private information safe at all times and not give my name, address or telephone number to anyone without the permission of my teacher or parent/carer
- Tell a teacher (or sensible adult) immediately if I find any material which might upset, distress or harm me or others
- Always log off or shut down a computer when I'm finished working on it

I will not:

- Access any inappropriate websites including: social networking sites, chat rooms and gaming sites unless my teacher has expressly allowed this as part of a learning activity
- Open any attachments in emails, or follow any links in emails, without first checking with a teacher
- Use any inappropriate language when communicating online, including in emails
- Create, link to or post any material that is pornographic, offensive, obscene or otherwise inappropriate
- Log in to the school's network using someone else's details
- Arrange to meet anyone offline without first consulting my parent/carer, or without adult supervision

If I bring a personal mobile phone or other personal electronic device into school:

- I will not use it during lessons, tutor group time, clubs or other activities organised by the school, without a teacher's permission
- I will use it responsibly, and will not access any inappropriate websites or other inappropriate material or use inappropriate language when communicating online

I agree that the school will monitor the websites I visit and that there will be consequences if I don't follow the rules.

Signed (pupil):

Date:

Parent/carer's agreement: I agree that my child can use the school's ICT systems and internet when appropriately supervised by a member of school staff. I agree to the conditions set out above for pupils using the school's ICT systems and internet, and for using personal electronic devices in school, and will make sure my child understands these.

Signed (parent/carer):

Date:

Appendix 3: acceptable use agreement (staff, governors, volunteers and visitors)

ACCEPTABLE USE OF THE SCHOOL'S ICT SYSTEMS AND INTERNET: AGREEMENT FOR STAFF, GOVERNORS, VOLUNTEERS AND VISITORS

Name of staff member/governor/volunteer/visitor:

When using the school's ICT systems and accessing the internet in school, or outside school on a work device (if applicable), I will not:

- Access, or attempt to access inappropriate material, including but not limited to material of a violent, criminal or pornographic nature (or create, share, link to or send such material)
- Use them in any way which could harm the school's reputation
- Access social networking sites or chat rooms
- Use any improper language when communicating online, including in emails or other messaging services
- Install any unauthorised software, or connect unauthorised hardware or devices to the school's network
- Share my password with others or log in to the school's network using someone else's details
- Take photographs of pupils without checking with teachers first
- Share confidential information about the school, its pupils or staff, or other members of the community
- Access, modify or share data I'm not authorised to access, modify or share
- Promote private businesses, unless that business is directly related to the school

I will only use the school's ICT systems and access the internet in school, or outside school on a work device, for educational purposes or for the purpose of fulfilling the duties of my role.

I agree that the school will monitor the websites I visit and my use of the school's ICT facilities and systems.

I will take all reasonable steps to ensure that work devices are secure and password-protected when using them outside school, and keep all data securely stored in accordance with this policy and the school's data protection policy.

I will let the designated safeguarding lead (DSL) and ICT manager know if a pupil informs me they have found any material which might upset, distress or harm them or others, and will also do so if I encounter any such material.

I will always use the school's ICT systems and internet responsibly, and ensure that pupils in my care do so too.

Signed (staff member/governor/volunteer/visitor):

Date:

Appendix 4: online safety training needs – self audit for staff

ONLINE SAFETY TRAINING NEEDS AUDIT	
Name of staff member/volunteer:	Date:
Question	Yes/No (add comments if necessary)
Do you know the name of the person who has lead responsibility for online safety in school?	
Are you aware of the ways pupils can abuse their peers online?	
Do you know what you must do if a pupil approaches you with a concern or issue?	
Are you familiar with the school's acceptable use agreement for staff, volunteers, governors and visitors?	
Are you familiar with the school's acceptable use agreement for pupils and parents?	
Do you regularly change your password for accessing the school's ICT systems?	
Are you familiar with the school's approach to tackling cyber-bullying?	
Are there any areas of online safety in which you would like training/further training?	

APPENDIX 6 - GUIDELINES FOR AVOIDING ALLEGATIONS OF ABUSE: FOR ALL STAFF MEMBERS

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

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

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

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

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

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

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

APPENDIX 7 - INDICATORS OF VULNERABILITY TO RADICALISATION

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

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

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

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

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

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

School Context

- Child Sexual Exploitation in Leicester tends to be mostly single men and single girls of any race.
- Criminal Exploitation (including County Lines) in Leicester tends to be mostly boys, any race, sometimes single, sometimes groups.

Leicester- Counter Terrorism Local Profile

High Risk

- The biggest threat is from DAESH and Al QAEDA influenced extremism- this is both Locally and nationally.
- Self-initiated terrorism (previously referred to as lone actor attacks on home soil) is also a priority and the propaganda being used by Daesh/Al Qaeda encourages this rather than travelling to Islamic state territories to engage in conflict.
- Also High risk is Online extremism – we know that the majority of referrals for Young people have some sort of online footprint. This has increased significantly across Leicester since COVID19 with children and young people being exposed to these narratives, misinformation, disinformation and conspiracy theories.
- The Extreme right wing and far right have capitalised on the fear and uncertainty of COVID and have used it to their advantage within their propaganda i.e. anti-immigration sentiment, Islamophobia, and anti-Semitic narratives to name a few.

Medium/ low risk

- Mixed/Unclear and unstable ideologies are an emerging and increasing risk and should be given the same consideration for support by Prevent as other more clear and consistent ideologies. Young people/children referred to Prevent with these ideologies often present with multiple and complex needs and there is a commonality in cases with an obsession with mass violence (school shooter interests, weapons, mass violence but without targeting a specific group in society)
- Also Medium risk are lone actors – We know that DEASH have changed their message when it comes to their propaganda, they know that people travelling to Islamic State Territories is not a realistic possibility anymore, and so focus is on encouraging people to commit lone attacks on home soil.
- Generation Identity (XRW group) are still a concern locally and have a local footprint. They seek to recruit 'young, educated' people.
- Although the risk around people travelling out to Syria and Iraq to engage in conflict is still there, it is minimal.

Local Serious Case Reviews

1. Nadia- Be aware of children/ family members making repeated disclosures and then retracting them
2. Robin- Ensure you share information when needed
3. Patrick and Patricia- disclosures are rare for sexual abuse so look out for signs

Implications for Beaumont Lodge Primary School Staff

Through teaching pupils about critical thinking, resilience, fake news, disinformation/misinformation, conspiracy theories etc. and using Fundamental British Values as a

foundation, Beaumont Lodge Primary School is able to take steps to address the risks and the impact this may have on pupils.

Staff need to look out for:

- Unexplained possessions
- Change in appearance (image, weight)
- Missing from school or home
- Absent parents/ substance abuse/ home life issues (be aware of what protective factors there are in the family)
- Excluded Pupils- increased risk

Staff need to make sure we:

- Think of children as victims/ potential victims, not problem children
- Share any relevant concerns with DSL

APPENDIX 9 - Beaumont Lodge Primary School Guidance on child-on-child sexual violence and sexual harassment

KCSIE 2024 states that child on child sexual violence and sexual harassment forms part of the statutory guidance about how schools and colleges should respond to all reports and concerns of child-on-child sexual violence and sexual harassment, including those that have happened outside of the school or college premises, and or online.

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

Whilst our school strictly follows statutory guidance and information from the government **Sexual Violence and Sexual Harassment Between Children in Schools and Colleges**, the following measures are in place to support children and staff if such incidents are reported and received in our school.

Through training we ensure that all staff recognise that children are capable of abusing their peers. The senior leadership team and governing body at Beaumont Lodge Primary School are responsible for ensuring that procedures exist to minimise the risk of child on child abuse and consider how allegations of child on child abuse will be investigated and dealt with. There is a clear procedure on how victims of child on child abuse will be supported.

All staff are aware of child on child abuse. This is most likely to include, but not limited to, bullying (including cyber bullying), gender-based violence, sexual violence and sexual harassment, up skirting (which is now a criminal offence), physical abuse such as hitting, kicking, shaking, biting, pulling hair, sexting and initiating /instigating violence and rituals. These issues will be addressed through our school curriculum and assemblies throughout the year.

All staff are expected to refer to HM Government guidance 'What to do if you're worried a child is being abused – Advice for practitioners' for further help in identifying signs and symptoms of child abuse and neglect. This guidance can be found in Annexe A. Staff members who are concerned that a child might have been / being abused by another child should follow safeguarding and child protection procedures and report to the DSL.

In respect of sexual violence and sexual harassment between children, Beaumont Lodge Primary School takes a proactive approach to prevent such incidents from taking place. Throughout school, safeguarding is taught as part of our curriculum. We appreciate that whilst adults in school are working hard to keep children safe, children also play a large part in keeping themselves and their peers safe from abuse and neglect. An age-appropriate curriculum is rolled out in school to build capacity amongst our students in their understanding of particular issues, and what actions they can take to be safe.

We incorporate healthy relationships, people who help us, British values etc. in to our curriculum time in an age appropriate way for the year groups in school. Also, from September 2020 we have included

Relationships Education, Relationships and Sex Education (RSE) and Health Education in the school timetable, in line with DfE guidance and the national curriculum.

Pupils are taught to understand the issue and meaning of consent as delivered in the RSHE curriculum.

Pupils will be made aware of what constitutes unreasonable pressure from peers to engage in risk-taking or inappropriate behaviour, and of how to report their concerns. Allegations of abuse by a peer will be treated as seriously as allegations of abuse from an adult, it should never be dismissed as normal behaviour.

Robust systems have been established in school for dealing with safeguarding concerns. All allegations of abuse and neglect, whether suspected or known will be treated seriously and in confidentiality. Abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. We will respond and manage any reports of sexual violence and/or sexual harassment in line with guidance.

Responding to reports of sexual violence/harassment

It is crucial that school leaders are confident in responding to any reports of sexual violence or harassment.

There are four likely scenarios for school to consider when managing any reports of sexual violence and/or sexual harassment.

1. Manage internally

- In some cases of sexual harassment, for example, one-off incidents, the school may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising their behaviour policy and by providing pastoral support.
- Whatever the school's response, it should be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded electronically on CPOMS.

2. Early help

- In line with 1 above, the school may decide that the children involved do not require statutory interventions, but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.
- Multi-agency early help will work best when placed alongside strong school policies, preventative education and engagement with parents and carers.
- Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.

- All concerns, discussions, decisions and reasons for decisions should be recorded on CPOMS.

3. Referrals to children's social care

- Where a child has been harmed, is at risk of harm, or is in immediate danger, school should make a referral to Leicester City children's social care.
- At the referral to children's social care stage, school will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care.
- If a referral is made, children's social care will then make enquiries to determine whether any of the children involved need protection or other services.
- Where statutory assessments are appropriate, the school (especially the designated safeguarding lead or a deputy) should be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support.
- School should not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children in the school. It will be important for the designated safeguarding lead (or a deputy) to work closely with children's social care (and other agencies as required) to ensure any actions the school takes do not jeopardise a statutory investigation. Risk assessments as required will help inform any decision. Consideration of safeguarding the victim, alleged perpetrator, any other children directly involved in the safeguarding report and all children at the school should be immediate.
- In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. The school (generally led by the designated safeguarding lead or a deputy) should be prepared to refer again if they believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the designated safeguarding lead (or a deputy) should consider other support mechanisms such as early help, specialist support and pastoral support.
- Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded on CPOMS.

4. Reporting to the Police

- Any report to the police will generally be in parallel with a referral to children's social care (as above).
- It is important that the designated safeguarding lead (and their deputies) are clear about the local process for referrals and follow that process.
- Where a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of

reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.

- At this stage, school will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies
- Where a report has been made to the police, the school should consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.
- All police forces in England have specialist units that investigate child abuse. The names and structures of these units are matters for local forces. It will be important that the designated safeguarding lead (and their deputies) are aware of their local arrangements.
- In some cases, it may become clear very quickly, that the police (for whatever reason) will not take further action. In such circumstances, it is important that the school continue to engage with specialist support for the victim as required.
- Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded on CPOMS.

After recent government action to tackle the issues raised by testimonies given on the Everyone's Invited website, NSPCC has been commissioned to run the helpline which we will publicise in school and on our website – 0800 136 663. This number is for children and young people who are victims of sexual abuse, adult victims, parents and carers of victims and professionals working with children and young people. It is to report or share incidents which have happened both in and outside of educational settings.

All information is handled in accordance with the school's Information Management Policy, which is written in line with HM Government guidance – 'Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018', and the 7 principles of information sharing within that document.

When incidents of sexual violence and sexual harassment occur, the school's response is ultimately decided on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking the lead role, using their professional judgement. Incidents of peer-on-peer abuse may need to be dealt with in various ways. Incidents of bullying will be dealt with via the schools anti-bullying policy and/or behaviour policy. Incidents which take place outside of school may need to be addressed in school however the school are clear that where professional advice needs to be sought from external partners, it will be. The schools Designated Safeguarding Lead will consult children's social care on matters relating to the safety and welfare of a child and will consult the police in respect of matters relating to a possible crime. The school will put a proportionate and supportive package of care in place for those affected.

School leaders are aware that detailed advice to support school has been published. The advice is available and includes, what sexual violence and sexual harassment look like, important context to be aware of, related legal responsibilities for school and advice on a whole school approach to preventing child on child sexual violence and sexual harassment.

The school adopts the UK Council for Child Internet Safety guidance 'Sharing nudes and semi-nudes: How to respond to incidents and safeguarding young people' in respect of our response to sexting. This guidance clearly sets out how to handle incidents, should they occur and what preventative steps can be taken to educate young people. This guidance can be found in Annex A.

APPENDIX 10 - PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD: FOR ALL STAFF MEMBERS

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

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

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

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

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

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

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

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

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

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

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

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

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

If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the DSL/Headteacher must be informed asap; if the concern is in reaction to your Headteacher, you must speak to your Governor. If you feel you cannot speak with your Governors, you must use your whistleblowing procedure and contact Duty & Advice/LADO for advice and support. (Appendix 2).

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

Annex 11- Monitoring and Filtering, Online Safety & Cyber Crime – Additional information

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate. The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.

Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

Conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g., consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and

Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

Our school already has an Online Safety Policy in place which can be accessed ([Policies | Beaumont Lodge Primary School](#)) and our approach to online safety and monitoring and filtering is reflected within our Child Protection and Safeguarding Policy.

In order to meet the duties set out in KCSIE 2024, Paragraph 140, Beaumont Lodge Primary School follows the Department for Education's³⁶ filtering and monitoring standards where we will;

- Identify and assign roles and responsibilities to manage filtering and monitoring systems.
- Review filtering and monitoring provision at least annually.
- Block harmful and inappropriate content without unreasonably impacting teaching and learning.
- Have effective monitoring strategies in place that meet our high safeguarding needs.

Our Governing will review the standards and discuss with IT staff, SLT, Lead DSL and service providers what more needs to be done (if anything) to support us to meet the standard set out by the DfE including in part, the risk assessment required by the Prevent Duty. <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Additional resources:

Safer Internet Centre: "appropriate" filtering and monitoring. [Appropriate Filtering and Monitoring - UK Safer Internet Centre](#) South West Grid for Learning ([Safety and Security Online | SWGfL](#)) tool to check relevant

³⁶ [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](#)

filtering lists (CSA content, Sexual Content, Terrorist content, Your Internet Connection Blocks Child Abuse & Terrorist Content).

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- Unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded.
- 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and,
- Making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area at our school, Our Lead DSL/DSL's will consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety. Where such cases arise in our school and a crime is possibly being committed, our school will follow our safeguarding procedures and contact the Police and relevant agencies where appropriate. Additional information can be found at: national Crime agency: [Cyber Choices - National Crime Agency](#) and [National Cyber Security Centre - NCSC.GOV.UK](#)

Remote Education³⁷

Government Guidance - Safeguarding children and teachers online: Keeping children and teachers safe during remote education is essential. Our teachers when delivering remote education online are aware that the same principles set out in our school staff behaviour policy/code of conduct will apply. There are times where remote learning, virtual lessons, live streaming and recorded videos may be applied within our school and where children to are asked to complete tasks and assignments independently. Where this is the case, our establishment, in line with on Online Safety Policy and CP Safeguarding Policy will ensure our online education is safe for both teachers and children.

As a school when organising live lessons or recording lessons we will, as a minimum endeavour to:

- use neutral or plain backgrounds.
- ensure appropriate privacy settings are in place.
- ensure staff understand and know how to set up and apply controls relating to pupil and student interactions, including microphones and cameras.

³⁷ [Safeguarding and remote education - GOV.UK \(www.gov.uk\)](#)

- set up lessons with password protection and ensure passwords are kept securely and not shared.
- ensure all staff, children, students, parents and carers have a clear understanding of expectations around behaviour and participation.

Important conversations with parents, carers and children

Our school pride ourselves in communicating regularly and supporting parents and carers with their child's education. In our communications with parents/carers, we will highlight the importance of their child's online safety in today's digital age. We will support parents/carers to teach their children about the potential risks of the internet and the importance of privacy; to set clear boundaries and guidelines for internet usage, regularly monitor their online activities and keeping any passwords and credentials safe. We will support parents/carers to encourage open communication, so they feel comfortable sharing any concerns. We will highlight to parents the importance of utilising parental controls and safety tools to protect their child from harmful content online. By being involved and informed, we will create a safer online environment for our children both in and out of school.

We understand it is especially important for parents and carers to be aware of what their children are being asked to do, including:

- sites they will be asked to use.
- school staff their child will interact with

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