

# LUTTERWORTH HIGH SCHOOL



## CHILD PROTECTION AND SAFEGUARDING POLICY

Reviewed: By the Achievement and Attainment Committee on 16/09/2025

Adopted: By the Governing Body on 30/09/2025

Signed: Chair of Governors: Carmella Hunt

Date: 30/09/2025

Signed: Headteacher: Julian Kirby

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Policies linked to:

KCSiE	Curriculum	Behaviour
Anti-Bullying	Relationships and Sex Education	Attendance
Whistleblowing	Data Protection	Recruitment and Selection
Record Management		

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## 1. Named staff and contacts

Role	Name	Contact Details
Headteacher	Julian Kirby	<a href="mailto:jkirby@lutterworthhigh.co.uk">jkirby@lutterworthhigh.co.uk</a> Woodway Road Lutterworth LE17 4QH  Tel: 01455 552710
Senior Leader(s) available for contact in the absence of the DSLs	Amy Hunter	<a href="mailto:ahunter@lutterworthhigh.co.uk">ahunter@lutterworthhigh.co.uk</a> Woodway Road Lutterworth LE17 4QH  Tel: 01455 552710
Designated Governor for Child Protection/ Safeguarding	Carmella Hunt	<a href="mailto:chairofgovernors@lutterworthhigh.co.uk">chairofgovernors@lutterworthhigh.co.uk</a>
Chair of Governors	Carmella Hunt	<a href="mailto:chairofgovernors@lutterworthhigh.co.uk">chairofgovernors@lutterworthhigh.co.uk</a>
Strategic Designated Safeguarding Lead	Amy Hunter	<a href="mailto:ahunter@lutterworthhigh.co.uk">ahunter@lutterworthhigh.co.uk</a> Woodway Road Lutterworth LE17 4QH  Tel: 01455 552710
Deputy Designated Safeguarding Lead	Georgia Birks	<a href="mailto:gbirksr@lutterworthhigh.co.uk">gbirksr@lutterworthhigh.co.uk</a> Woodway Road Lutterworth LE17 4QH  Tel: 01455 552710
Names of additional Safeguarding Officers	Georgia Birks Emma Cochrane Sara Jarvis Shannen Smith Sarah Bartlett Aaron Mehta Natalie Tebbatt Sarah Bowes Kirsteen Hasdell Leah Hutchins Shannen Morris	Woodway Road Lutterworth LE17 4QH  Tel: 01455 552710

Prevent Single Point of Contact (SPOC)	Amy Hunter	<a href="mailto:ahunter@lutterworthhigh.co.uk">ahunter@lutterworthhigh.co.uk</a> Woodway Road Lutterworth LE17 4QH  Tel: 01455 552710
Designated Teacher for Children in Care	Katrina Farragher	<a href="mailto:kfarragher@lutterworthhigh.co.uk">kfarragher@lutterworthhigh.co.uk</a> Woodway Road Lutterworth LE17 4QH  Tel: 01455 552710
<u>Leicester and the Leicestershire and Rutland Safeguarding Children Partnerships Procedures Manual</u>	<u>Report Your Concerns about a Child or Young Person</u>	<u>LCC report neglect or abuse</u>
LA Safeguarding Children in Education Officer	Charlotte Davis	0116 305 6314
LA Child Protection Contact/LADO	<a href="mailto:CFS-LADO@leics.gov.uk">CFS-LADO@leics.gov.uk</a> LADO service is available office hours only: Monday- Thursday, 8.30am - 5.00 pm and Friday, 8.30am - 4.30pm	Allegations Line: 0116 305 4141  <a href="https://www.leicestershire.gov.uk/education-and-children/child-protection-and-safeguarding/report-a-childcare-worker-or-volunteer">https://www.leicestershire.gov.uk/education-and-children/child-protection-and-safeguarding/report-a-childcare-worker-or-volunteer</a>
First Response	For urgent concerns about a child who needs a social worker or police officer today	0116 305 0005
Police (to report a crime and immediate risk of harm or abuse to child)	101	In an emergency 999 (only)
NSPCC help/whistleblowing line	line is available 8.00am to 8.00pm Monday to Friday	0800 028 0285- email: <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>

**Contacts for Leicestershire**

Leicestershire Police	999 / 0116 222222
UAVA – United against violence and abuse (Domestic Violence, Abuse between Teenagers and Domestic Violence in BME community) <a href="mailto:info@uava.org.uk">info@uava.org.uk</a>	0808 80 200 28
Forced Marriage Unit <a href="mailto:fmufco.gov.uk">fmufco.gov.uk</a>	020 7008 0151
Female Genital Mutilation Helpline <a href="mailto:fgmhelp@nscpsc.org">fgmhelp@nscpsc.org</a>	0800 028 3550
NSPCC Whistleblowing Advice Line <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>	0800 0280285

**Useful websites and links**

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)  
[www.disrespectnobody.co.uk](http://www.disrespectnobody.co.uk)  
[www.saferinternet.org.uk](http://www.saferinternet.org.uk)  
[www.internetmatters.org](http://www.internetmatters.org)  
[www.pshe-association.org.uk](http://www.pshe-association.org.uk)  
[www.educateagainsthate.com](http://www.educateagainsthate.com)  
[www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation](http://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation)

## 2. Introduction

Lutterworth High School is committed to a strong culture of safeguarding, ensuring that all staff embrace the concept of “it could happen here” and that they recognise that safeguarding is everyone’s responsibility.

We are fully committed to creating a culture of vigilance. We expect everyone who works in and visits our school to share this commitment. We encourage staff, students, and visitors to report anything that concerns them, and we will always act in the best interest of the child.

Our students are taught how to stay safe, including when online, and to recognise when they may be at risk. We ensure our students know how to get help when they need it. In line with the latest Working Together to Safeguard Children, we place importance on contextual safeguarding and consider risks in our local community when assessing the safety of our students.

The latest version of this policy is available on the school website and upon request.

This policy is consistent with:

- Our policy applies to all staff, governors and volunteers working in the Lutterworth High School and takes into account statutory guidance provided by the Department for Education and local guidance issued by the Leicestershire Safeguarding Children Partnership.
- We will ensure that all parents/carers are made aware of our responsibilities regarding child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this *school* child protection policy. These duties and responsibilities, as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2025 and HM Working Together to Safeguard Children 2025 are incorporated into this policy.

There are four main elements to our Child Protection Policy:

- **Prevention** (e.g. positive school atmosphere, teaching and pastoral support to students, safer recruitment procedures);
- **Protection** (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns);
- **Support** (to students and school staff and to children who may have been abused);
- **Working with parents** (to ensure appropriate communications and actions are undertaken).

### **3. Equality Statement**

#### Equality Objectives

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). For schools, this means that it is unlawful to discriminate against students or treat them less favourably because of their gender; race; disability; religion or belief; gender reassignment; sexual orientation; pregnancy or maternity.

The Equality Act says that schools and other public bodies must:

Encourage good relations and ensure everyone has equality of opportunity.

Eliminate unlawful discrimination, harassment and victimisation.

Help make sure everyone has an equal chance to make the most of their lives and talents.

In line with our duties under the Equality Act, we assess our existing practices in relation to equality and consider objectives to help us improve further.

These objectives are:

- Promotion of cultural understanding, awareness and respect of different religious beliefs between different ethnic groups within our school community.
- Monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, especially students with special educational needs and disabilities.
- Actively close gaps in attainment and achievement between students and all groups of students; especially students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.
- Continue to improve accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching areas.
- Endeavour to ensure that the staff body and representation of staff in leadership roles is reflective of the local community.
- Reduce the incidence of the use of homophobic, sexist and racist language by students in the school.

The above objectives are reviewed annually. More information can be found here on the Equalities Act 2010 and the Public Sector Equality Duty.

### **4. Safeguarding Commitment**

In line with Keeping Children Safe in Education 2025, we define safeguarding as:

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children from maltreatment, whether that is within or outside the home, including online.
- Preventing the impairment of children's mental and physical health or development.

- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Children includes everyone under the age of 18.

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

Our school will therefore:

- Establish and maintain an ethos where all children (including those having protected characteristics under the Equalities Act 2010) feel secure and are encouraged to talk, and are listened to;
- Ensure that children's wishes and feelings are taken into account when determining what actions to take and services to provide and that they are able to express their views and give feedback. We will always seek to act in the best interests of children.
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty; and that there are alternative ways to report concerns;
- Include in the curriculum activities and opportunities for PSHE/Citizenship/Relationships Education, Relationships and Sex Education and Health Education which equip children with the skills they need to stay safe from abuse (including online and other contexts children are in), and to know to whom they can turn for help;
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in schools (s.128) etc. (see Keeping children safe in education part 3).

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

- Students' health and safety and emotional well-being, and their mental and physical health or development.
- Meeting the needs of children with special educational needs and/or disabilities.

- Meeting the legal duties on *the school* under the Equality Act: will not unlawfully, discriminate against students or students based protected characteristics; we will carefully consider how we support students/students regarding particular protected characteristics; we will take positive action to deal with particular disadvantages affecting students or students.
- Where a child receives elective home education and has an EHCP, the LA should review the plan working with parents and carers.
- The use of reasonable force.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits and off- site education.
- Intimate care and emotional wellbeing.
- On-line safety and associated issues including filtering and monitoring in accordance with DfE monitoring standards.
- Appropriate arrangements to ensure school security, considering the local context.
- Keeping children safe from risks, harm, exploitation and sexual violence and sexual harassment between children: KCSI E 2025 Annex A.

### **Safeguarding can involve a range of potential issues**

Such as:

- Neglect, physical abuse, sexual abuse, emotional abuse and **exploitation**.
- Contextualised also known as extra-familial abuse.
- Bullying, including online bullying (by text message, on social networking sites, and prejudice-based bullying) and being aware of the ease of access to mobile phone networks.
- The approach to online safety, including appropriate filtering and monitoring on *school/college* devices and *school/college* networks for home use.
- Going frequently missing and who are 'absent from education' going 'missing from care or home' and the risks this poses on repeat occasions and for prolonged periods.
- Domestic Abuse including teenage relationship abuse.
- Domestic Abuse including where they see, hear or experience its effects.
- Racist, disability- based, homophobic, bi-phobic, or transphobic abuse.
- Gender based violence/violence against women and girls.
- Risk of extremist behaviour and/or radicalisation and susceptible to being at risk of being drawn into terrorism.
- Child sexual exploitation, human trafficking, modern slavery, sexual or criminal exploitation.
- A young carer.
- Has a mental health need and has an effect on school attendance and progress.
- Has special educational needs (whether or not they have a statutory Education Health and Care Plan (EHCP)).
- Privately fostered.
- The impact of generative artificial intelligence
- Exposure to misinformation, disinformation (including fake news) and conspiracy theories
- Has returned home to their family from care.
- Has a family member in prison or is affected by parental offending.

- Child-on-Child Abuse (broadened by KCSiE 2025 to include children abusing other children, other varying form of bullying including online and sexually harmful behaviour, sexual violence, and sexual harassment (further defined in KCSiE 2025 Part Five).
- Harm outside the home.
- Extra familial harm.
- The impact of new technologies, including 'sexting' and accessing pornography.
- Issues which may be specific to a local area or population, is showing signs of being drawn into anti-social or criminal behaviour, including gang activity or involvement and associations with organised crime groups or county lines.
- In possession of a knife and or involved in knife crime, youth violence, criminal child exploitation (CCE).
- Is in family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse/harm.
- Is at risk of or from serious violence and violent crime.
- Alternative Provision Placements.
- Persistent absence from education, including persistent absence for part of the school day.
- At risk of suspension or permanent exclusion.
- Particular issues affecting children including domestic abuse and violence, female genital mutilation, and honour-based abuse.
- Being subject to any conduct where the 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 (Law change on Forced Marriage, February 2023).
- 'Upskirting'- The Voyeurism (Offences) Act, which is commonly known as Up-skirting Act, came into force on 12 April 2019. Upskirting is a criminal offence and reportable by all teachers (KCSiE Annex A).

### **Safeguarding in the Curriculum**

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

Bullying/Cyberbullying

Drugs, alcohol and substance abuse (including an awareness of County Lines and the Criminal Exploitation of children where appropriate)

Online safety

Fire and water safety

Road safety

Domestic violence

Healthy Relationships/Consent

(so called) Honour Based Abuse issues e.g. forced marriage, Female Genital Mutilation (FGM)

Sexual exploitation of children (CSE) including online

Preventing Extremism and Radicalisation

## 5. Roles and responsibilities

Designated Safeguarding Lead (and deputies):

- The Senior DSL and deputies (DSL team) maintains a key role in raising awareness amongst staff about the needs of children who have or who have had a social worker and the barriers that those children might experience in respect of attendance, engagement and achievement at schools or college. This should include children under kinship care.
  - The Senior DSL along with the Designated Teacher can inform the Governing body and Headteacher the number of children in their cohort who have or who have had a social worker and appropriate information is shared with teachers and staff on individual children's circumstances.
  - The Designated Teacher and Senior Designated Safeguarding Lead maintain data for children who have looked after status and for children who have been involved in the care system.
  - The Designated Teacher maintains good links with the Virtual School Head to promote the educational achievement of previously looked after children. The role of virtual school heads was extended in June 2021, to include a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker. The virtual school head should identify and engage with key professionals, helping them to understand the role they have in improving outcomes for children. This should include Designated Safeguarding Leads, social workers, headteachers, governors, Special Educational Needs Co-Ordinator, mental health leads, other local authority officers.
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- The DSL will take lead responsibility for safeguarding with the support of the Deputy DSLs.
  - Be available during term time for staff to discuss any safeguarding concerns.
  - Lead on referrals to local authority children's social care, the Channel Programme where there is a radicalisation concern, the DBS where relevant in relation to allegations of abuse made against staff, and where a crime has been committed to the Police as required with reference to the guidance [NPCC- When to call the police](#).
  - Act as a source of support, advice and expertise for all staff.
  - Act as a point of contact with the safeguarding partners and share information with them as required.
  - Liaise with the Headteacher to keep them informed of issues, especially police investigations and ongoing enquiries under section 47 of the Children Act 1989.
  - Liaise with the case manager as required and the LADO for child protection concerns in cases which concern a staff member.
  - Liaise with relevant staff in school, e.g., SENCO, Senior Mental Health Lead, attendance lead, online safety providers etc.
  - Promote engagement with parents and/or carers in safeguarding and promoting the welfare of children.

- Take lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues of students and through identifying the impact these may have on attendance, engagement and achievement at school.
- Work with staff to ensure that the school knows the cohort of children who have or have had a social worker, their academic progress and attainment and maintain high aspirations for this cohort and support staff to enable these students to meet their potential.
- Ensure records are kept in line with good record-keeping practice as outlined in the latest Keeping Children Safe in Education.
- Ensure CP files are transferred to new schools/colleges within 5 days, ensuring safe transit and confirmation of receipt.
- Ensure that this policy and safeguarding procedures are accessible to all new and existing staff, that this is reviewed at least annually and is available publicly.
- Liaise with local safeguarding partners to ensure that staff are aware of any training opportunities and the latest local policies.
- Update training every two years covering the content outlined in KCSIE and ensure any Deputy DSLs also renew this training.
- Update own knowledge and skills at least annually.
- Work to understand the views of students and encourage a culture of listening to students.
- Hold and share information in line with Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) and the guidance around information sharing in KCSIE.
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf) outlines the procedures we follow with regards to a reasonable force policy.

#### Governing body

- Review and approve this policy at each review and hold the headteacher to account over its implementation.
- Appoint a safeguarding governor to oversee safeguarding compliance and the effectiveness of this policy.
- Read and understand Keeping Children Safe in Education, and review this guidance at least annually.
- Engage with safeguarding training, including training at induction, that equips the governing body with the skills to provide strategic challenge in relation to safeguarding.
- Review the filtering and monitoring system and processes to ensure compliance with Keeping Children Safe in Education.

## All staff

1. All our staff and volunteers are aware of the indicators of **abuse, neglect and exploitation** and know what to look for is vital for the early identification so that support can be put in place. Our staff and volunteers are also aware of the specific safeguarding issues that indicate or inform of concerns or incidents linked to child criminal exploitation and child sexual exploitation and know to report concerns directly to the designated safeguarding or a member of the senior leadership team should the designated safeguarding lead not be available for children who may be in need of help or protection.
2. Our staff recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. Children may also feel embarrassed, humiliated, or could be being threatened not to tell, so not feel able to share what is happening to them. Alternatively, we recognise children may not want to make a disclosure or talk about what is happening due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child and agree a way forward to support the child and determine how best to build trusted relationships with children and young people which facilitate good opportunities for communication.
3. **All staff** should **always** speak to the designated safeguarding lead, or deputy at the earliest opportunity.
4. As a school we are aware that abuse, neglect, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore all staff should always be vigilant and always raise any concerns with the designated safeguarding lead (or deputy).
5. **All staff** should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the *school or college* and/or can occur between children outside of our school environment.
6. All our staff have received information and training regarding the risks that can take place outside the child's family. This is known as extra-familial harm and these can take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.
7. Our staff are aware that technology offers many opportunities but is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. 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.
8. All our staff have 'an understanding of the expectations, applicable to their roles and responsibilities in relation to filtering and monitoring' of ICT systems and regular monitoring of school's equipment and networks.

We will follow the procedures set out by the Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) and take account of guidance issued by the DfE in Keeping Children Safe in Education 2025 to:

- Ensure we have a Senior Designated Safeguarding Lead (DSL), who is a member of the school/college leadership team, and a Deputy Safeguarding Lead for child protection/safeguarding who has received appropriate training and support for this role.
- The Designated Safeguarding Lead role is written into their job description and clarifies the role and responsibilities including as defined in KCSiE 2025 Annex C.
- Ensure we have a nominated governor responsible for child protection/safeguarding.
- Ensure that we have a Designated Teacher for Looked After Children (LAC).
- Ensure every member of staff (including temporary, supply staff and volunteers) and the governing body knows the name of the Senior Designated Safeguarding Lead, their deputies responsible for child protection, and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead, or to children's social care/police if a child is in immediate danger.
- Ensure all staff and volunteers are aware of the early help process and understand their role in making referrals or contributing to early help offers and arrangements.
- Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice, and that these concerns will be taken seriously.
- Ensure that there is a complaints system in place for children and families.
- Ensure that parents understand the responsibility placed on the school and staff for child protection and safeguarding by setting out its obligations in the school prospectus and on the school's website.
- Notify Children's Social Care if there is an unexplained absence for a child who is subject to a child protection plan and where no contact can be established with the child, or a parent or appropriate adult linked to the child.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral, and actions to safeguard.
- Ensure all records are kept securely we use MyConcern. Any paper records are locked away in the DSLs office and transferred with the child as necessary.
- Ensure that we follow robust processes to respond when children are missing from education or missing from home or care.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Apply confidentiality appropriately.

- Apply the LLRSCB escalation procedures if there are any concerns about the actions or inaction of social care staff or staff from other agencies.
- Liaison with other agencies that support the student such as Children’s Social Care (in line with the Thresholds for access to services, updated in September 2021); Leicestershire Inclusion Service and Education Psychology Service, and the Children and Family Wellbeing Service, etc.
- Ensuring that, where a student leaves and is subject to a child protection plan, child in need plan or where there have been wider safeguarding concerns, their information is transferred to the new school immediately or within 5 working days and that the child’s social worker is informed.

All staff at Lutterworth High School receive the same Safeguarding training.

Parents/ carers can come into school to seek support or advice from either a teacher, DSL or our Office Team.

Lutterworth High School acknowledges the importance of children and social workers meeting during the school day and required our DSLs work with social care and safeguarding partners to ensure children subject to child protection, child in need and LAC plans are kept safe, and the child’s needs are met. We prioritise meetings and will attend outside of term time if required.

Our Early help offer is on the website.

All our staff are aware of systems within Lutterworth High School and these are explained to them as part of staff induction, which include our child protection policy; the staff code of conduct and the role of the Designated Safeguarding Lead and Keeping Children Safe in Education 2025.

Our school utilises an induction leaflet which gives them guidance about safeguarding at Lutterworth High School.

All our staff receive safeguarding and child protection training which is updated annually. In addition, to this training all staff members receive child protection and safeguarding updates when required.

All our staff are aware of the process for making referrals to children’s social care and for statutory assessments under the Children Act (1989) and understand the role they may have in these assessments.

This is part of our training and reminders are provided on a regular basis.

## **6. Responding to and recording concerns**

When staff or visitors to the school have a safeguarding concern, they should promptly contact the DSL by speaking to reception or any other adult in the school and request to be directed to one of the DSLs.

All staff should know what to do if a child tells them they are being abuse, exploited, or neglected and to maintain an appropriate level of confidentiality. All staff should know to act upon concerns about a child's welfare immediately.

All staff should be aware of the following when responding to concerns:

- All staff should know not to promise a child that they will not tell anyone about a report of any form of abuse.
- All staff should be able to reassure victims that they are being taken seriously and assure them that they are not causing a problem by reporting.
- All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/ or they may not recognise their experiences as harmful. This should not prevent professional curiosity and discussions with the DSL.

If a member of staff is concerned by verbal conversations, disclosures, or signs of abuse or neglect these should immediately be recorded in writing and passed to the DSL. If the member of staff is unsure, they should always speak to the DSL or a deputy regarding their concerns.

The DSL will then decide what action must be taken, which can include:

- Further pastoral support in school
- Referral for an Early Help assessment (see contact section)
- Referral to children's social care

If the DSL and deputies are not available, a staff member should not delay and should consider speaking to another member of SLT or contact local children's social care for advice or to make a referral. Any such action should be shared with the DSL as soon as is practically possible.

Parents should be aware that referrals can be made where there is suspected abuse or neglect by the school and that our concerns regarding a student will be shared. The school will always seek to share these concerns and the referral with parents first, unless to do so would put the child at greater risk of harm, where we are advised not to, or where it has not been practicable to.

### Reporting and Recording concerns

At Lutterworth High School staff report their concerns via MyConcerns.

Staff will provide first-hand a summary of their concern or detail of a disclosure they have received.

They will use professional language and try to capture the incident as it took place or as it was described to them. They will report all concerns in a timely fashion. The safeguarding team will ensure that any action taken, or outcome is accurately recorded in line with good record-keeping guidance which should follow:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved, and
- A note of any action taken, decisions reached and the outcome.
- Students can confidently report concerns knowing that these concerns will be treated seriously, and that they can express their views and give feedback too. This can be done through a variety of means which include speaking to their Trusted adult, any other adult or via Speakout function on the school website.

## **7. Records, Monitoring and Transfer (MyConcern)**

Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the school via MyConcern. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be passed over to other agencies (in accordance with the Data Protection Act 2018 and GDPR principles).

Records relating to actual or alleged abuse or neglect are stored apart from normal student or staff records. Normal records sometimes have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.

Child protection records are stored securely, with access confined to specific staff, e.g. the Designated Safeguarding Lead and the Headteacher.

Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon. A case file chronology, summarizing case activity, helps to enable effective monitoring. Any actions taken are clearly indicated.

When children transfer school their safeguarding records are also transferred within 5 days of them starting. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving school, with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. Where a child needs specific ongoing support relevant information will be transferred prior to the child arriving at their new school. In the event of a child moving out of area and a physical handover not being possible then the most secure method should be found to send the confidential records to a named Designated Safeguarding Lead and a photocopy kept until receipt is confirmed. Files requested by other agencies e.g. Police should be copied.

When a child attends Alternative Provision the safeguarding file will remain with the child's school, the DSL must share relevant information to allow the Alternative Provision to safeguard the child.

## **Looked After Children – The Role of Designated Teacher (*maintained schools and academies*) and the Designated Safeguarding Lead**

A teacher is appointed who has responsibility for promoting the educational achievement of children who are looked after. They have the appropriate training. The Designated Teacher will work with the School to ensure that the progress of the child is supported.

The Designated Safeguarding Lead will also have details of the child's social worker and the name of the Head of the Virtual School. The Designated Safeguarding Lead will work closely with the Designated Teacher, as we recognise that children may have been abused or neglected before becoming looked after. We will ensure their ongoing safety and wellbeing as well as supporting their education, through linking with their social worker, carers, and parents where appropriate.

We also recognise those children who were previously Looked-After potentially remain vulnerable and all staff will be informed of the importance of maintaining support for them through our *school pastoral system*. As a school, academy, or college we will continue to recognise the importance of working with agencies and take prompt actions where necessary to safeguard these children, who may remain vulnerable.

The Head of the Virtual school includes responsibility for promoting the educational achievement of children in kinship care. Therefore, schools should recognise that these children may require additional support to be successful in school.

## **8. Online Safety**

1. Our school approach to online safety, including appropriate filtering and monitoring on school devices and school networks is reflected in this Child Protection Policy including awareness of the ease of access to mobile phone networks. (See KCSiE 2025 Paragraph 138).
2. Our Senior DSL and the DSL team has the lead responsibility in this area, which is overseen and regularly reviewed by the Governing body, along with considering the number of and age range of their children, those who are potentially at greater risk of harm, and how often they access the IT system along with the proportionality of costs versus safeguarding risks.
3. Our Governing body will ensure they maintain oversight of the Online Safety Policy contained within our main child protection policy, and the arrangements put in place to ensure appropriate filtering and monitoring on school devices and school network. The appropriateness of any filtering and monitoring systems will in part be informed by the risk assessment required by the Prevent Duty as required by KCSiE 2025 paragraph 138 to 148 140-150. Policies should refer to the DfE guidance for Generative Artificial Intelligence.
4. Our Governing body will ensure a review is maintained to ensure standards. They will discuss with IT staff and service providers these standards and whether more needs to be done to support our school in meeting and maintaining these standards and communicating these to staff, our students, parents, carers and visitors to the school who provide teaching to children as part of the learning and educational opportunities we provide.
5. Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSiE 2025 Annex C page 172 to 173 and paragraphs 56 to 57, 115

to 121, 375 to 390, 476, 540 and 544 and page 158, the additional clarification about GDPR and withholding information.

### **Filtering and monitoring**

Lutterworth High School uses Smoothwall as a filtering and monitoring system. This covers our school network including chrome books and ipads.

The DSL has lead responsibility for understanding the filtering and monitoring systems and processes in place. The DSL and deputies monitor the effectiveness of this system through quality assurance of the triggers conducted on a regular basis.

The school takes care to not over block content, so that there are not unreasonable restrictions on what students can be taught regarding online safety.

The DfE has published filtering and monitoring standards which set out that schools should:

- 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 reasonable impacting teaching and learning
- Have effective monitoring strategies in place that meet their safeguarding needs

We at Lutterworth High School have done the following in relation to this: Identified eservices with regards to the administration of Smoothwall. We have identified the DSL as the person responsible for the monitoring of alerts. The DSL has been identified as the person who will decide on the content of the PSHE curriculum and the CPD for staff. The DSLs will support eservices in recommending the blocking of harmful and inappropriate content.

When the filtering and monitoring system detects concerning usage, we will record this on MyConcern and take appropriate action, including a referral to children's social care when necessary. For more information on filtering and monitoring, parents and carers can contact the DSL, Amy Hunter.

6. Our Senior DSL and the DSL team will always act in the 'best interest of the child' and remain mindful of the importance with parents and carers about safeguarding concerns held for children and in particular children's access to online sites when away from school.
7. We will support understanding of harmful online challenges and hoaxes and share information with parents and carers and where they can get help and support.
8. All forms of abuse or harassment will be reported in accordance with national safeguarding guidance, and we will take a 'zero tolerance' approach to harassment and abuse as informed in KCSiE.
9. As a school should an incident or disclosure be made by a child, our staff will always reassure the child (victim) that they are being taken seriously and that they will be supported and kept safe, but we recognise that not every victim will view themselves as such. We will also be

10. mindful of the use of other terminology such as 'alleged perpetrator(s)' or 'perpetrator(s)' as in some cases the abusive behaviour will have been harmful to the perpetrator as well.
11. We will do our best to ensure children understand the law on child-on-child abuse is there to protect them rather than criminalise them. In doing this we will discuss with relevant statutory safeguarding agencies to ensure all concerns or incidents are addressed fully, and where required different types of assessment and services are put in place where required and in accordance with the Pathway to Provision v 9.1.

## 9. Whistleblowing

At Lutterworth High School, we recognise that adults working in a school may cause harm, including agency staff, visitors, and governors. Any concerns about a member of staff posing a risk of harm to children should immediately be referred to the Headteacher. These concerns could include where anyone working in the school has:

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

Where there are concerns about the headteacher, these should be referred to our Chair of Governors. (See contact list above)

Any member of staff or volunteer with concerns about poor or unsafe practice and potential failures in our school's safeguarding regime should refer to our whistleblowing policy.

The NSPCC whistleblowing helpline can also be contacted via telephone (0800 028 0285) or email ([help@nspcc.org.uk](mailto:help@nspcc.org.uk)).

## 10. Children potentially at greater risk of harm

At Lutterworth High School, we recognise that children with social workers may potentially be at greater risk of harm and need further support. Children may need this support due to abuse, neglect or complex family circumstances. Our staff are aware that these students may face additional barriers to their attendance, learning or behaviour. We take these needs into account and liaise regularly with the relevant social worker to put appropriate support in place.

We also recognise that low or erratic attendance and Children Missing Education (CME) may be an indicator of abuse or neglect. All staff should be aware that children being absent from school or college, particularly repeatedly and/ or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities which may include abuse, neglect, sexual abuse, exploitation, child criminal exploitation, county lines involvement, mental health problems, risk of substance misuse, so called 'honour' based violence.

We know that early intervention is essential to help prevent the risks of a child going missing in the future. Our pastoral teams track attendance thoroughly, addressing concerns without delay and liaising with our Attendance Lead, Amy Hunter where needed.

We ensure that students who are expected to attend the school, but fail to take up the place or cannot be located, are referred to the local authority in line with local procedures and guidance such as Children Missing Education (DfE, 2016). The DSL will be aware of any students who may be considered CME and will work with the Attendance Lead, Amy Hunter to ensure any safeguarding concerns are reviewed, the advice of external agencies is sought, and local procedures are followed.

We also strongly encourage parents to supply us with two emergency contacts for their child, updating their contact details without delay if they are changed and share our procedures for how to notify the school of an absence with all parents. When a student leaves the school, we will record the name of the student's new school and their expected start date.

Children who are, or are perceived to be lesbian, gay, bisexual or transgender (LGBT) can be targeted by other children. Staff at school will work to reduce the additional barriers faced by such students and provide a safe space for them to speak out or share concerns with staff. LGBT inclusion will also be covered within our RSE curriculum.

Children with special educational needs (SEN), disabilities or certain health conditions can face additional safeguarding barriers when recognising abuse and neglect for reasons including:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- being more prone to peer group isolation than other children.
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- communication barriers and difficulties in overcoming these barriers.
- Cognitive understanding- being able to understand the difference between fact and fiction in online content and then repeating the content/ behaviours in schools or colleges or the consequences of doing so.

At Lutterworth High School we identify students who may be more at risk of harm and take action to ensure their safety, including: students having a Keyworker, in addition to their Trusted adult, additional identified PSHE lessons, mentoring and support from both Keystage Hubs.

We have 2 ELSA workers. We are currently hold the antibullying award and participate in the wellbeing ambassador programme run by SLSSP.

We are a Trauma informed school and are aware of the significant impact Adverse Childhood Experience may play in making children more vulnerable to abuse. Student voice is gathered on a regular basis and actions are put into place.

Lutterworth High School works closely with all professional bodies to ensure children's safety, this includes social care, Early Help, CAHMS, MHST, Operation Encompass, Police and any other professional body deemed appropriate.

Children who attend alternative education often have complex needs, it is important governing bodies/trusts and designated safeguarding leads ensure children are fully always supported, and the

alternative setting is aware of any additional risks of harm that students may be vulnerable to. Information sharing for students who receive education provision outside of a mainstream setting is vital to support the child and ensure the learning environment where they are placed has all necessary information for the child before they access the provision. The working together principles are key to keep the child safe and understanding the vulnerabilities needing to be supported. This should include up to date contact details for the professionals working with the child and family.

Schools should also obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff.

Use of Alternative Provision is used only when completely necessary. We undertake a risk assessment of the provision, obtain progress reports, undertake visits and check attendance. All logged on MyConcern.

The Senior Designated Safeguarding Lead (DSL) or headteacher, who is familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies.

For further detail please refer to the SEND policy.

#### **Alternative providers and other agencies**

1. Where a school places a student with an alternative provision provider, the school continues to be responsible for the safeguarding of that student and should be satisfied that the provider can meet the needs of the student.
2. Children who attend alternative education often have complex needs, it is important governing body and designated safeguarding leads ensure children are fully always supported, and the alternative setting is aware of any additional risks of harm that students may be vulnerable to. Information sharing for students who receive education provision outside of a mainstream setting is vital to support the child and ensure the learning environment where they are placed has all necessary information for the child before they access the provision. The working together principles are key to keep the child safe and understanding the vulnerabilities needing to be supported. This should include up to date contact details for the professionals working with the child and family.
3. Schools should also obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff.
4. The Senior Designated Safeguarding Lead (DSL) or headteacher, who is familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies.
5. At Lutterworth High School the DSL and DSL team share concerns, with alternative provisions via telephone or secure emails including all other agencies. The school manages most Alternative Provisions placed students in collaboration with LCC SENA and South Leicestershire Inclusion Partnership.
6. Any outside organisations using our school site to deliver alternative provision have the same information on how concerns are raised to manage allegations. This should confirm the school safeguarding responsibilities when receiving an allegation related to an incident that happened

when an individual or organisation was using the school premises for the purpose of running activities for children (e.g., community groups, sports associations, or service providers that run extra-curricular activities). Confirming as with any safeguarding allegation, the school/college will follow the safeguarding policies and procedures, including informing the LADO.

7. Schools should always know where a child is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend.

## **11. Records and information sharing**

We recognise the importance of information sharing between practitioners and local agencies. We are proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.

Our safeguarding records include:

- 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

We have due regard to the relevant data protection principles, understanding that the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. At Lutterworth High School, we understand that the Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe.

In line with our mandatory duty, Lutterworth High School will notify our local authority if we become aware of any private fostering, to allow the local authority to check the arrangement is suitable and safe for the child. Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home.

## **12. Site safety**

All staff members have a responsibility to ensure the buildings and school site are secure and to report any concerns that may occur.

The identity of all visitors and volunteers coming into school is checked. Visitors are expected to sign in and out and to display a visitor's badge while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance by our staff.

The school will not accept the behaviour of any individual, parent or anyone else, that threatens the school security or leads others, child, or adult, to feel unsafe. Such behaviour will be treated as a

serious concern and may result in a decision to refuse the person access to the school site and advice being sought from our local safeguarding partners.

### **13. Child-on-child abuse**

In line with our strong commitment to safeguarding, at Lutterworth High School we believe that all children have a right to learn in a safe environment and take a whole-school approach to child-on-child abuse which includes preventative work, appropriate responses, and a zero-tolerance approach to abuse.

Our staff recognise that children of any age or gender can be capable of abusing other children, which can happen both inside and outside of school and online. This behaviour will be dealt with in line with our Behaviour Policy.

This child-on-child abuse can include, but is not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (also known as teenage relationship abuse)
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and harassment
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery)
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- upskirting which is a criminal offence
- initiation-type violence and rituals

All the above are examples of abuse and should never be tolerated or passed off as “banter,” “just having a laugh”, “boys will be boys” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

We recognise that the gendered nature of child-on-child abuse makes it more likely that girls will be victims and boys perpetrators but all reports will be taken seriously. All concerns should be passed onto the DSL (or a deputy).

We minimise the risk of child-on-child abuse through our extensive PSHE curriculum and pastoral programmes, including assemblies and other key messages. All staff understand the importance of challenging inappropriate behaviours between peers and their role in preventing and responding to child-on-child abuse. Our staff understand that even if there are no reports of child-on-child abuse in

our school, it does not mean child-on-child abuse is not happening-it may be the case that it is just not being reported. Children can report any child-on-child abuse by disclosing to their Trusted adult or any other adult in school.

Any cases of child-on-child abuse will be thoroughly investigated, with the victim always being taken seriously and both the victim and alleged perpetrator given appropriate support. Support will take the child's wishes into account and may include increased pastoral support, a mentor, access to counselling and a referral to external services. We will liaise with the police and children's social care as necessary. Where there has been a report of sexual violence, an immediate risk assessment will be made, considering the needs of the victim, the alleged perpetrator, and our other students. All allegations of child-on-child abuse will be recorded in our safeguarding files.

In cases where nudes or semi-nudes have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (December 2020).

We record these incidents in line with our normal record-keeping process. Staff must record their concern or the disclosure using MyConcern.

## Appendix 1: Types of abuse and safeguarding concerns

KCSIE splits abuse into four main categories:

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

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

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

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment.

There are a number of other safeguarding concerns that ALL staff need to be aware of. These are detailed further in Annex B of KCSIE which all staff should read:

**Child Criminal Exploitation (CCE):** where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the

perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE can also occur through the use of technology.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- children who suffer from changes in emotional well-being
- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late

**County lines:** a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas, using dedicated mobile phone lines or other form of "deal line". Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

**Serious violence:** where children are involved with serious violent crime. Indicators may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. There are a range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

**Child Sexual Exploitation (CSE):** occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Indicators can be similar to the indicators of CCE, as well as:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

**Modern Slavery and the National Referral Mechanism:** Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

**Child abduction and community safety incidents:** Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction

can be committed by parents or other family members, by people known but not related to the victim (such as neighbours, friends and acquaintances) and by strangers.

**Cybercrime:** 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
- 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.

**Domestic abuse:** The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

(a) physical or sexual abuse;

(b) violent or threatening behaviour;

(c) controlling or coercive behaviour;

(d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and

(e) psychological, emotional or other abuse.

Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse can have a serious, long lasting emotional and psychological impact on children and therefore children are now classified as victims and not merely witnesses where domestic abuse occurs. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

**Homelessness:** being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. 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. It should also be recognised in some cases that 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support.

**'Honour-based' abuse (HBA):** encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

**Forced marriage:** forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

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

**Female Genital Mutilation (FGM):** covers all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a **statutory duty** upon teachers to report to the police where they discover that FGM appears to have been carried out on a girl under 18. It will be rare for teachers to see visual evidence, and they should not be examining students or students. If a victim discloses that FGM has been carried out on them, teachers must personally report to the police.

The duty does not apply in relation to at risk or suspected cases-these should be discussed with the DSL, in line with our referral process.

Potential risk factors may include:

- a female child is born to a woman who has undergone FGM
- a female child has an older sibling or cousin who has undergone FGM
- a woman/family believe FGM is integral to cultural or religious identity
- a parent or family member expresses concern that FGM may be carried out on the girl
- a girl talks about FGM in conversation, for example, a girl may tell other children about it
- being taken on a long holiday to country where FGM is prevalent

**Radicalisation:** We recognise that children are vulnerable to extremist ideology and radicalisation. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection.

Our school adheres to the Prevent duty and we have "due regard to the need to prevent people from being drawn into terrorism". We build students' resilience to radicalisation by providing a safe environment for debating controversial issues, promoting fundamental British values.

Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying or advocating violence, especially to other faiths or cultures
- intolerance of difference, including faith, culture, gender, race or sexuality

**Mental health:** All staff at Lutterworth High School are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Where staff have a mental health concern about a child that is also a safeguarding concern, they should contact the DSL or a deputy DSL and report and record their concerns in line with this policy.

## **Appendix 2-Safer recruitment**

Our single central record (SCR) records information on the checks carried out on staff and volunteers. Copies of these checks, where appropriate, will be located in individuals' personnel files. We follow the guidance from Keeping Children Safe in Education and best practice, as outlined below.

### **New staff**

When appointing new staff, we will:

- verify a candidate's identity, including checking the name on a birth certificate where this is available
- obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity)
- obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available
- verify the candidate's mental and physical fitness to carry out their work responsibilities
- verify the person's right to work in the UK
- if the person has lived or worked outside the UK, make any further checks the school or college consider appropriate
- verify professional qualifications, as appropriate
- ensure a candidate to be employed to carry out teaching work is not subject to a prohibition order issued by the Secretary of State
- check that a person taking up a management position is not subject to a section 128 direction made by the Secretary of State
- Seek two references, including from the current employer, before interview and ask specific questions about the suitability of the candidate to work with children
- Conduct online searches on shortlisted candidates, reviewing publicly available material for any incidents or issues and notify applicants of this process

### **Agency and third party staff**

For agency and third party staff, we will include written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, the date the confirmation was received and whether an enhanced DBS certificate check has been provided.

### **Trainee/student teachers**

Where applicants for initial teacher training are salaried by the school, we will carry out all necessary checks. Where trainee teachers are fee-funded, we will ensure that the training provider has carried out the necessary checks and obtain written confirmation that these checks have been carried out.

### **Existing staff**

If we have any concerns about an existing member of staff's suitability to work with children, we will carry out the relevant checks as if the member of staff were a new member of staff. If a member of staff moves from a post that is not in regulated activity to a post in regulated activity, we will ensure the relevant checks for that regulated activity have been carried out.

We will follow our legal duty to refer to the DBS if a member of staff has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- the harm test is satisfied in respect of that individual
- the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence
- the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left

### **Volunteers**

We will never leave an unchecked volunteer to be left unsupervised or to work in regulated activity. We will obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity. We will undertake a risk assessment when deciding whether to undertake an enhanced DBS certificate for any volunteer not engaging in regulated activity, and retain a record of this risk assessment.

### **Governors**

All governors will have an enhanced DBS check without barred list information. A barred list check will be completed if a governor is in regulated activity. All governors will also have a Section 128 check.

### **Contractors**

We will ensure that any contractor whose work provides them with the opportunity for contact with children will have the appropriate checks. Those contractors engaging in regulated activity will have an enhanced DBS check including barred list information.

For all other contractors who are not engaging in regulated activity, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check will be required. If the contractor is engaged in regulated activity then an enhanced DBS check with children's barred list will be required.

### **Appendix 3-Allegations of abuse against staff**

This appendix applies to all cases where it is alleged that a staff member, supply teacher or volunteer has:

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

We will deal with any allegation of abuse against a member of staff or volunteer quickly, in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. We recognise our duty of care to our employees and will provide effective support for anyone facing an allegation, including a named contact if the person is suspended. We will advise staff to contact their trade union representative.

Allegations of abuse against staff should be reported to the Headteacher. Where the concern is about the Headteacher this should be reported to Chair of Governors. If the member of staff perceives there to be a conflict of interest, they can refer directly to the LADO. The contact details are available in the key contacts.

The following definitions will be used when determining the outcome of any investigation:

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

### Initial consideration when dealing with an allegation

The headteacher or Chair of Governors (where the headteacher is the subject of an allegation), should discuss the allegation immediately with the local authority designated officer. This discussion will consider the nature, content and context of the allegation and agree a course of action. There may be situations when the case manager will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the case manager will discuss the allegations with the designated officer in order to help determine whether police involvement is necessary. The case manager will inform the accused person about the allegation as soon as possible after consulting the designated officer. Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies.

If the initial sharing of information leads to a decision that no further action is to be taken in regard to the individual facing the allegation or concern, this decision and a justification for it will be recorded by both the case manager and the designated officer, and agreement reached on what information should be put in writing to the individual concerned and by whom. The case manager will then consider with the designated officer what action should follow both in respect of the individual and those who made the initial allegation. If the allegation is about physical contact, the strategy discussion or initial evaluation will take into account that school staff are entitled to use reasonable force to control or restrain children in certain circumstances.

Where it is clear that an investigation by the police or children's social care services is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the designated officer will discuss the next steps with the case manager. In those circumstances, the options open to the school or college depend on the nature and circumstances of the allegation and the evidence and information available. This will range from taking no further action to dismissal or a decision not to use the person's services in future. Suspension will not be the default position: an individual should be suspended only if there is no reasonable alternative.

In some cases, further enquiries will be needed to enable a decision about how to proceed. If so, the case manager will discuss with the designated officer how and by whom the investigation will be undertaken. In straightforward cases, the investigation should normally be undertaken by a senior member of our staff. In other circumstances, the allegation will require an independent investigator.

Parents or carers of the child or children involved will be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children's social care services need to be involved, the case manager will not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parent or carers will be kept informed about the progress of the case. Parents will be reminded of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing. If parents or carers wish to apply to the court to have reporting restrictions removed, they should be told to seek legal advice.

If the accused person resigns, or ceases to provide their services, this will not prevent an allegation being followed up. We will ensure that a referral to the DBS is made, if the four criteria at the start of this appendix are met. We will also consider whether a referral to the Secretary of State is appropriate.

Following a criminal investigation or prosecution, the police should inform the school and designated officer immediately when a criminal investigation and any subsequent trial is complete, or if it is decided to close an investigation without charge, or not to continue to prosecute the case after the person has been charged. In those circumstances, the case manager will discuss with the designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed.

If the allegation is substantiated and the person is dismissed or the person's services are no longer used, or the person resigns or otherwise ceases to provide his or her services, the designated officer will discuss with the case manager and their personnel adviser whether the school or college will decide to make a referral to the DBS for consideration of whether inclusion on the barred lists is required. In the case of a member of teaching staff, the case manager and personnel officer will discuss with the designated officer whether to refer the matter to the TRA to consider prohibiting the individual from teaching.

Where it is decided on the conclusion of a case that a person who has been suspended can return to work, the case manager will consider how best to facilitate this and consider how the person's contact with the child or children making the allegation can best be managed.

Allegations against a teacher who is no longer teaching will be referred to the police. Historical allegations of abuse will also be referred to the police.

### Confidentiality

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the designated officer, police and children's social care services to agree the following:

- who needs to know and, importantly, exactly what information can be shared
- how to manage speculation, leaks and gossip
- what, if any, information can be reasonably given to the wider community to reduce speculation
- how to manage press interest if, and when, it should arise.

## Record keeping and references

Details of allegations that are found to have been malicious will be removed from personnel records. For all other allegations, a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken, and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned. Records will be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

Cases in which an allegation was proven to be false, unsubstantiated or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious will also not be included in any reference.

## Timescales

Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week.

If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days.

If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days.

## Suspension

Suspension will not be an automatic response when an allegation is reported: all options to avoid suspension will be considered prior to taking that step. Suspension will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal.

Based on assessment of risk, the following alternatives will be considered by the case manager before suspending a member of staff:

- redeployment within the school so that the individual does not have direct contact with the child or children concerned
- providing an assistant to be present when the individual has contact with children
- redeploying to alternative work in the school so the individual does not have unsupervised access to children
- moving the child or children to classes where they will not come into contact with the member of staff, making it clear that this is not a punishment and parents have been consulted; or

- temporarily redeploying the member of staff to another role in a different location, for example to an alternative school or work for the local authority

If immediate suspension is considered necessary, the rationale and justification for such a course of action will be agreed and recorded by both the case manager and the designated officer.

#### Supply staff

We will ensure any allegations against an individual not employed by School, such as supply teachers, will be dealt with properly. We will not decide to stop using a supply teacher due to safeguarding concerns without finding out the facts and liaising with our local authority designated officer to determine a suitable outcome. We will discuss with the agency whether it is appropriate to suspend the supply teacher. We will inform the agency of our process for managing allegations and invite the agency's human resource manager or equivalent to meetings as appropriate.

#### Learning lessons

At the conclusion of a case in which an allegation is substantiated, we will review the circumstances of the case with the designated officer to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.

#### Non recent allegations

Abuse can be reported no matter how long ago it happened. Where an adult makes an allegation to our school that they were abused as a child, the individual will be advised to report the allegation to the police. We will report any non-recent allegations made by a child to the LADO.

#### Low-level concerns

In line with Section Two of Part Four of Keeping Children Safe in Education, we recognise the importance of creating a culture of openness, trust, and transparency to encourage all staff to share low-level concerns with the right person so that they can be addressed appropriately. The purpose of our approach to low-level concerns is to ensure that our values are constantly lived, monitored, and reinforced by staff. Our values are outlined in more detail in our Staff Code of Conduct.

The term 'low-level' concern does not mean that the concern is insignificant, it means that a staff member, supply teacher or volunteer does not seem to have:

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

- behaved or may have behaved in a way that indicates they may not be suitable to work with children

A low-level concern covers any concern no matter how small, even if it is no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and;
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.
- Examples of such behaviour could include, but are not limited to:
  - being over friendly with children;
  - having favourites;
  - taking photographs of children on a personal mobile phone;
  - engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or
  - humiliating students.

Such behaviour can exist on a spectrum. Our school's response to low-level concerns is an extension of our Code of Conduct. Staff are able to share their concerns confidentially in a simple and easy manner. It is imperative that where staff do have concerns, they share them as outlined in this policy to support with building a culture of expected behaviour and promoting our school values.

Low-level concerns about a member of staff, supply staff, volunteer or contractor should be reported to the Headteacher OR Designated Safeguard Lead.

The Headteacher will have oversight of all recorded concerns and has ultimate decision-making power in respect of all low-level concerns.

Any concerns about the Headteacher OR Designated Safeguard Lead should be reported to the Headteacher OR Chair of Governors.

All low-level concerns will be recorded in writing. Each record will include details of the concern, the context in which the concern arose, and action taken. The name of the individual who raised the concern should be noticed, but if that individual wishes to remain anonymous, that will be respected to the extent it is reasonably possible to do so.

Records will be kept confidential, held securely, and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation.

Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or by referring to the LADO, where a pattern of behaviour moves from a low level concern to meeting the harm threshold. We will also consider whether there are wider cultural issues existing the school that may have enabled the behaviour to occur. If this is found to be the case or a contributory factor, we may review our policies and deliver extra training where we consider this will minimise the events happening again.

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

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

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

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

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

**Discuss concerns with the Designated/Named Safeguarding Lead**

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

**Still have concerns - Refer to First Response (MARF)**  
Have child/families' personal details to hand and be clear about concern/allegations. Complete referral form.

**Safeguarding concern Resolved /no longer held**  
Support has been agreed, record decisions and any follow up needed. actions.

**First Response 0116 305 0005**  
Where safe consider **Early Help Service**

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

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

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

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

**Contacts:** For any allegations/concerns regarding an adult who works with (in either paid/voluntarily) employment with children contact the LA Designated Officer (LADO) [CFS-LADO@leics.gov.uk](mailto:CFS-LADO@leics.gov.uk) Outside of office hours, contact the First Response Children's Duty Team: 0116 305 0005

LA Safeguarding and Compliance Lead [Charlotte.Davis@leics.gov.uk](mailto:Charlotte.Davis@leics.gov.uk) 0116 305 6314

