



Safeguarding and Child Protection Policy

Statutory

Reviewed: September 2026

Next Review Date: September 2027

Role Responsible: Heads of School/DSLs

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1. Introduction

1.1 Humberstone Infant and Junior Academy fully recognises the fundamental role it has in protecting children and supporting pupils in school. Safeguarding and promoting the welfare of children is **everyone's** responsibility.

Everyone who comes into contact with children and their families has an important role to play. To fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child, identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.

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

Safeguarding and promoting welfare of children is defined in KCSIE 2026 as:

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

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

1.3 Humberstone Infant and Junior Academy will fulfil local and national responsibilities and accept best practice as laid out in the following documents: -

- Working Together to Safeguard Children December 2023
- Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE Sept 2026)
- Relationships and Sex Education and Health Education- July 2025
- What to Do If You Are Worried A Child Is Being Abused March 2015
- Education and Training (Welfare of Children) Act 2021 4
- Sexual violence and sexual harassment between children in schools and colleges (DfE Sept 2021) - this has now been merged with KCSIE 2022
- The School Staffing (England) Regulations 2009 & Amended Regulations 2015; Safer Recruitment in Education including Guidance for Safer Working Practice Feb 2022 Safer Recruitment Consortium

- Prevent Duty 2015 - Updated April 2021
- Information sharing: Advice for Practitioners providing safeguarding services to children, parents and carers. (July 2018)
- Leicester Safeguarding Children's Partnership Board (LSCPB)
- The Children Act 1989 and 2004
- The Education Act 2002 s175/s157
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2018)
- Framework for the Assessment of Children in Need and their Families 2000
- Sexual Offences Act 2003 (Position of Trust offence)
- Voyeurism (Offences Act) 2019
- Childcare (Disqualification) Regulations 2009
- Counter Terrorism and Security Act 2015
- Female Genital mutilation Act 2003/Updated regulations July 2020
- Safeguarding & Child Protection education procedures in Leicester, notes, information, and training for Designated Safeguarding Leads (DSL) in schools
- Children and Families Act 2014
- Safeguarding and Vulnerable Group Act 2006
- Sharing Nudes and Semi Nudes – UK Council for Internet Safety
- Human Rights Act 1998
- Equality Act 2010 - Advice for Schools

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

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

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

1.7 We recognise and take seriously the responsibility for all pupil within our school community including those who attend alternative provision

Equality Legislation

The guidance sets out the significance of the Equality Act 2010 to school safeguarding, including that schools and colleges

- must not unlawfully discriminate against pupils because of their protected characteristics (sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation)
- must consider how they are supporting pupils with protected characteristics
- must take positive action, where proportionate, to deal with the disadvantages these pupils face.

For example, by making reasonable adjustments for disabled children and supporting girls if

there is evidence they are being disproportionately subjected to sexual violence or harassment.

Human Rights Act

Under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific Convention rights applying to schools and colleges are:

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- Article 14: requires that all of the rights and freedoms set out in the Act must be Protected and applied without discrimination
- Protocol 1, Article 2: protects the right to education.

2 Overall Aims of the Policy

- This policy will contribute to safeguarding children and promoting their welfare and mental health by supporting the child's development in ways that will foster security, confidence and resilience at the same time considering the best interest of the child.
- Providing an environment in which children feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties
- Raising the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Ensure our staff identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.
- Providing a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children including Child Missing from Education.
- Acknowledging the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.
- Developing a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- Developing effective working relationships with all other agencies involved in safeguarding children
- Work within the curriculum raising awareness of and promoting safeguarding, to our children including e-safety and online safety inside and outside of the establishment and through our relationships and sex education curriculum and community circles
- Ensuring that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities.

3 Key processes

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

4 Expectations of ALL Staff

4.1 All staff and visitors will be familiar with this safeguarding policy and how to report any concerns they may have about a child;

- Staff will have access to a copy of, and be well versed in our Safeguarding Policy; which will also form part of their induction and be revisited regularly through whole school safeguarding training and updates throughout the year. The policy is readily available for all staff in the school Google Drive and on the school website.
- All staff are subject to our safer recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers, peripatetic teachers etc
- External visitors will have been shown the safeguarding guidelines and know what to do if they have concerns about a child and who to report them too. This information will also be available visually around school and in reception.
- All staff are involved in the implementation of integrated support plans, child in need plans and interagency child protection plans;
- All staff must be alert to signs and indicators of possible abuse (see Appendix A)
- All staff understand that 'harm' can include 'witnessing harm to others' for example cases of domestic abuse
- All staff to understand the procedures for reporting disclosures and concerns on CPOMs in line with our school procedures - See Appendix B
- All staff to deal with a disclosure of abuse from a child in line with our school procedures; informing the DSL immediately, and providing a written account as soon as possible. This may include making the appropriate contact with children's social care

4.2 All parents will be familiar with this safeguarding policy;

- Parents/Carers will have access to the Safeguarding Policy as part of initial information given to prospective/existing parents
- Parents/Carers and will have access to the policy through the school's website.
- Additional copies will be issued as and when required including notifying parents of changes within the document i.e. revised annual policy.
- Paper copies of the Safeguarding Policy are available on request from the school office

4.3 Communicating with parents:

In addition to section 4.2 above, the following statement is provided and highlighted to parents so they are aware of the school's responsibilities:

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

5 Extended school and before and after school activities

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

5.2 Where services or activities are provided separately by another provider, the school will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are appropriate arrangements to liaise with the school on these matters where appropriate. This will include written assurances that all staff involved in regulated activity have been through DBS processes and have received appropriate and up to date safeguarding training.

6 Safeguarding Procedures (See ANNEX B)

6.1 Humberstone Infant Academy and Humberstone Junior Academy will ensure that:

- The Board of Trustees understands and fulfils its safeguarding responsibilities.
- We have an appropriate number of Designated Safeguarding Leads (DSLs) who have undertaken DSL training delivered by Safeguarding in Education, Leicester City Council; of which their training will be refreshed every two years.
- All members of staff are provided with safeguarding training at least annually by the Safeguarding team in order to develop their understanding of safeguarding and child protection, in particular the signs and indicators of abuse.
- All staff take part in an induction process when commencing work at Humberstone Infant or Junior Academy. This makes the fundamental processes of safeguarding, including reporting concerns, clear for new staff
- All staff are updated on relevant new legislation or changes to policy and practice regularly throughout the year
- All members of staff, volunteers, agency staff, trainee teachers, coaches, trustees know how to respond to a pupil who discloses abuse, or possible abuse and the procedure to be followed in appropriately sharing a concern about a child or a disclosure of abuse.

- All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Safeguarding and Child Protection Policy and other support materials shared on the website
- Our lettings policy will ensure the suitability of adults working with children on school sites at any time.
- Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures.
- Humberstone Infant Academy and Humberstone Junior Academy are committed to safer recruitment as outlined in Keeping Children Safe in Education 2026. The school will ensure all appropriate checks are carried out for all staff and volunteers. Appropriate checks will be recorded on the Single Central Record which will be audited termly.
- The school will ensure at least one person who is safer recruitment trained will be part of the recruitment process. All volunteers will undergo a risk assessment.
- All governors / proprietors / trustees will undergo a DBS check and a S128 / Section 128 direction check as outlined in Keeping Children Safe in Education 2025
- The name of any member of staff considered not suitable to work with children will be notified to either the Disclosure and Barring Service or the relevant Government Department/Agency (where appropriate), depending on the nature of the concern, with the advice and support of the Local Authority Designated Officer (LADO), and that a member of our SLT has attended LADO training (Managing allegations against staff members) and understands the harms threshold/low level concerns thresholds as set out in KCSIE 2026
- Our procedures and policies will be annually reviewed and up-dated and ratified by the Board of Trustees.
- The name of the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads will be clearly displayed in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse. (Reception, Staff room, Website etc).
- All adults, (including supply teachers, trainee teachers, non-teaching staff and volunteers), new to our school will be given or directed to a copy of; our Safeguarding Policy, Staff Code of Conduct, the school's behaviour policy, and the name and contact details of the Designated Safeguarding Lead will be explained as part of their induction into the school.
- In addition to this, all such staff and volunteers will receive annual training in the "Guidance for safer working practice for those working with children and young people in education settings"

7 Responsibilities

7.1 All our staff are 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. For example, children may feel embarrassed, humiliated, or have been threatened.

This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This will not prevent our staff from having a professional curiosity and speaking to a DSL if they have concerns about a child.

All staff should recognise that children may experience prejudice-based harm, including racism, faith-based prejudice, and other forms of discrimination. Such experiences may affect a child's welfare, wellbeing, mental health, and willingness to seek help. Staff should be alert to the signs and impact of prejudice based harm and ensure that concerns are considered within safeguarding practice where appropriate

Our staff will also determine how best to build trusting relationships with children and young people which facilitate communication. We understand that our responsibility to safeguard children requires that we all appropriately share any concerns as soon as a staff member or volunteer suspects/knows of a concern that we may have about children. The first point of contact is the DSL or other members of the Safeguarding Team (in their absence). If the concern is in regards to the conduct of a staff member the report is made to the Executive Headteacher. If the concerns are regarding the Executive Headteacher then the Chair of the Board of Directors should be informed immediately. (Kate Smith)

7.2 If a staff member feels they cannot disclose information to their DSL, Executive Headteacher or the Chair of the Board of Directors, they must then follow our school's whistleblowing procedures to report their concerns.

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

7.4 All staff will be well versed in the school's Child Missing protocols and know and understand that any child that has unexplained regularly or persistent absences from education can be a cause for concern and this may be an indicator that the child is at risk of abuse or in need of help and support. All absences are followed up by the school office. If the office is unable to contact a parent or guardian they will inform the lead DSL of their concerns by day 2. In the case of children who are identified as vulnerable, they will be referred to a DSL as soon as is practicable on the same school day for further investigation.

8 The Designated Safeguarding Lead (DSL) – Roles and Responsibilities

8.1 Keeping Children Safe in Education September 2025, Annex C, outlines specific responsibilities of a DSL and their responsibilities within this role. Our lead DSL will take lead responsibility for safeguarding and child protection (including online safety). This is also explicit in their job description. We also have a number of deputy designated safeguarding leads who are trained to the same standard and provide the same level of support. During term time a DSL will always be available during school hours or while children are in the care of school staff.

Their key areas of responsibilities include: -

Managing Referrals:

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

Work with Others:

- Act as a source of support, advice and expertise for all staff
- Act as a point of contact with the safeguarding partners
- Liaise with other members of SLT to inform of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement to have an appropriate adult.
- As required, liaise with the "case manager" and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- Liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, and special educational needs co-ordinators (SENCOs), on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- Liaise with the Mental Health First Aiders and Pastoral Team, where safeguarding concerns are linked to mental health
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Work with the Senior Leadership Team and Pastoral Team taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:
 - Ensuring that the school knows who its cohort of children who have or have had a social worker are, (KSC/PKSC) understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort
 - Support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Information sharing and managing child protection files

Our DSL(s) are responsible for ensuring that our child protection files are kept up to date. The information is kept confidential through CPOMS.

Our records will contain the following information:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome
- Transfer child protection files (including in year transfers) to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term, ensuring secure transit and confirmation of receipt will be obtained

Our DSL(s) will ensure the file is only accessed by those who need to see it and where the file or its contents are shared, this happens in line with information sharing advice outlined government guidance KCSIE 2026)

Lack of information about their circumstances can impact a child's safety, welfare and educational outcomes. DSL/s will decide if it is appropriate to share any additional information with a new school so that they might put in place the right support for the child/family. For example, sharing that a child has previously had a social worker, been the victim of a form of abuse or been subject to contextual safeguarding concerns such as domestic violence. This may be in addition to the sharing of CPOMS records. This reflects KCSIE 2026. Guidance

Raise Awareness

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

Training Knowledge and Skills

- Understand the assessment process for providing Family Help and statutory intervention, and social care referral arrangements
- Have a working knowledge of how local authorities conduct a child protection case conference/review conference and attend to these effectively

- Understand the importance DSL(s) has in providing information and support to children social care in order to safeguard and promote the welfare of children
- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- Are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
- Understand the importance of information sharing, both within the school and with the safeguarding partners, other agencies, organisations and practitioners
- Understand and support the school staff with regards to the requirements of the Prevent duty and protecting children from the risk of radicalisation;¹⁰
- Are able to understand the risks associated with online safety and be confident to keep children safe whilst they are online at school (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring)
- Recognise additional risks that children with (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.
- In addition to the regular formal training set out above, our DSL(s) knowledge and skills are regularly at regular intervals to allow them to understand and keep up to date with any developments relevant to their role.

Providing support to staff

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

Understanding the views of children

It is important that children feel heard and understood, therefore, our DSL(s) designated safeguarding leads will be supported in developing knowledge and skills to:

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

Availability

- During term time, a DSL(s) will always be available on the school site. The school will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities and trips

8.2 Roles and responsibilities of the Headteacher

The Headteacher of Humberstone Infant and Humberstone Junior Academy will ensure that:

- The policies and procedures adopted are fully implemented, regularly updated and followed by all staff:
- Specifically, the Safeguarding Policy, Behaviour Policy, Staff Code of Conduct, LADO Procedures, Child on Child Abuse/ Safer Recruitment Policy and other relevant policies are updated annually, ratified by trustees annually and that policies are available publicly via the school website
- That all staff undergo and attend annual whole school safeguarding training
- That all staff undergo appropriate online safety training (which includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring)
- That all staff receive regular updates in relation to safeguarding, child protection and online safety
- Sufficient resources and time are allocated to enable DSL's and other staff to discharge their responsibilities; including taking part in inter-agency meetings and contributing to the assessment of children
- That the Headteacher is aware of Local Authority Designated Officer (LADO) processes regarding allegations about other staff members, specifically the 'harms' and 'low-level concerns' thresholds
- That the Headteacher has attended LADO Training and refreshed no later than every 2 years
- That the Headteacher has attended Safer Recruitment Training and that training is refreshed no later than every 5 years; and that at least 1 Trustee has attended Safer Recruitment Training
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children and processes, and such concerns are addressed sensitively and effectively in a timely manner. (Whole school approach, child centred practice and culture of vigilance)
- All staff understand Early/Family Help and have the ability to identify children who would benefit from Early Help intervention or more targeted Family Help
- That regular external visitors/providers have been shown a copy of the schools safeguarding information summary and that the school has a statement in main reception notifying external visitors who the Schools DSL(s) are and what to do if they have any concerns about a child's welfare
- The DSL's undergo safeguarding and child protection training which is updated regularly, with advice from the LSCPB, Safeguarding in Education and in line with Keeping Children Safe in Education, September 2026

- New members of staff, temporary or permanent including volunteers and trainees are given a full induction that includes Safeguarding and Child Protection policy and practice.
- All staff are made aware of their right to whistle blow, have access to copy of the whistleblowing procedures, are well versed with the procedures

8.3 Roles and responsibilities of Trustees

Humberstone Infant and Junior Academy Trustees have a strategic leadership responsibility for the school's safeguarding arrangements and comply with their duties under legislation. The Board ensures policies, procedures and training in our schools are effective and comply with the law at all times. Our Lead Trustee for Safeguarding is (Kate Smith - Chair of the MAT Board)

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

Trustees training will be regularly updated. In addition to this, the trustees of our school will ensure that:

- Our school has a Safeguarding and Child Protection Policy and procedures in place, and the policy is made available to parents on request and available on the school website
- All school staff members working with children consider the best interests of children and are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection – Lead DSL.
- There are sufficient trained DSL's to fulfil the Trust's safeguarding responsibilities
- That systems are in place, well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback
- The DSL's undertake training for designated safeguarding leads, in addition to inter-agency child protection training, that is provided by, or to standards agreed by, LSCPB, and attends refresher DSL training at two-yearly intervals
- That clear systems and processes are in place for identifying and responding to potential mental health problems to a child including routes to escalate, referrals and accountability systems
- The Headteacher, and all other staff and volunteers who work with children, undertake appropriate training which is kept up-to-date through whole school training (annually); and that new staff, temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities. (Through the induction process)

- That all staff undergo safeguarding and child protection training (including online safety which includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring the training should be regularly updated.
- There are procedures for dealing with allegations of abuse against members of staff and volunteers (LADO) and that the thresholds for allegations (Harms Thresholds/Low Level Concerns) against staff and volunteers are understood and reported appropriately by all staff members.
- That the Code of Conduct is up to date, maintained and adhered by staff so as not to bring the school into disrepute
- The chair of Trustees (or, in the absence of a chair, the vice chair) deals with any allegations of abuse made against the Executive Headteacher, in liaison with the Local Authority Designated Officer.
- That at least one member of the Board of Directors has attended Safer Recruitment Training as a minimum and is refreshed regularly
- The Trustees will have a role in dealing with individual cases or a right to details of cases except when exercising their disciplinary functions in respect of allegations against a member of staff
- Any deficiencies or weaknesses brought to the attention of Trustees are rectified
- Policies and procedures are reviewed annually, and information is provided to the Local Authority on how the trustees discharge its duties regarding safeguarding and child protection.
- There is an individual Trustee who will champion and lead on issues to do with safeguarding children and child protection within the school, liaise with the DSL, and provide information and reports to the trustees, and that person is appropriately trained to discharge their responsibilities effectively. **Our schools Lead trustee for Safeguarding is Kate Smith**
- Will ensure that school creates a culture of safe recruitment and, as part of that, adopts recruitment procedures that help deter, reject or identify people who might abuse children (Part three: Safer Recruitment, Keeping Children Safe in Education September 2026).

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

9 Supporting Children

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

9.1 Our school will support all children by:

- That systems are in place, place, well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback
- Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum
- Identifying children who need extra mental health support which includes working with external agencies, Mental Health First Aiders or the school counsellor
- Promoting a caring, safe and positive environment within the school
- Ensure children are taught to recognise when they are at risk and know how to get help when they need it. Both, physically, mentally, and online.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children including Family Help
- Notifying Children's Social Care as soon as there is a significant concern
- Ensuring that a named teacher is designated for Looked After Children/Children in Need (LAC & CIN) and that an up to date list of LAC/CIN is regularly reviewed and monitored
- Providing continuing support to children (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded to the pupil's new school as a matter of urgency
- Working with partner agencies to support and safeguard children within; Early Help, Children in Need, Child Protection and Looked After Children
- Ensuring that children are taught about safeguarding, including online safety and child on child abuse and this will be a part of a broad and balanced curriculum. This will include covering relevant issues through Relationships Education and Relationships and Sex Education.
- The school will ensure that the E safety curriculum includes teaching children about use of appropriate firewalls, e safety and monitoring systems both in and out of school

10 Confidentiality

We recognise that all matters relating to child protection are confidential and the best interest of a child should be considered at all times. However, The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Our staff and practitioners (may) share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner. It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk.

10.1 The Headteacher or DSL will disclose personal information about a pupil to other members of staff on a need to know basis only. Staff will be informed of relevant details only when the

DSL feels their having knowledge of a situation will improve their ability to deal with an individual student/family.

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

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

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

11 Supporting Staff

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

11.2 We will support such staff by providing an opportunity to talk through their anxieties and concerns with the DSL and to seek further support where necessary.

11.3 We understand that staff should have access to advice on the boundaries of appropriate behaviour. Guidance for safer working practice for those working with children and young people in education settings, 2022 (Safer Recruitment Consortium) provides advice on this and the circumstances which should be avoided, in order to limit complaints against staff of abuse of trust, and/or allegations of physical or sexual abuse. These matters form part of staff induction and are referred to in the staff handbook/code of conduct.

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

12 Allegations against staff

12.1 Schools and colleges should have processes and procedures in place to manage any safeguarding concern or allegation (no matter how small) about staff members (including supply staff, trainee teachers, volunteers, and contractors).

12.2. If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, trainee teachers, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance with the school or college's low-level concerns policy.

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

12.4 All staff including supply staff should be aware of the Whole School Behaviour Policy and Staff Code of Conduct and Guidance for Safer Working Practices for Adults who work with Children and Young People Feb 2022 which forms part of the staff induction process

12.5 All staff as part of their annual safeguarding training will receive E Safety Training and will sign the E-Safety Acceptable Use Agreement. This sets out responsibilities for all staff, ensuring they have an up-to-date awareness of e-safety matters and that all digital communications with students/parents/carers should be at a professional level and only carried out using official school systems.

12.6 If such an allegation against a member of staff or any adult on the school site, is made, the member of staff receiving the allegation will immediately inform the Executive Headteacher or the Head of School if the Headteacher is not present.

12.7 The Executive Headteacher on all such occasions will immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO) and follow the process for managing the concern laid down in the LSCPБ Procedures (<https://llrscb.proceduresonline.com/>). In addition to this, the Headteacher is aware of the harms thresholds and difference between low level concerns and harms as set out in KCSIE 2026 and within the schools 'Managing Allegations Procedures' Policy

12.8 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Trustees who will consult with Children's Social Care, LADO, without notifying the Headteacher.

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

12.10 Our lettings agreement for other users requires that the organiser will manage the suspension of adults where necessary from school premises.

12.11 Our school staff including supply staff and volunteers understand their responsibilities in raising an allegation against another staff member; following local authority and LSCPБ guidance and procedures

13 Whistleblowing

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

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

13.3 All staff are aware of and understand how to use our school's whistleblowing procedures as set out in the Whistleblowing Policy

14 Our role in the prevention of abuse

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

14.2 The school community will therefore:

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

15 Safeguarding students who are vulnerable to extremism

15.1 Since 2010, when the Government published the Prevent Strategy and (Revised Prevent Duty Guidance 2015), there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been many occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

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

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

15.4 Humberstone Infant Academy and Humberstone Junior Academy seeks to protect children and young people against the messages of all extremism including, but not restricted to, those linked to religious ideologies, or to Far Right/Neo Nazi/White Supremacist ideology, Irish

Nationalist extremist and other extremist movements.

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

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

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

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

16 Child Criminal Exploitation, (CCE) and Child Sexual Exploitation (CSE)

Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. This can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group. CCE and CSE can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. This may constitute modern slavery, see below

Safeguarding incidents and CCE can be associated with factors outside the school and/or can occur between children outside of these environments. Humberstone Infant and Junior Academy Staff including our DSL(s) endeavour to consider the context within which such incidents and/or behaviours occur and will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, shoplifting or pickpocketing, forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. Children who are criminally exploited should have their vulnerabilities recognised by adults and professionals (particularly older children) and should be treated as victims. It is not possible for a child to consent to be exploited, abused or trafficked, and they may not recognise that it is happening to them. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however

professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

17 County Lines

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

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

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

18 Serious Violence, Gang Violence & Youth Crime

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

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

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

19 Knife Crime

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

- Carrying a knife or trying to buy one if you're under 18
- Threatening someone with a knife

- Carrying a knife that is banned
- A murder where the victim was stabbed with a knife
- A robbery or burglary where the thieves carried a knife as a weapon

Child Sexual Exploitation (CSE)

21.1 CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

21.2. CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge, for example through others sharing videos or images of them on social media.

21.3. CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. This can be committed by an individual or an organised network and most sexual abuse is committed by those previously known to the victim. Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship. As with CCE, victims are not always recognised and can be criminalised for actions they take whilst under coercion. This remains a significant concern, as professionals continue to encounter cases where children are manipulated, groomed, and exploited without fully understanding the abuse they are experiencing.

22 Modern Slavery & Trafficking

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

Someone is in slavery if they are:

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

22.2 Human trafficking;

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

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

Children with family members in prison

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

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

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

26 Homelessness

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

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

26.3 The Homelessness Reduction Act 2017 places a new legal duty on English councils so that

everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

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

26.6 As Humberstone Infant Academy and Humberstone Junior Academy staff are aware that safeguarding issues can manifest themselves in many different ways, our staff have received annual safeguarding training and additional information to better equip themselves in the knowledge of other forms of abuse as per Keeping Children Safe in Education 2026. These are outlined in Appendix A.

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

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

27.9 Groomers will hide their true intentions and may spend a long time gaining a child's trust through a range of mediums including social media platforms. Section 67 of the Serious Crime Act 2015 (offence of Sexual Communication with a Child) which came into force on 3 April 2017 also applies to Sexting, Sharing Nudes and Semi Nudes (including videos and live streams) and Grooming and our staff are fully aware of the legislation¹³.

Grooming Models include;

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

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

27.11 Sharing Nudes or Semi Nudes/ is when someone sends or receives a sexually explicit text, image or video or use of live stream. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. This can be via child on child or other adults. It is illegal to possess, take or distribute sexual images of someone who is under 18, even if the young person under the age of 18 has taken the image themselves and passed it on themselves.

Humberstone Infant Academy and Humberstone Junior Academy takes a zero-tolerance approach if children are found to be sending sexual images of themselves or others whether intentionally or maliciously in our school. Humberstone Infant and Junior Academy has a duty of care to inform the Police and Children's Social Care if such a case occurs. We will also notify parents directly if their children are involved.

27.12 Humberstone Infant and Junior Academy staff follow school procedures in reporting such concerns and promote E Safety and dangers of Sharing Nudes, Sexting, Grooming and CSE through lessons, PSHE and assemblies. Our pupils are taught how to keep safe on and off line and E Safety is taught directly throughout the school.

27.13 Our E safety policy forms part of our annual Safeguarding Training for staff, pupils and parents and is available on our school's website including our acceptable usage policy. All staff have undergone relevant online safety at induction and regularly throughout the year. All staff undergo safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring

28 Child on Child Abuse Including Harassment and Violence

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. All staff should be clear as to the school policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it. See Child on Child Abuse – anti bullying policy

28.1. All staff should recognise that racism, faith-targeted abuse, and other forms of discriminatory behaviour may have a significant impact on a child's welfare, wellbeing and sense of safety and should be considered within safeguarding practice where appropriate.

28.2. All staff should understand that even if there are no reports of abuse in school, it does not mean it is not happening. It may be the case that abuse is not being reported. As such it is important that when staff have any concerns regarding child-on-child abuse (whether these concerns are thought to have taken place on or off-site) they should speak to their designated safeguarding lead (or a deputy).

28.3. It is essential that all staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature. Examples of which are listed below. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviour, misogyny, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

28.4. All staff should be aware that child-on-child abuse is a safeguarding issue for both the victim and alleged perpetrator.

28.5. As well as knowing how to respond to concerns, all staff should know that child-on-child abuse is preventable. As well as knowing how to recognise behaviours and indicators of risk early, staff should know that timely, evidence based support can be key to preventing children from going on to commit abuse or violence.

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

- Bullying (including cyberbullying, prejudiced based bullying and discriminatory bullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or causing physical harm;

- Serious physical assault or harm or the threat of harm with a weapon
- Sexual violence and sexual harassment including remarks, jokes and online sexual harassment
- Causing someone to engage in sexual activity without consent
- Consensual and non-consensual making or sharing nudes and semi nudes/sexting
- Upskirting
- Initiation/hazing type violence and rituals

28.1 Sexual violence and sexual harassment¹⁵ can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing.

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

28.3 Humberstone Infant Academy and Humberstone Junior Academy takes child on child abuse seriously and we understand that some children are more vulnerable to physical, sexual and emotional bullying and abuse by their peers. In our school, this kind of abuse will always be taken as seriously as abuse perpetrated by an adult and as seriously as a child who is suffering or likely to suffer significant harm.

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

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

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

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

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

29 Upskirting

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

29.2 At **Humberstone Infant Academy and Humberstone Junior Academy**, all our staff are aware of the importance of:

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

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

30 Domestic Abuse

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

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Children can be victims of domestic abuse. They may see, hear, or experience the effects of

abuse at home and/or suffer domestic abuse in their own intimate relationships. All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

30.2. If the school is made aware of incidents of domestic violence which is impacting on a child within the school, (suspicions and allegations of abuse, harm and significant risk to a child), the school will follow Local Authority and Leicester Safeguarding Board guidelines in reporting such concerns to Children's Social Care, Duty and Advice or the Police and will also seek further guidance where necessary.

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

31 Child Missing from Education

31.1 A pupil missing from education on a number of occasions is a potential indicator of abuse and neglect. Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation. Unexplainable or persistent absences from education are a safeguarding concern and will be investigated thoroughly by DSLs and members of the school attendance and pastoral team

31.3 Should a pupil go missing from Humberstone Infant and Junior Academy our office team will inform the DSL/SLT and contact the Educational Welfare Service. The DSL will consider further actions and/or support should it be required and to ensure they help identify any risk of abuse and neglect, including sexual exploitation and to help prevent the risks of them going missing in future.

31.4 At Humberstone Infant and Junior Academy if a child is no longer coming to our school where the parent/carer has removed them, we will ensure that appropriate steps are taken and measures are in place. follow procedures where a child is taken out of school to go on holiday, where a child is removed from school as the family are moving away;

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

32 Honour Based Abuse (HBA)

32.1. Honour-based Abuse is a term that embraces a variety of crimes of violence (mainly but not exclusively against women) including domestic abuse, which is perpetrated in the name of so called 'honour'. The honour code which it refers to is set at the discretion of male relatives and women who do not abide by the 'rules' are then punished for bringing shame on the family. Infringements may include a woman having a boyfriend; rejecting a forced marriage; pregnancy

outside of marriage; interfaith relationships; seeking divorce, FGM, forced marriage, abuse linked to faith and culture, breast ironing, inappropriate dress or make-up and even kissing in a public place.

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

33 Female Genital Mutilation

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

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

Responding to FGM - The school will ensure;

- We raise awareness of staff in regard to the issues of FGM through whole school training
- Staff have a clear understanding of what FGM is
- FGM is within the schools Safeguarding Policy
- Relationships, Sex and Health curriculum supports pupils understanding of their bodies and keeping themselves safe
- Monitoring absences and children taking or requesting to take prolonged overseas holidays

33.3 Whilst all staff should speak to a DSL with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, **the teacher must report this to the police**

34 Abuse linked to faith, beliefs and culture

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

This kind of abuse can also include;

- Belief in concept of witchcraft, magic or voodoo
- Demons or the devil acting through children or leading them astray
- The evil eye or djinns and dakini
- Ritual or muti murders
- Breast Ironing

- Female Genital Mutilation
- Honour based violence and Forced Marriage
- Chastisement of a child in a Place of Worship
- Subjecting children to age inappropriate expectations under religious law

34.2 Whilst this is not an exhaustive list, Humberstone Infant and Junior Academy recognises that sadly, such cases are on the increase within the community and as a school, we take such incidents as seriously as any other kind of abuse perpetrated by an adult on a child.

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

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

35 Mental Health

35.1 All staff should be aware that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

35.2. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. School staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. If a child is struggling with their mental health, self-harming, has an eating disorder or is experiencing suicidal ideation and making plans to end their life, there are likely to be potential warning signs which education staff are well placed to recognise. These could include: • significant changes in behaviour, • ongoing difficulty sleeping, • withdrawing from social situations, • not wanting to do things they usually like, and • physical signs of self-harm or neglecting themselves.

35.3. Not every child who exhibits these behaviours is suicidal or has a mental health concern. However, by identifying these and other potential warning signs, staff can identify children who may be struggling with their mental health and contemplating suicide and offer support and vital early intervention.

35.4 If staff have a concern about a child's mental health that is also a safeguarding concern, they should speak to a DSL who may refer a child to trained school staff such as mental health First Aiders or in some cases the school Counsellor. If staff feel that a child is in danger, they should call 999 or arrange for them to be taken to A&E immediately by a parent/carer or other suitable person.

Early Help /Family Help and Supporting Children and their Families

35.1 Any child may benefit from support before statutory intervention, including from universal services and community based Early Help or the more targeted support level, Family Help.

Early Help and Family Help is about how different agencies work together to help children, young people and their families at any point in their lives to prevent or reduce difficulties.

35.2 Family Help is the new, more formal **targeted support pathway for families with multiple and/or complex needs or circumstances making them more vulnerable**.

35.3 Working Together 2026 para 134: targeted early-help services delivered through Family Help are coordinated by the LA and/or partners and can include parenting support, mental-health support, domestic-abuse services, youth services, housing and employment support. Family Help remains **voluntary and requires the family's consent**.

35.4 Family Help is intended to bring together what was previously targeted Early Help AND support under section 17 of the Children Act into a more seamless system.

36 Local Priorities

36.1 Within Leicester City, the Local Authority and LSCPb has have their own priorities which reflect the area in which Humberstone Infant and Junior Academy is based. Some of these include being aware of:

- Knife Crime,
- Gang Related Issues
- Radicalisation
- County Lines
- Criminal Activity
- Antisocial Behaviour
- FGM and Contextual Safeguarding (This is not an exhaustive list).

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

37 Private Fostering

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

Private Fostering includes a child living with:	Private Fostering does not include a child living with:
Godparents	Mother/Father

Great Grandparents	Brothers/Sister
Great Aunts or Uncles	Grandparents
Family Friends	Aunts/Uncles
Step parents where a couple isn't married or in a civil partnership	Step Parents where a couple is married or in a civil partnership
Cousins	Children and young people who are being looked after by the Authority.
A host family which is caring for a child overseas while they are in education here	

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

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

39 Online safety

39.1 Technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent nude or semi-nude images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

Humberstone Infant Academy and Humberstone Junior Academy takes online safety and wellbeing of staff and children seriously and all our staff are given online safety guidance at induction and as part of annual safeguarding training. In addition to this, all staff receive child protection, safeguarding and online safety updates via email, e bulletins and staff meetings regularly to provide them with relevant skills and knowledge to safeguard children effectively. Our approach to online safety is reflected in all relevant policies and whilst planning the curriculum, teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material; for example,

pornography, racism, misogyny, self-harm, suicide anti semi -Semitism, radicalisation, extremism, misinformation, fake news and conspiracy theories.

- **contact:** being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.
- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group

39.2 Education - Humberstone Infant and Junior Schools will do everything that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system. As part of this process, the school will teach children how to stay safe online using the government guidance and other resources. They should ensure that the leadership team and relevant staff

- have an awareness and understanding of the provisions in place
- manage them effectively
- know how to escalate concerns when identified.
- understand the importance of the schools filtering and monitoring systems

Schools and colleges should use communications with parents and carers to reinforce the importance of children being safe online. Schools should share information with parents/carers about

- what systems they have in place to filter and monitor online use
- what they are asking children to do online, including the sites they will asked to access
- who from the school or college (if anyone) their child is going to be interacting with online.

39.3 Filtering and monitoring - Humberstone Infant and Junior Schools will ensure we have appropriate filters and monitoring systems in place and regularly review their effectiveness. Humberstone Infant and Junior Schools take a whole school approach to online safety. This includes a clear policy on the use of mobile technology in the school.

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

40 What we do when we are concerned about a child?

40.1 Staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child. If staff have any concerns about a child's welfare, they should act on them immediately.

40.2 If staff have a concern, they should follow the child protection policy and speak to the designated safeguarding lead.

40.3 Options will then include:

- managing any support for the child internally via the school's own pastoral support processes, including considering where doing so does not place the child at additional risk,
- whether the designated safeguarding lead should inform parents or carers to

- further support the child's wellbeing,
- undertaking a Family Help assessment,
- making a referral to statutory services, as the child could be in need, is in need or is suffering, or likely to suffer harm.

40.4 The designated safeguarding lead should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local authority children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or a deputy) as soon as is practically possible.

40.5. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care (such as a child in need or a child with a protection plan). Data protection laws do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the designated safeguarding lead. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children.

40.6 The DSL/SLT may well be the person who talks to and has conversations with the student's family, sharing the school's concern about the young person's vulnerability and how the family and school can work together to reduce the risk.

40.7A strategic overview of vulnerable pupils will be maintained through regular pastoral team meetings, minutes and discussions

40.4 In addition to the above, our School staff will refer to procedure to follow in cases of possible, alleged or suspected abuse, or serious cause for concern about a child' when dealing with a child Disclosure or an allegation of abuse.

41 Useful contact numbers and links

Leicestershire Police	999 / 0116 2222222
One Front Door / Duty & Advice (Includes out of hours) das.team@leicester.gov.uk Early Help & Support/ early-help@leicester.gov.uk	0116 454 1004
Children's Safeguarding Unit	0116 454 2440
Safeguarding in Education Julie Chapaneri & Mohammed Patel Safeguardingineducation@leicester.gov.uk	0116 454 2440
Local Authority Designated Officer (LADO) Jude Atkinson	0116 454 2440

Leicester Safeguarding Children's Board (LSCPB) http://www.lcityLSCPB.org/	0116 454 6520
Prevent (Advice / Referral) City: Ailsa Coull – Ailsa.coull@leicester.gov.uk	01164 546923 07519 069833
UAVA – United against violence and abuse (Domestic Violence, Abuse between Teenagers and Domestic Violence in BME community) info@uava.org.uk	0808 80 200 28
Forced Marriage Unit fmufco.gov.uk	020 7008 0151
Female Genital Mutilation Helpline fgmhelp@nspcc.org	0800 028 3550
NSPCC Whistleblowing Advice Line help@nspcc.org.uk	0800 0280285

APPENDIX A: DEFINITIONS AND INDICATORS OF ABUSE

Abuse, as outlined in KCSIE 2026, is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse including where they see hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse

1. NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

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

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

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Fabricated or Induced Illnesses (Munchausen Syndrome by Proxy)
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;

- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers

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

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

2. PHYSICAL ABUSE

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

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

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

- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

3. SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuser than not. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it. There are specific offences for children under 13, who can never provide valid consent to sexual activity and there are specific offences which make clear that sexual activity with a child under 16 is an offence, regardless of whether they agreed to that activity.

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

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;

- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

3a. SEXUAL EXPLOITATION

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

The presence of any significant indicator for sexual exploitation should trigger a referral to children’s social care. The significant indicators are: (no an exhaustive list)

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

4. EMOTIONAL ABUSE

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

- The child consistently describes him/herself in very negative ways, eg stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;

- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self-harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

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

5. Sexual Harassment and Sexual Violence

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

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

Sexual harassment: When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. Abuse that occurs online or outside of school should not be down played and should be treated equally seriously. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Children who have experienced sexual violence display a very wide range of responses to their experience, including in some cases clear signs of trauma, physical and emotional responses, or no overt signs at all. Schools should remain alert to the possible challenges of detecting those signs and show sensitivity to the needs of the child (e.g. about attendance in lessons) irrespective of how overt the child’s distress is.

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual “jokes” or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with

someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and

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

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than civilianise them and this should be explained in such a way that avoids alarming or distressing them.

6. RESPONSES FROM PARENTS

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

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

7. SEND CHILDREN (Special Educational Needs and Disabilities)

Humberstone Infant and Junior Academy is an inclusive school and welcomes all pupils including those with SEND. We believe in providing every possible opportunity to enable our pupils to develop their full potential whilst promoting their self-esteem and valuing their individuality.

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

Key issues for safeguarding children with disabilities include:

- Social isolation
- Reliance on others for personal care
- Impaired capacity to resist or report abusive behaviour
- Reduced access to someone to tell
- Especially vulnerable to bullying and intimidation
- More frequently away from home, e.g. in hospital, respite care or residential living
- Communication barriers and difficulties in reporting challenges
- Cognitive understanding - being unable to understand the difference between fact and fiction in online content

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

Some indicators concerns could include:

- A bruise in a site that might not be of concern on an ambulant child, such as the shin, might be of concern on a non-mobile child
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification e.g. deprivation of liquid, medication, food or clothing
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting; misappropriation of a child's finances
- Invasive procedures which are unnecessary or are carried out against the child's will
- A lack of knowledge about the impact of disability on the child
- A lack of knowledge about the child, e.g. not knowing the child's usual behaviour
- Not being able to understand the child's method of communication

- Confusing behaviours that may indicate the child is being abused with those associated with the child's disability
- Behaviour, including sexually harmful behaviour or self-injury may be indicative of abuse
- Being aware that certain health/medical complications may influence the way symptoms present or are interpreted.

Humberstone Infant and Junior Academy has a specific SEND Policy. All our staff have access to this policy and key staff members are also aware of the LSCP B Procedures²¹ on line. As best practice our school will ensure we:

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

Other relevant policies

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

- Attendance
- Staff Code of Conduct
- Whistle Blowing
- Behaviour Policy

- Racist incidents
- Anti-bullying - Child on Child Abuse Policy
- Physical interventions/restraint
- Special Educational Needs and Disability Policy
- Trips and visits
- First aid and the administration of medicines
- Health and safety
- Relationships, Sex Education
- Protecting children from extremism
- Equal opportunities
- Toileting/intimate care
- MCT and e-safety

APPENDIX B

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

Child Protection Procedures

Reporting arrangements- all concerns regarding the safety and wellbeing of a child must be logged immediately as they arise using the CPOMS system. All staff receive training as to how to log in and record incidents using CPOMS as part of their induction process and part of whole school safeguarding training.

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

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

You have a concern about a child / young person’s wellbeing, based on:

- Something the child / young person / parent has told you
- Something you have noticed about the child’s behaviour, physical or mental health, or appearance
- Something another professional said or did
- Even if you think your concern is minor, the DSL may have more information that, together with what you know, represents a more serious worry about a child
- It is never your decision alone how to respond to concerns – but it is always your responsibility to share concerns, no matter how small
- There may be an occasion where you will need to gain further information from the child or any other relevant parties however it is not your role to seek to investigate the concern and children should not be asked probing or leading questions

Let the child / young person / parent know what you plan to do next if

- You have heard a disclosure of abuse or you are talking with them about your concerns
- It may be appropriate to tell a parent/ carer what you will do next
- Do not promise to keep what s/he tells you secret

Reporting Procedures

Staff training will include guidance about how to distinguish between a concern and a child who may be in imminent danger and at risk of harm.

- Make a written record as soon as possible after the event and log it on CPOMS noting as much detail as possible including date and time. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. This will also help if/when responding to any complaints about the way a case has been handled.
- Records should 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.
 - If in doubt about recording requirements, staff should discuss with the designated safeguarding lead
- Remember to adhere to the principles of confidentiality and do not discuss sensitive information with other colleagues who do not need to know
- If a child or parent spoke, record their words as far as possible, rather than your own interpretation

Reporting disclosures where a child may be in imminent danger or at risk of harm

- Make a written record as soon as possible after or during the event, noting as much detail as possible - see guidance above
- Immediately inform, in person, the first available DSL that you have a serious child protection concern and hand them the information. This should be done immediately, maintaining the safety of the child as your first concern.
- Once the DSL has been informed you should then log the concern on CPOMS.

DSL Actions

When receiving a reported concern, the DSL will assess the information they are given and may use other information they have access to in order to make an informed decision about the next steps which may include:

- The DSL may take advice from the Leicester City Duty and Advice Service
- The DSL may make a referral to the Leicester City Duty and Advice Service
- The referral will note all previous intervention by the school with the child, any relevant history relating to the child, their siblings or the family
- The DSL may share information with other relevant professionals, recording reasons for sharing information and ensuring that they are aware of what action the other professionals will take as a result of information shared
- The DSL may inform parents that they have made a CP referral, if the parent does not already know, and if there is no reason not to let them know

- The relevant agencies may suggest to delay informing the parent in cases of suspected sexual abuse, or where informing the parent might put the child at further risk, to prevent the child being harmed or intimidated (and retracting their disclosure) ...or in cases of suspected Fabricated or Induced Illness by proxy, the parent is not informed that this is being considered
- The DSL remains in close communication with other professionals around the child and with the family, in order to share any updates about the child
- The DSL may share outcomes with the person making the referral if this is appropriate