



# **Safeguarding & Child Protection Policy & Guidelines**

**2020-2021**

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and taking action to enable all children to have the best life chances.

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<b>Version Control</b>	<b>1.3</b>
Author:	Emma Taplin
Date:	August 2020
Revision:	August 2021

## Safeguarding staff members of Avanti Fields School



Emma Taplin - Designated Safeguarding Lead



Laura Bigginton – Deputy Designated Safeguarding Lead



Nisha Kholia – Deputy Designated Safeguarding Lead



Darren Gadsby – Deputy Designated Safeguarding Lead

**Laura Bigginton**– Designated Teacher for Looked After Children

**Jude Atkinson** – Local Authority Designated Officer

**Laura Bigginton** – Attendance lead

**Peter Williams** – Safeguarding Link SSC member

**This safeguarding and Child protection policy is informed by and should be read in conjunction with the Avanti School Trust Child protection and safeguarding policy and procedures.**

## **1. Introduction**

1.1 Avanti Fields School fully recognises the contribution it can make to protect children and support pupils in school. Safeguarding and promoting the welfare of children is **everyone's** responsibility. Everyone who comes into contact with children and their families has a role to play. To fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests of the child**. (KCSIE19) 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 is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's mental and physical health or development and well being;
- 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 life chances.

1.2 No single professional 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. Avanti Fields School is committed to safeguarding and promoting the welfare of all its students and. We believe that:

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

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

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

- Working Together to Safeguard Children (DfE March 2018)
- Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE Sept 2020)
- The School Staffing (England) Regulations 2009 & Amended Regulations 2015; Safer Recruitment in Education including
- Guidance for Safer Working Practice Rev 2019 - (Safer Recruitment consortium)
- Prevent Duty 2015
- **Information sharing:** Advice for Practitioners providing safeguarding services to children, young people parents and carers. (March 2015)
- 'What To Do If You Are Worried A Child Is Being Abused' March 2015
- Leicester Safeguarding Children's Partnership Procedures (LSCP)  
<http://llrscb.proceduresonline.com/chapters/contents.html>
- The Children Act 1989 and 2004
- The Education Act 2002 s175/s157
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
- Framework for the Assessment of Children in Need and their Families 2000
- Sexual Offences Act 2003 (Position of Trust offence)
- Sexual Violence and Sexual Harassment between children in schools and colleges May 2018
- Voyeurism (Offences Act) 2019
- Childcare (Disqualification) Regulations 2009
- Counter Terrorism and Security Act 2015
- Female Genital mutilation Act 2003
- 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

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

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

1.6 All staff<sup>1</sup> 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.

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<sup>1</sup> 'Staff' covers ALL adult staff on site, including temporary, supply and ancillary staff, and volunteers working with children

## 2 Overall Aims

- This policy will contribute to safeguarding our students 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 and young people 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.
- 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 including Early Help and intervention and with local safeguarding partners
- Work within the curriculum raising awareness of and promoting safeguarding, on and off line, to our children/young people.
- 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

Our school procedures for safeguarding children are in line with the *Leicester City Safeguarding Children's Partnership (LSCP), Multi Agency Child Protection/Safeguarding Procedures;* <http://llrscb.proceduresonline.com/chapters/contents.html>), in addition to the statutory requirements as outlined in 1.3.

## 4 Expectations

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

- Staff (including supply staff and volunteers) will have access to, a copy of, and be well versed in our Child Protection Policy; which will also form part of their induction and revisited annually through Whole School Safeguarding Training.
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.;
- For those regular external visitors/providers such as cleaners and caterers; to have shown the school a copy of their H & S and Child Protection Guidelines as best practice and where applicable; and that the school has a statement in main reception notifying external visitors who the Schools DSL is and what to do if they have any concerns about a child's welfare

- Be involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans;
- Be alert to signs and indicators of possible abuse (See Appendix 1)
- Record concerns/disclosures and give the record to the DSL; and
- Deal with a disclosure of abuse from a child in line with our school procedures; informing the DSL immediately, and provide a written account as soon as possible. This includes making the appropriate contact with children’s social care (DSL).
- Record safeguarding information using school procedures whether electronic (CPOMS) or in paper form

#### **4.2 All parents will be familiar with this safeguarding policy;**

- Parents/Cares will have access to the Child Protection Policy as part of initial information given to perspective/existing Parents/Carers and will be available through our schools website. Additional copies will be issued as and when required including notifying parents of changes within the document i.e. revised annual policy.

#### **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:

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

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

### **5 Extended school and before and after school activities**

5.1 Where the governing body provides services or activities directly under the supervision or management of school staff, the school’s arrangements for child protection will apply.

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



## 6 Procedures

### 6.1 Avanti Fields School will ensure that:

- The governing body understands and fulfils its safeguarding responsibilities.
- We have a Designated Safeguarding Lead and a Deputy Designated Safeguarding Lead for child protection and safeguarding, who have undertaken DSL training 1; of which their training will be refreshed every two years.
- All members of staff are provided with opportunities **annually** to receive Safeguarding Training by the Safeguarding in Education team in order to develop their understanding of safeguarding and child protection in particular the signs and indicators of abuse.
- All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse, and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.
- All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Safeguarding and Child Protection Policy, and reference to it in our prospectus/brochure and home school agreement.
- Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.
- Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures.
- Avanti Fields School is committed to safer recruitment as outlined in Keeping Children Safe In Education 2020. The school will ensure all appropriate checks are carried out for all staff and volunteers. The Single Central Record will be audited termly by the Principal which will be recorded on the. The school will ensure at least one person who is safer recruitment trained will be part of the recruitment process. All volunteers will undergo a risk assessment. See also the Safer Recruitment policy.
- All governors / proprietors / trustees will undergo a DBS check and a S128 check as outlined in paragraph 173 of Keeping children safe in education 2019
- 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)
- Our procedures will be annually reviewed and up-dated and ratified by the Governing Body / Proprietors / Trustees.

- The name of the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead will be clearly shown 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, non-teaching staff and volunteers), new to our school will be given or directed to a copy of; our Safeguarding and Child Protection Policy, Staff Code of Conduct, the school's behaviour policy, the school's child missing protocols, the booklet 'What To Do if You're Worried A Child is Being Abused'<sup>2</sup>, Keeping Children Safe in Education 2020 Part 1 and Annex B<sup>3</sup>, 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 be made aware of the 'Guidance for safer working practice for those working with children and young people in education settings, 2019 (Safer Recruitment Consortium).<sup>4</sup>

## 7 Responsibilities

7.1 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). The DSL will inform the Principal of any referrals to be made. If the concerns is in regards to the conduct of a staff member the report is made to the Principal. If the concerns is regarding the Principal then the Chair of Governors should be informed.

7.2 If a staff member feels they cannot disclose information to their DSL, Principal or Governor(s), they must then follow our schools whistleblowing procedures to report their concerns. (Appendix 7 – Avanti Schools Trust Whistle blowing procedures

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 is regularly absent or missing can be a cause for concern and a possible indicator that the child is at risk of abuse or in need or help and support - (Appendix 7 – Student Absence Protocols)

## 8 Designated Safeguarding Lead (DSL) – Roles and Responsibilities<sup>5</sup>

8.1 Keeping Children Safe in Education September 2020, Annex B, outlines specific responsibilities of the DSL (A member of the School's Leadership Team) and their responsibilities within this role. Our DSL takes **lead**

<sup>2</sup>[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

<sup>3</sup>[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/811513/DRAFT\\_Keeping\\_children\\_safe\\_in\\_education\\_2019.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811513/DRAFT_Keeping_children_safe_in_education_2019.pdf)

<sup>4</sup><https://www.saferrecruitmentconsortium.org/GSWP%20May%202019%20final.pdf>

<sup>5</sup>[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/811513/DRAFT\\_Keeping\\_children\\_safe\\_in\\_education\\_2019.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811513/DRAFT_Keeping_children_safe_in_education_2019.pdf) Annex B, Role of Designated Safeguarding Lead

**responsibility** for safeguarding and child protection ( including on line safety) and their key areas of responsibilities include:-

#### **Manage Referrals:**

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

#### **Work with Others:**

- Act as point of contact with the 3 safeguarding partners
- Liaise with the Principal or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- Act as a source of support, advice and expertise for staff.

#### **Undertake Training:**

- The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years
- Understand the assessment process for providing early help and intervention,
- Have a working knowledge of how local authorities conduct a child protection case conference
- Ensure each member of staff has access to and understands the school’s or college’s child protection policy and procedures
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Encourage a culture of listening to children and taking account of their wishes and feelings,
- Understand and support the school with regards to the requirements of the Prevent duty and undertake Prevent Awareness Training
- Recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- Obtain access to resources and attend any relevant or refresher training courses; and
- 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.

#### **Raise Awareness**

- Ensure the school's child protection policies are known, understood and used appropriately
- Ensure the school's child protection policy is reviewed annually and is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made
- Link with the local LSCP to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

### **Child Protections Files**

- Where children leave the school ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.
- In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

### **Availability**

- During term time the designated safeguarding lead (or a deputy) will always be available on school site. The school will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities

## **8.2 Roles and responsibilities of the Principal**

The Principal of Avanti Fields School will ensure that:

- The policies and procedures adopted by the governing body/ proprietors/ trustees are fully implemented, and followed by all staff
- The Safeguarding & Child Protection Policy and other policies are updated annually, ratified by the Governing body proprietors/ trustees annually and that relevant policies are available publicly either via the school website, parents evening, open days or by other means.
- 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 Principal has attended Safer Recruitment Training and that training is refreshed no later than every 5 years; and that at least 1 member of the Governing body proprietors/ trustees has attended Safer Recruitment Training.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner. (Whole school approach and child centred practice)
- All staff consider the best interest of a child and are made aware that they have an individual responsibility for referring child protection concerns, promptly and using the proper channels.

- All staff have an understanding of Early Help and have the ability to identify children who would benefit from Early Help intervention.
- That regular external visitors/providers such as cleaners, caterers have shown the school a copy of their H & S and Child Protection guidelines as best practice and where applicable; and that the school has a statement in main reception notifying external visitors who the Schools DSL is 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 LSCP, Safeguarding in Education and in line with Keeping Children Safe in Education, September 2020, Annex B
- New members of staff, temporary or permanent including volunteers are given a full induction that includes Safeguarding and Child Protection Guidelines and names of DSL's.
- That staff undergo and attend annual Whole School Safeguarding Training (INSET)
- All staff are made aware of their right to whistle-blow, have a copy of the whistleblowing procedures, are well versed with the procedures and have been made aware of the NSPCC whistleblowing helpline.

### **8.3 Roles and responsibilities of the Governing Body / Proprietors/ Trustees**

The Governors / proprietors/ trustees of Avanti Fields School will ensure that:

- The 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 (<https://avanti.org.uk/avantifields>)
- That 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 – DSL.
- There is an appointed deputy(s) for child protection, in the event of the unavailability of the DSL
- The DSL and the appointed deputy(s) for child protection undertakes training for designated safeguarding leads, in addition to inter-agency child protection training, that is provided by, or to standards agreed by, LSCP, 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 Principal, 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)
- There are procedures for dealing with allegations of abuse against members of staff and volunteers (Appendix 3 & 6)

- The chair of governors/ proprietors/ trustees (or, in the absence of a chair, the vice chair) deals with any allegations of abuse made against the Principal, in liaison with the Local Authority Designated Officer. (Appendix 3 & 6)
- The governing body / proprietors/ trustees nor individual governors / 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 the governing body / proprietors/ trustees are rectified
- Policies and procedures are reviewed annually, and information is provided to the Local Authority on how the governing body / proprietors/ trustees discharges its duties regarding safeguarding and child protection.
- There is an individual member of the governing body / proprietors/ trustees who will champion and lead on issues to do with safeguarding children and child protection within the school, liaise with the DSL, and provide information and reports to the governing body / proprietors/ trustees, and that person is appropriately trained to discharge their responsibilities effectively.
- 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 2020).
- Will ensure that at least 1 member of the Governing body has attended Safer Recruitment Training and that training is regularly refreshed
- That the Chair of the governing body / proprietors/ trustees completes the annual Safeguarding in Education Check List – supporting schools to exercise their duties in relation to Safeguarding & Child Protection and return the document to the local authority in a timely manner

## 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 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, 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;

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

## **9.1 Our school will support all students by:**

- Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum
- Identifying children who are in need of extra mental health support which includes working with external agencies
- 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 and online.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children including Early Help
- Notifying Children's Social Care as soon as there is a significant concern
- Ensuring that a named teacher is designated for Looked After Children/Children In Need (LAC & CIN) and that an up to date list of LAC/CIN is regularly reviewed and monitored
- Providing continuing support to a student (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Head at the pupil's new school as a matter of urgency
- Working with partner agencies to support and safeguard children within; Early Help, Children in Need, Child Protection and Looked After Children
- The school will ensure that children are taught about safeguarding, including online safety 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

## **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.

10.1 The Principal 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. A written record will be made of what information has been shared, with whom, and when.

10.2 All staff must be aware that they have a professional responsibility to share information with other agencies 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. This could be provided by, for example, the Principal, by Occupational Health and/or a teacher/trade union representative as appropriate.

11.3 We understand that staff should have access to advice on the boundaries of appropriate behaviour. Guidance for safer working practice for those working with children and young people in education settings, 2019 (Safer Recruitment Consortium).<sup>6</sup> 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/LSCP

## **12 Allegations against staff**

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

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

12.3 All staff including supply staff should be aware of the Guidance for Safer Working Practices for Adults who work with Children and Young People 2019<sup>7</sup>

12.4 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 a professional level and only carried out using official school systems.

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

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

12.7 The Principal/senior teacher on all such occasions will immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO) and follow the process for managing the concern laid down

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<sup>6</sup> <https://www.saferrecruitmentconsortium.org/GSWP%20May%202019%20final.pdf>

<sup>7</sup> <https://www.saferrecruitmentconsortium.org/GSWP%20May%202019%20final.pdf>



in the LSCP Procedures ([http://lrsrb.proceduresonline.com/chapters/p\\_alleg\\_staff.html](http://lrsrb.proceduresonline.com/chapters/p_alleg_staff.html)) and the School's Managing Allegations Policy.

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

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

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

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

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

12.13 Our School staff including supply staff are aware of and have an understanding of our 'Guidelines for Avoiding Allegations of Abuse' as outlined in Appendix 4.

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

### **13 Whistleblowing**

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

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

13.3 All staff are aware of and understand how to use our schools whistleblowing procedures. (Appendix 6)

13.4 All staff have access to the NSPCC Whistleblowing Helpline

### **14 Our role in the prevention of abuse**

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

#### **14.2 The school community will therefore:**

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

### **15 Safeguarding students who are vulnerable to extremism**

15.1 Since 2010, when the Government published the Prevent Strategy<sup>8</sup> and (Revised Prevent Duty Guidance 2015<sup>9</sup>), there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

15.2 Avanti Fields School 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.

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<sup>8</sup> Prevent Strategy 2011 - [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/97976/prevent-strategy-review.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf) & CONTEST Strategy 2011 - [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/97994/contest-summary.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97994/contest-summary.pdf)

<sup>9</sup> Revised Prevent Duty Guidance 2015 <https://www.gov.uk/government/publications/prevent-duty-guidance>

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. Avanti Fields School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern. Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 5.

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

#### 15.5 LOCAL CONTEXT:

Potential local risks to radicalisation include, but not exclusively;

- On-line extremism
- Far right extremist groups
- Islamist extremism
- Anti-Islamic groups
- Anti-Western groups

#### 15.6 Risk reduction

15.6 The school governors/proprietors/trustees, the Principal 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, assembly policy, the use of school premises by external agencies, integration of students by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

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

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

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

### 16 Contextual Safeguarding and Extra Familial Abuse (including Child Criminal Exploitation)

16.1 Safeguarding incidents can be associated with factors outside the school or college and or can occur between children outside the school or college. Avanti Fields School Staff including our DSL's endeavour to

consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means Avanti Fields School staff will take into consideration wider environmental factors that may be present in a child's life that are a threat to their safety and or welfare.

This risk could take variety of different form and children can be vulnerable to multiple harms including sexual exploitation, criminal exploitation and serious youth violence. This way, schools and colleges are able to provide as much information as possible as part of the referral process to Children's Social Care as necessary. (KCSIE 2020). Environmental factors within Contextual Safeguarding include but not exclusive;

## **17 Child Criminal Exploitation (CCE)**

17.1 CCE is where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into criminal activity. The power imbalance can be due to a range of factors including age, gender, sexual identity cognitive ability, physical strength, status and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants. The abuse can be perpetrated by individuals or groups, males, females, children or adults Victims can be exploited even when activity appears to be consensual. Abuse can happen online as well as in person

## **18 Child Sexual Exploitation (CSE)**

18.1 CSE is where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim wants or needs, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. CSE can affect any child or young person ( male or female) under the age of 18 , including 16 and 17 year olds who can legally consent to have sex. It can include both contact and non-contact sexual activity and may occur without the child or young person's immediate knowledge Victims can be exploited even when activity appears to be consensual. Abuse can happen online as well as in person.

## **19 Serious violence**

19.1 All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff should be aware of the associated risks and understand the measures in place to manage these.

These risks could include:

## **20 County Lines**

20.1 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.

20.2 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.

20.3 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.

20.4 County Lines criminal exploitation is also synonymous with Child Sexual Exploitation. Criminal activity and Gang Association can lead into CSE through situations such as initiation, peer pressure in addition to sexual favours. Although county lines is mainly criminal, all our staff are aware of the definitions of CCE and CSE, signs and impact on vulnerable children. This is further outlined in section 17 and 18 of this Policy.

## **21 Serious Violence, Gang Violence & Youth Crime**

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

21.2 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.

21.3 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.

## **22 Knife Crime**

22.1 Knife crime has been receiving countrywide attention after being recognised as a contemporary national treat 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
- Within Leicester, May 2019 saw 237 reported incidents involving a knife or bladed instrument which was an increase of 30 from the previous month

## **23 Child Criminal Exploitation and Cybercrime Involvement**

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

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

## **24 Modern Slavery & Trafficking**

24.1 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.

### **24.2 Human trafficking;**

24.3 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

**25 Peer on Peer Abuse/Peer Influence** - KCSIE 2020 is explicit in their definition of Peer on Peer abuse and its forms. However, within the context of contextual safeguarding, peer on peer abuse and peer influence has a massive impact on the child and young person (CYP). If CYP are exposed to other CYP who are known for being exploited, they are more likely to experience peer on peer abuse and be 'influenced' /'swayed' to participate in illegal activity, criminal activity and sexual activity. Further information on Peer on Peer abuse is outlined in section 18.3 of this Policy.

## **26 Children and the court system**

26.1 Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. <https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds> and <https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds>

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

## **27 Children with family members in prison**

27.1 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.

27.2 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 truanting, 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.

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

## 28 Homelessness

28.1 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 in to 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.

28.2 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.

28.3 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.

28.4 Furthermore, Avanti Fields School staff also promote Early Help and Support (Section 24) 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.

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

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



28.6 As Avanti Fields School staff are aware that safeguarding issues can manifest themselves in many different ways, our staff have received annual safeguarding training and additional information to better equip themselves in the knowledge of other forms of abuse as per Keeping Children Safe in Education 2020. These are outlined in **Appendix 1**.

## 29 Mental Health

- 29.1 All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
- 29.2 Only trained professionals should make a diagnosis of a mental health problem, but staff are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one
- 29.3 Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and it's key that staff are aware of how these experiences can affect children's mental health, behaviour and education
- 29.4 Staff should take action on any mental health concerns that are also safeguarding concerns, following your school's child protection policy and speaking to the DSL or deputy

## 30 Other Forms of Abuse and neglect

- 30.1 **Child Sexual Exploitation & Trafficking.** CSE involves young people receiving something in exchange for sexual acts. Sexual exploitation can take many forms ranging from seemingly consensual relationships to serious gang and group exploitation.
- 30.2 Avanti Fields School staff are aware that sexual exploitation can take many forms and that pupils may not exhibit external signs of abuse. Our staff are also aware that it is an offence carrying a maximum sentence of two years imprisonment where an adult (any adult) intentionally communicates (for example, by e-mail, text message, written note or orally) with a child under 16 (whom the adult does not reasonably believe to be aged 16 or over) for the purpose of obtaining sexual gratification. This act forms part of Section 67 of the Serious Crime Act 2015<sup>10</sup> (offence of Sexual Communication with a Child) and came into force on 3 April 2017.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/604931/circ-implementation-s67-serious-crime-act-2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/604931/circ-implementation-s67-serious-crime-act-2015.pdf)

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

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<sup>10</sup> <https://www.gov.uk/government/publications/circular-201701-sexual-communication-with-a-child-implementation-of-s67-of-the-serious-crime-act-2015>

30.4 Our school staff are also aware of some of the signs and symptoms of CSE through LSCP Leaflets<sup>11</sup>, staff induction and as part of annual Whole School Safeguarding Training which in addition to the CSE & Trafficking Course delivered through Children's Workforce Matters<sup>12</sup> that the DSL has attended.

30.5 Our school staff follow guidance and procedures as outlined in 'Safeguarding Children and Young People from Sexual Exploitation in Leicester, Leicestershire and Rutland'<sup>13</sup> available on the LSCP website.

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

### 31 Grooming & Sexting can also form part of CSE both online and offline

31.1 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.

31.2 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 and Grooming and our staff are fully aware of the legislation<sup>14</sup>.

#### Grooming Models include;

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

31.3 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.

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

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<sup>11</sup> <http://www.lcityLSCP.org/information-for-practitioners/safeguarding-topics/child-sexual-exploitation/>

<sup>12</sup> <http://www.childrensworkforcematters.org.uk>

<sup>13</sup> [http://llrscb.proceduresonline.com/pdfs/cse\\_guidance.pdf#search="CSE"](http://llrscb.proceduresonline.com/pdfs/cse_guidance.pdf#search=)

<sup>14</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/604931/circular-commencement-s67-serious-crime-act-2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/604931/circular-commencement-s67-serious-crime-act-2015.pdf)

Avanti Fields School takes a zero tolerance approach if children are found to be sending sexual images of themselves or others whether intentionally or maliciously in our school. Avanti Fields School has a duty of care to inform the Police and Children's Social Care if such a case occurs. We will also notify parents directly if their children are involved. In addition to supporting our children with being safe in a digital world and highlighting the dangers, our staff have also been issued with the government guidance on sexting 'Sexting in Schools and Colleges' 2016.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/551575/6.2439\\_KG\\_NCA\\_Sexting\\_in\\_Schools\\_WEB\\_1\\_.PDF](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB_1_.PDF)

31.5 Avanti Fields School staff follow school procedures in reporting such concerns and promote E Safety and dangers of 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 promoted throughout the school and home environment. Our school have also discussed local and national cases where grooming of young children has taken place such as the Kayleigh Haywood Story to highlight the dangers.

31.6 Our E safety policy is highlighted to staff, pupils and parents and is available on our school's website including our acceptable usage policy.

## **32 Child on Child Sexual Violence & Harassment including Peer on Peer Abuse/Children using Harmful Sexual Behaviour (HSB)**

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

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- Upskirting
- initiation/hazing type violence and rituals

32.1 Sexual violence and sexual harassment<sup>15</sup> can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

32.2 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.

32.3 Avanti Fields School takes Peer on Peer abuse/ child on child sexual violence and harassment seriously and we understand that some children are more vulnerable to physical, sexual and emotional bullying and abuse by

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<sup>15</sup>[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/719902/Sexual\\_violence\\_and\\_sexual\\_harassment\\_between\\_children\\_in\\_schools\\_and\\_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)

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.

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

32.5 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.

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

32.7 Our school also refers to the LSCP procedures (Chapter 2.2)<sup>16</sup> which are written with particular reference to sexually abusive and inappropriate behaviours. Keeping Children Safe in Education 2020 (Part 5) also makes reference to child on child sexual violence and harassment and where there are serious child protection concerns, as a result of non-sexual violence by a child or young person, leading to actual or possible significant harm, our safeguarding and child protection measures will be implemented.

### 33 Upskirting

33.1 Upskirting is the act of taking a photograph of underneath a person's skirt without their consent to obtain sexual gratification or cause the victim humiliation, distress or alarm. 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. Avanti Fields School 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.

33.2 At **Avanti Fields School**, 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

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<sup>16</sup> [http://llrsb.proceduresonline.com/chapters/p\\_abuse\\_child\\_yp.html?zoom\\_highlight=cusab](http://llrsb.proceduresonline.com/chapters/p_abuse_child_yp.html?zoom_highlight=cusab)

33.3 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<sup>17</sup> 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 Peer on Peer 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.

#### **34 Domestic Violence and Abuse & Violence between young people (Teen relationships)**

34.1 The cross-government definition of domestic violence and abuse is<sup>18</sup>:

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

- psychological
- physical
- sexual
- financial
- emotional

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

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

- 1 in 5 teenage girls have been assaulted by a boyfriend
- Young women are more likely to experience sexual violence than other age groups
- Young women with older partners are at increased risk of victimisation
- Recent surveys (including NSPCC<sup>19</sup>, Zero Tolerance and End Violence Against Women campaign) reveal that approximately 40% of our young people are already being subjected to relationship abuse in their teenage years

34.4 If Avanti Fields School is made aware of children behaving this way with other children within our school, and violence is apparent between the young people's intimate relationship; this includes issues around the use

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<sup>16</sup> LSCP CUSAB Procedures - [http://llrscb.proceduresonline.com/chapters/p\\_abuse\\_child\\_vp.html#\\_refer](http://llrscb.proceduresonline.com/chapters/p_abuse_child_vp.html#_refer)

<sup>18</sup> <https://www.gov.uk/guidance/domestic-violence-and-abuse>

<sup>19</sup> <https://www.nspcc.org.uk/services-and-resources/research-and-resources/pre-2013/partner-exploitation-and-violence-in-teenage-intimate-relationships/>

of social media and Sexting, we will view this as a significant child welfare concern and where necessary, the appropriate agencies will be informed. This includes Children Social Care and the Police.

34.5 If such cases are prevalent within our school, whether the incident involves Adult Relationships or Teen Relationships, the school will also work closely with the child and the Principal/DSL will endeavour to support the child who has been exposed to this type of violence and abuse with the involvement of (where appropriate) their parents/carers and their boyfriend/girlfriend.

34.6 Furthermore, involvement through Operation Encompass, the Early Help Offer can also support the child and parents/carers and the school will ensure communications and multiagency working with Social Care and Early Help is maintained to fully support the child and their family. (Victims). 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.

### **35 Child Missing From Education**

35.1 A Child Missing From Education forms part of the wider LSCP procedures<sup>20</sup> (Chapter 2.10) for children who go missing from School, Home, Care Education and includes Families who go missing.

35.2 A pupil missing from education on a number of occasions is a potential indicator of abuse and neglect.

35.3 Should a pupil go missing from Avanti Fields School our Attendance Lead (Laura Bigginton) 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 the any risk of abuse and neglect, including sexual exploitation and to help prevent the risks of them going missing in future.

35.4 At Avanti Fields 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. I.e. we will follow our school guidelines in monitoring those parents/carers home tutoring, 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;

35.5 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).

Further environmental factors within contextual safeguarding are found on page 8-18 of the Avanti Schools Trust Child protection and Safeguarding policy and procedure)

### **36 Female Genital Mutilation**

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<sup>20</sup> <http://lrsrb.proceduresonline.com/chapters/contents.html>

36.1 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.

36.2 Definition of Female Genital Mutilation<sup>21</sup> (FGM):

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

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Therefore, our staff have been briefed on the importance of FGM through our Whole School Safeguarding in August 2020, 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
- Sex and Health curriculum supports pupils understanding of their bodies and keeping themselves safe
- Monitoring absences

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

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

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

## **37 Forced Marriage**

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

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<sup>21</sup> FGM Revised Guidance July 2020 - <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

## **37.2 The Government's definition of a Forced Marriage<sup>22</sup> is;**

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

37.3 Avanti Fields staff, through induction and Whole School Training are aware of the importance and impact on a child/student who is involved in such situations.

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

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

## **38 Abuse linked to faith, beliefs and culture**

38.1 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

38.2 Whilst this is not an exhaustive list, Avanti Fields 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.

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<sup>22</sup> <https://www.gov.uk/guidance/forced-marriage>



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

38.4 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.

## **39 Early Help and Supporting Children and their Families**

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

39.2 At Avanti Fields School, key staff members and DSL's have attended our LSCP's Early Help and Early Help Assessment Training and our staff are prepared to identify any children who may benefit from Early Help. (Signpost/refer accordingly).

## **40 Bullying and Safeguarding**

40.1 **The Law** - Some forms of bullying are illegal and should be reported to the police. These include:

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

40.2 Bullying is defined as 'behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally'. Repeated bullying usually has a significant emotional component, where the anticipation and fear of being bullied seriously affects the behaviour of the victim.

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

40.4 Avanti Fields School has a legal duty to ensure we have an Anti-Bully Policy in place and that all staff, children and parents/carers are made aware of it. This document can be accessed on our schools website <https://avanti.org.uk/avantifields> and sets out clear procedures in managing such incidents within the school. We also deliver work in school about anti-bullying through assemblies and lessons and our staff are trained in appropriately dealing with such incidents.

40.5 However, at times, bullying such as Peer on Peer abuse; sexualised behaviour, serious incidents of harm, homophobic behaviours, cyber bullying and Sexting/Use of mobile phones will be taken seriously and as a serious safeguarding concern especially if the child is at risk of significant harm. In such cases, our Designated Safeguarding Lead and the Principal will assess the situation and seek advice and guidance from Children's Social care or the Police especially in relation to illegal activity.

## **41 Local Priorities**

41.1 Within Leicester City, the Local Authority and LSCP has have their own priorities which reflect the area in which Avanti Fields School is based. Some of these include being aware of Knife Crime, Gang Related Issues, Radicalisation, County Lines, Criminal Activity, Antisocial Behaviour, FGM and Contextual Safeguarding. (This is not an exhaustive list).

41.2 Within our local community area, our priorities are

- Priority/Awareness of Private Fostering
- Priority/Awareness of Knife Crime
- Priority/Awareness of Criminal Activity
- Priority/Awareness of Anti-Social Behaviour

41.3 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.

## **42 Private Fostering**

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

42.2 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.

42.2 Avanti Fields School staff are aware of what Private Fostering is and staff in our school understand their legal duty under the Children Act 1989 to notify the Local Authority/Children's Social Care, they are made aware of such cases. Avanti Fields School understands the apprehension some carers may feel is 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.

### 43 Online safety

43.1 The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. As the school increases its work on line it is essential that children are safeguarded from harmful and potentially harmful material. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

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

- content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- 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.

### 43.2 Education

The school will do everything that they reasonably can to limit children’s exposure to the above risks from the school’s or college’s IT. As part of this process, the school will teach children how to safe online using the government guidance<sup>23</sup> and other resources.

### 43.3 Filtering and monitoring

The school will ensure we have appropriate filters and monitoring systems in place.

The appropriateness of any filters and monitoring systems and will be informed in part, by the risk assessment required by the Prevent Duty. The UK Safer Internet Centre has published guidance as to what “appropriate” filtering and monitoring might look like

Guidance on e-security is available from the National Education Network.

Whilst filtering and monitoring is an important part of the online safety picture, it is only one part.

The school will consider a whole school approach to online safety. This will include a clear policy on the use of mobile technology in the school. Many children have unlimited and unrestricted access to the internet via 3G and 4G in particular and the school will carefully consider how this is managed on our premises.

### 43.4 Staff training

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

## **44 What we do when we are concerned about a child?**

44.1 Where risk factors are present but there is no evidence of a particular risk, then our DSL/SLT advises us on preventative work that can be done within school to engage the student into mainstream activities and social groups. 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.

44.2 In this situation, depending on how worried we are and what we agree with the parent and the young person (as far as possible)

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

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<sup>23</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/811796/Teaching\\_online\\_safety\\_in\\_school.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf)

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

44.5 In addition to the above, our School staff ( including supply staff and volunteers) will refer to Appendix 2 '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.

## **45 Policy review**

The Leadership team and School Stakeholder Committee of our school will review the Safeguarding and Child Protection Policy annually.

## **46 Other Relevant Policies**

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

- Children's behaviour management, including drug/alcohol use
- Staff behaviour and management (Code of Conduct; Safer Working Practice)
- Parents behaviour and management (Code of conduct when in school)
- Racist incidents and Homophobic Behaviour
- Anti-bullying including Peer Abuse and Children Using Sexually Abusive behaviour
- Sexual Violence and Sexual Harassment between children in schools and colleges
- Physical interventions/restraint
- Special Educational Needs, Mental Health Issues and Disabled Children
- Trips and visits
- Work experience and work related learning placements
- First aid and the administration of medicines
- Health and safety & Site security
- Sex and Relationship Education/Underage Sexual Activity (Healthy Relationships and Domestic Violence in Young People)
- Equal opportunities
- ICT and E-safety, including on and offline and acceptable usage
- Extended School Activities
- Mobile phone and camera use (digital equipment)
- LAC Policy
- Visitor Policy
- Whistleblowing Procedures (Appendix 6)

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

#### 47. Useful contact numbers and links

Leicestershire Police	999 / 0116 2222222
One Front Door Duty & Advice (Includes out of hours) <a href="mailto:das.team@leicester.gov.uk">das.team@leicester.gov.uk</a> Early Help & Support/ <a href="mailto:early-help@leicester.gov.uk">early-help@leicester.gov.uk</a>	0116 454 1004
Children's Safeguarding Unit	0116 454 2440
Safeguarding in Education Julie Chapaneri & Mohammed Patel <a href="mailto:Safeguardingineducation@leicester.gov.uk">Safeguardingineducation@leicester.gov.uk</a>	0116 454 2440
Local Authority Designated Officer (LADO) Jude Atkinson	0116 454 2440
Leicester Safeguarding Children's Partnership (LSCP) <a href="http://www.lcityLSCP.org/">http://www.lcityLSCP.org/</a>	0116 454 6520
Prevent (Advice / Referral) City: Ailsa Coull – <a href="mailto:Ailsa.coull@leicester.gov.uk">Ailsa.coull@leicester.gov.uk</a>	01164 546923 07519 069838
UAVA – United against violence and abuse (Domestic Violence, Abuse between Teenagers and Domestic Violence in BME community) <a href="mailto:info@uava.org.uk">info@uava.org.uk</a>	0808 80 200 28
Forced Marriage Unit <a href="mailto:fmufco.gov.uk">fmufco.gov.uk</a>	020 7008 0151
Female Genital Mutilation Helpline <a href="mailto:fgmhelp@nscpsc.org">fgmhelp@nscpsc.org</a>	0800 028 3550
NSPCC Whistleblowing Advice Line <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>	0800 0280285

#### Useful websites and links

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

[www.disrespectnobody.co.uk](http://www.disrespectnobody.co.uk)

[www.saferinternet.org.uk](http://www.saferinternet.org.uk)

[www.internetmatters.org](http://www.internetmatters.org)

[www.pshe-association.org.uk](http://www.pshe-association.org.uk)

[www.educateagainsthate.com](http://www.educateagainsthate.com)

[www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation](http://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation)

## APPENDIX 1 - DEFINITION AND INDICATORS OF 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://lrsb.org.uk/uploads/lr-LSCP-neglect-toolkit-2016.pdf>



## **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 act of sexual abuse, as can other children.

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

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

### **3a. SEXUAL EXPLOITATION**

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) 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; and
- 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 feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment. The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self-harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

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

## 5. Sexual Harassment and Sexual Violence<sup>24</sup>

### Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003<sup>605</sup> as described below:

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<sup>24</sup>[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/737289/Keeping\\_Children\\_Safe\\_in\\_Education\\_Sept\\_2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/737289/Keeping_Children_Safe_in_Education_Sept_2018.pdf) - Part 5

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

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

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

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

## **Sexual harassment**

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

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual "jokes" or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is 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.<sup>108</sup> It may include:
  - Non-consensual sharing of sexual images and videos;
  - Sexualised online bullying;
  - Unwanted sexual comments and messages, including, on social media; and
  - Sexual exploitation; coercion and threats

## **The response to a report of sexual violence or sexual harassment**

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the

impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

## **6. RESPONSES FROM PARENTS**

Research and experience indicates 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)**

Avanti Fields School 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

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
- Denial of the child's sexuality
- Behaviour, including sexually harmful behaviour or self-injury may be indicative of abuse
- Being aware that certain health/medical complications may influence the way symptoms present or are interpreted.

Avanti Fields School follow the Avanti School Trust SEND Policy. All our staff have access to this policy and key staff members are also aware of the LSCP Procedures<sup>25</sup> 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

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<sup>25</sup> [http://lrscb.proceduresonline.com/chapters/p\\_abuse\\_disabld.html?zoom\\_highlight=Disabled](http://lrscb.proceduresonline.com/chapters/p_abuse_disabld.html?zoom_highlight=Disabled)

- 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.

**APPENDIX 2**      **Staff Acknowledgement Form:**

**Name:**

**Role:**



**I have read the School's Child Protection and Safeguarding Policy and related documents and understand my role and responsibilities with regards to child protection and safeguarding in this setting.**

**Signed:**



### **APPENDIX 3            Parent Acknowledgement Form**

The School has a Child Protection and Safeguarding Policy which means that staff will do everything they can to make sure that all the children in the school are free from harm, either in school or when the children are away from school.

To help staff keep your child safe, every member of staff must have training in child protection on a yearly basis, and the school has a Designated Safeguarding Officer (DSL) and a Deputy DSL who looks into any worries about children in school, and who looks out for children who are thought to be at risk.



The school will inform the local authority if there are any significant reasons to be worried about your child's wellbeing. The school may become worried about a child if they notice behaviour and mood changes, physical marks, worrying play or social behaviours, or if a family member of a child says something that makes the school think the child might be at risk of harm.

The school will usually inform you that they are making a child protection referral, but they are not required to tell you, nor do they need your consent to make a referral.

Name of Child:

Child's Date of Birth:

Name of Parent/ Carer (1)

Relationship to Child:

I have read the School's Child Protection Policy and I understand the actions that might be taken if there are any cause for concerns about my child.

Signature:

Date:

Name of Parent/ Carer (2):

Relationship to Child:

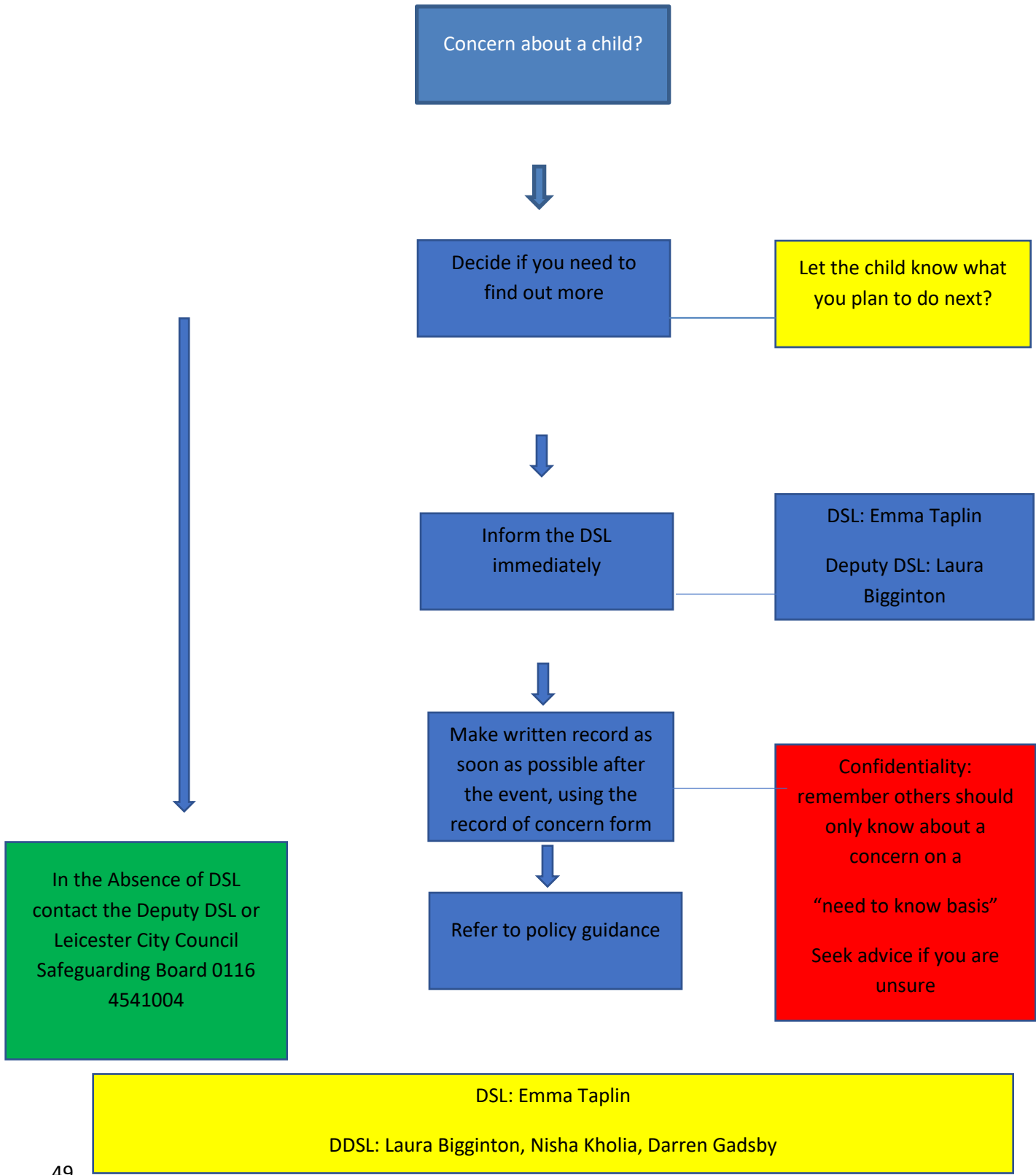
I have read the School's Child Protection Policy and I understand the actions that might be taken if there are any cause for concerns about my child.

Signature:

Date

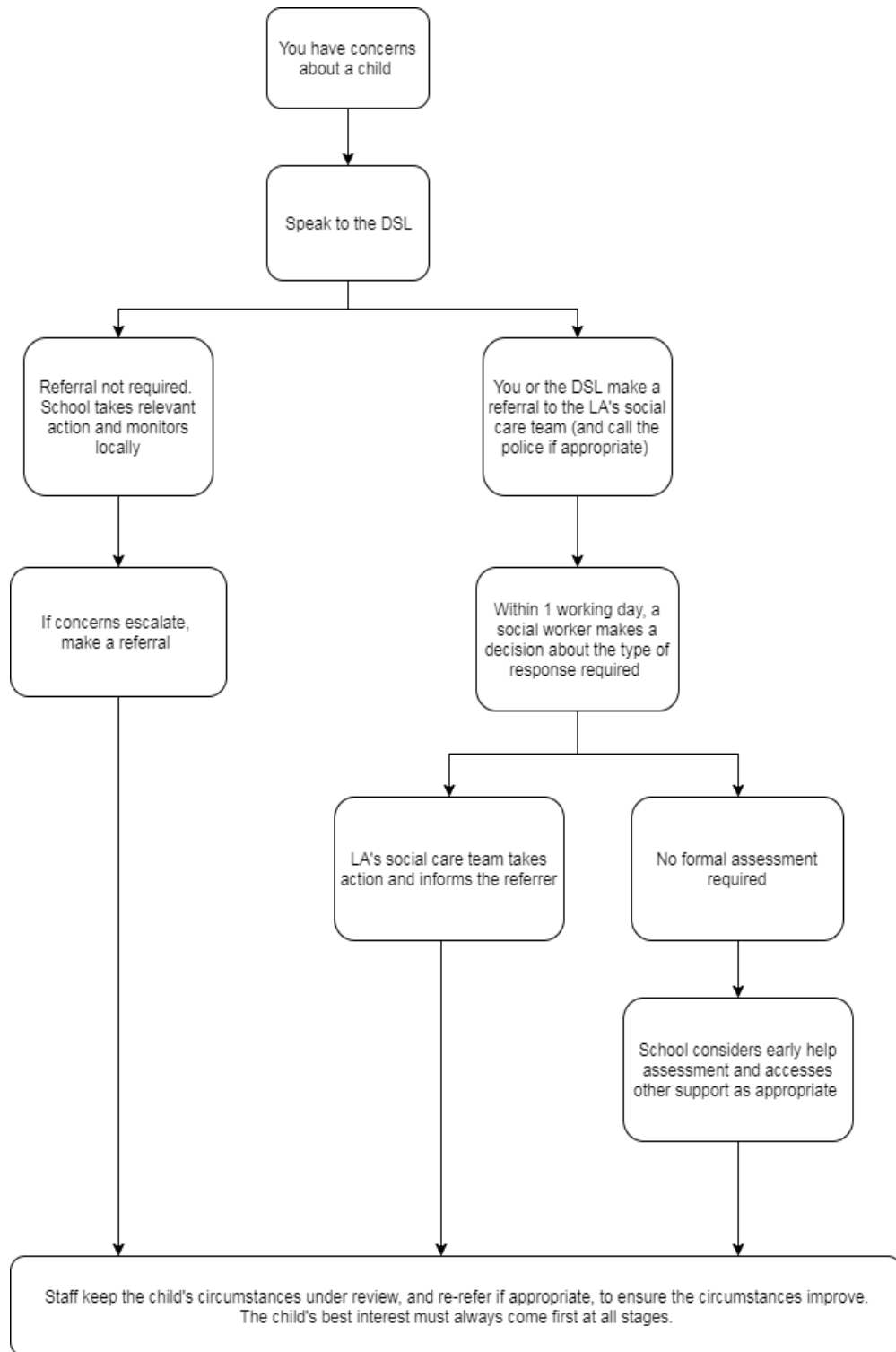


Reporting a concern



## APPENDIX 4.2 Child Protection Procedures Staff Overview 2

### Local procedures following reporting concerns about a child's welfare (no immediate danger)



**APPENDIX 5**

**Record of Concern Form**

Child's Name :			
Child's DOB :			
Male/Female :	Ethnic Origin :	Disability Y/N :	Religion :
Date and time of concern:			
Your account of the concern: (what was said, observed, reported and by whom)			
Additional information : (your opinion, context of concern/disclosure)			
Your response : (what did you do/say following the concern)			
Your name :			
Your signature :			
Your position in school :			
Date and time of this recording			
Action and response of DSL/Deputy or other: Please specify			
Name:		Date:	

## APPENDIX 6

### Procedure for dealing with disclosures

- A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.
- All staff should know who the DSL is and who to approach if the DSL is unavailable.
- Ultimately, all staff have **the right to make a referral to the police or social care directly** and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the school premises at the time and have concerns about sending a child home.

When a pupil makes a direct disclosure or implies that they have been abused the guiding principle of the 'seven R's' should be followed

#### Receive

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practicable

#### Reassure

- Reassure the pupil, but only so far as is honest and reliable
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
- Do reassure e.g. you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'

#### Respond

- Respond to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details
- Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court
- Do not ask the child why something has happened.
- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff

#### Report

- Share concerns with the designated safeguarding lead as soon as possible

- If you are not able to contact your designated safeguarding lead, and the child is at risk of immediate harm, contact the children's services department directly
- If you are dissatisfied with the level of response you receive following your concerns, you should press for re-consideration

### **Record**

- If possible make some very brief notes at the time, and write them up as soon as possible and pass to the DSL/Deputy DSL without delay
- Keep your original notes on file
- Record the date, time, place, person's present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- Complete a body map to indicate the position of any noticeable bruising
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'

### **Remember**

- Support the child: listen, reassure, and be available
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- Follow the school's and local authority's child protection procedures. Where there is doubt, consultation with the Child Protection Officer in the authority can be helpful.
- Try to get some support for yourself if you need it

### **Review (led by DSL)**

- Has the action taken provided good outcomes for the child?
- Inform the person that made the referral of any outcomes/actions
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training/ support required?
- The member of staff should be informed by the DSL what has happened following the report being made. If they do not receive this information they should be proactive in seeking it out.

## **APPENDIX 7 - Avanti School's Trust Whistleblowing and Cyber-Bullying Policy.**

i. Staff ( including supply staff and volunteers) who have concerns about any alleged abuse or inappropriate use of ICT resources, virtual learning environments, camera/recording equipment, telephony, social networking sites, email or internet facilities or inappropriate communications, whether by pupils, parents, carers or staff, or others should alert the teacher responsible for child protection or/and the Principal.

Where a concern relates to the teacher responsible for child protection or the Principal this should be reported to the Deputy Principal who will inform the Safeguarding link member of the SSC. If a matter concerns child protection it should also be reported to the Designated Child Protection Officer.

ii. Cyber-bullying can be experienced by staff as well as pupils. Staff should notify the Principal if they are subject to cyber-bullying. The Avanti Schools Trust will endeavour to protect staff and stop any inappropriate conduct.

Support can be found through the NSPCC Whistleblowing advice line

NSPCC Whistleblowing Advice Line <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>	0800 0280285
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## **APPENDIX 8 – Avanti Fields Student absences Protocols**

### **Protocols:**

- All teaching staff will complete registers within the first 10 minutes of every lesson.
- Registers will **close at 8.50am**, any student who enters school after this will be recorded as unauthorised absences for those lessons missed unless good reason is provided.
  - Admin will **telephone you on the day of absence(s) before 9.30am**, if we have not heard from parents/carers
  - If admin cannot contact the primary contact, the second and/or alternative contacts, **will be telephoned before 12pm** to investigate student absence
  - Admin will **attain explanation and/or medical evidence** for absences on the first day students return
  - Admin will **record absences, explanations and medical evidence** appropriately
  - Form **Tutors will monitor attendance weekly** with students
  - Where non-attendance continues or falls below 96%, parents will be invited in to discuss the situation with the Form Tutor
  - Admin will refer the matter to the Leicester City Council Attendance Service if the **attendance falls below 90% or has missed ten school days or more without permission**. Leicester City Council may consider issuing a Penalty Notice for Non School Attendance
  - Regularly encourage parents to inform the school of any changes to contact details whenever they occur

### **Children Missing Education:**

1. Admin will ensure the school admissions register has **more than one contact for every student**
2. Admin **must inform Local Authority of children taken off roll** providing student details including the name of the pupil's other/future school
3. Admin must **notify the Local Authority within five days of adding a pupil's name to the admissions register** at a non-standard transition point



<b>Administration duties:</b>	<b>Checklist</b>
Check AM registers by 9am	
Print fire registers	
Check emails/voicemails for absences, check classrooms for 'N' marks	
Call home for any unexplained absences by 9.30am	
Record all absences/lates (including those sent home during the day) appropriately on SIMs with comments	
Record any visits/trips out	
Check PM registers by 13.50	
Print fire registers	
Sign In visitors, volunteers and contractors and issue with appropriate lanyard and inform relevant staff member(s) of their arrival	
If unable to contact home, telephone second and/or alternative contact by 12pm. If no contact made send a letter home.	
Attain medical/written evidence for absences on students return	
Update student files with absences and medical appointments evidence	
Sign out all visitors/contractors and ensure lanyards/badges are returned	
<b>Children Missing Education:</b>	
Inform Local Authority for any student who is persistently absent (less than 90% or has missed 10 days or more days without permission)	
Inform Local Authority of any student deleted from admissions register	
Contact Local Authority to check students admission at new school/LA	
Inform Local Authority of any student added to our admissions register within 5 days	

### **Reception protocols:**

#### **Visitors:**

- Sign in on arrival with reception
- Check ID
- Issue with visitors' lanyard (red), badge and safeguarding handout
- Inform relevant member of staff to meet visitor at reception
- Staff are responsible for ensuring that visitor is supervised at all times
- Sign visitor out and ensure lanyard and badge are returned

#### **Contractors:**

- Sign in on arrival with reception
- Check ID
- Issue with contractors' lanyard (green), badge and safeguarding handout
- If no DBS, inform relevant member of staff to meet visitor at reception
- Sign contractor out and ensure lanyard and badge are returned

## Appendix 1:

### Types of absences:

- Every half-day absence from school has to be classified by the school as either authorised or unauthorised.
- Leave of absence for holidays will not be authorised. The Principal may grant leave of absence in exceptional circumstances.
- **Authorised absences** are mornings or afternoons away from school for a good reason such as illness, medical/dental appointments which unavoidable fall in school time, emergencies or other unavoidable cause
- **Unauthorised absences** are those which the school does not consider reasonable and for which no “leave” has been authorised this includes:
  - Parents/carers keeping children off school unnecessarily
  - Truancy before or during the school day
  - Absences which have never been properly explained
  - Looking after other children
  - Day trips and holidays in term time not authorised as exceptional/unavoidable circumstances

### Reasonable enquiries:

- School and Local Authority are jointly responsible for procedures and carrying out **reasonable enquiries** including:
  - Checking with relatives, neighbours and other local stakeholders who are involved
  - Schools should record that they have completed these procedures
  - If there is reason to believe immediate danger or risk of harm to a child a referral should be made to children’s social care (or police if appropriate)
- Students moving to a different local authority – contact should be made with the new authority – LA/schools should maintain a record of child’s details until they are located or attain school leaving age
- Where the whereabouts of a child is unclear or unknown, it is reasonable to expect the LA and the school to complete and record one or more of the following:
  - Contact with parents, relatives, neighbours using known contact details
  - Check local database with LA
  - Follow local information sharing arrangements via local database and agencies (housing, school admissions, children’s school care, health services)
  - Check with LA and school from which child moved originally, if known
  - Check with LA where the child lives, if different from where the school is
  - Home visit(s) made by appropriate team, following local guidance concerning risk assessment
- These enquiries may not always lead to establishing the location of the child, but will provided what actions should be taken next eg. Contact police, children’s social care and if concerns for the safety of a child who has travelled abroad, the Foreign and Commonwealth Office

## **APPENDIX 9 - INDICATORS OF VULNERABILITY TO RADICALISATION**

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

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

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

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

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
  - Seek to provoke others to terrorist acts;
  - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
  - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
  5. Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
  6. Indicators of vulnerability include:
    - Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
    - Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
    - Personal Circumstances – migration; local community tensions; and events affecting the student’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
    - Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life;
    - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration; and
    - Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
  - Being in contact with extremist recruiters;
  - Accessing violent extremist websites, especially those with a social networking element;
  - Possessing or accessing violent extremist literature;
  - Using extremist narratives and a global ideology to explain personal disadvantage;
  - Justifying the use of violence to solve societal issues; and
  - Joining or seeking to join extremist organisations; and
  - Significant changes to appearance and/or behaviour;
  - Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis

## **Annex 1**

# **COVID-19 school closure arrangements for Safeguarding and Child Protection at Avanti Fields**

**Avanti Fields School:** Avanti Fields School

**Policy owner:** Emma Taplin

**Date:** 30.3.20

**Date shared with staff:** 1.4.20

## 1. Context

From 20<sup>th</sup> March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This addendum of the Avanti Fields School Safeguarding and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

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Appendix A Emergency safeguarding protocols during closure

Appendix B Safeguarding vulnerable children during Coronavirus (COVID-19)

Appendix C Home visits Protocols

Appendix D On line learning protocols

## Key contacts

Role	Name	Contact number	Email
Designated Safeguarding Lead	Emma Taplin	07395795598	<a href="mailto:Emma.taplin@avanti.org.uk">Emma.taplin@avanti.org.uk</a>
Deputy Designated Safeguarding Leads	Laura Bigginton Nisha Kholia	07808525557	<a href="mailto:Laura.bigginton@avanti.org.uk">Laura.bigginton@avanti.org.uk</a> <a href="mailto:Nisha.kholia@avanti.org.uk">Nisha.kholia@avanti.org.uk</a>
Principal	Emma Taplin	07395795598	Emma.taplin@avanti.org.uk
Chair SSC	Dipak Patel		Dipakprity99@gmail.com
Safeguarding SSC member	Peter Williams		pete@pjwtraining.co.uk

## Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

Avanti Fields School will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting

children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be: Laura Bigginton.

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at increased risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and Avanti Fields School will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, Avanti Fields School or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Avanti Fields School will encourage our vulnerable children and young people to attend a school, including remotely if needed.

### **Attendance monitoring**

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

If Avanti Fields School has any children in attendance (e.g. because they are vulnerable or their parent(s) / carers are critical workers) we will submit the daily attendance sheet to the DfE by 12 noon - <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>

If the school has closed, we will complete the return once as requested by the DfE.

Avanti Fields School and social workers will agree with parents/carers whether children in need should be attending school – Avanti Fields School will then follow up on any pupil that they were expecting to attend, who does not. Avanti Fields School will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

To support the above, Avanti Fields School will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, Avanti Fields School will notify their social worker.



## **Designated Safeguarding Lead**

Avanti Fields School has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The Designated Safeguarding Lead is: Emma Taplin

The Deputy Designated Safeguarding Lead is: Laura Bigginton, Nisha Kholia

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to child protection online management system, CPOMS and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

It is important that all Avanti Fields School staff and volunteers have access to a trained DSL (or deputy). On each day, the staff on site will be made aware of who that person is and how to contact them.

The DSL or DDSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

## **Reporting a concern**

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy - via blue forms of on site or via email to DSI or DDSL as outline in the emergency Safeguarding procedures .

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should report the concern to the Principal. If there is a requirement to make a notification to the Principal whilst away from school, this should be done verbally and followed up with an email to the Principal.

Concerns around the Principal should be directed to the CEO of Avanti Schools Trust  
: Nitesh Gor

The Multi-Academy Trust will continue to offer support in the process of managing allegations.

## **One to one situations**

During the current school closures, the DfE suggests that if there is only one vulnerable child or child of a critical worker, the school should consider closing, and liaise with the local authority to identify alternative provision; e.g., at a hub school. If the school must remain open with only one or two children, there will be more than one member of staff to meet fire safety, first aid, supervision and other emergency procedures.

The school will keep pupil numbers under constant review and ensure that ensure that risk assessments and emergency procedures are reviewed in the event of lone working / very small numbers on site

The school will liaise with the LA on suitable alternative provision if the school needs to close due to very low pupil numbers

## **Safeguarding Training and induction**

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus.

For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter Avanti Fields School, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

For movement within the Trust, schools should seek assurance from the Multi-Academy Trust (MAT) HR Manager that the member of staff has received appropriate safeguarding training.

Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

### **Safer recruitment/volunteers and movement of staff**

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, Avanti Fields School will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2020) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Where Avanti Fields School are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Avanti Fields School will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

Avanti Fields School will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk)

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Avanti Fields School will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

### **Online safety in schools and colleges**

Avanti Fields School will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

### **Children and online safety away from school and college**

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the MAT code of conduct.

Avanti Fields School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

**Live delivery of lesson is not permitted**, however staff may wish to record lessons / instructions for students

Below are some things to consider when recording virtual lessons, especially where webcams are involved:

- No 1:1s, recordings provided for groups only
- Staff must wear suitable clothing
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- Recordings should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils
- Staff should record, the length, time, date of any recordings

### **Supporting children not in school**

Avanti Fields School is committed to ensuring the safety and wellbeing of all its Children and Young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan must be recorded on CPOMS, as should a record of contact have made.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

Avanti Fields School and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages.

Avanti Fields School recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at Avanti Fields School need to be aware of this in setting expectations of pupils' work where they are at home.

## **Supporting children in school**

Avanti Fields School is committed to ensuring the safety and wellbeing of all its students.

Avanti Fields School will continue to be a safe space for all children to attend and flourish. The Principal will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

Avanti Fields School will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

Avanti Fields School will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.

Where Avanti Fields School has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – we will discuss them immediately with the trust.

## **Peer on Peer Abuse**

Avanti Fields School recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy.

The school will listen and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded on CPOMS and appropriate referrals made

## Appendix A

### AVANTI FIELDS EMERGENCY SAFEGUARDING PROCEDURES DURING FULL SCHOOL CLOSURE

#### Aim:

- Ensure all students have contact from staff, at least once per working day.
- Meaningful learning can continue at home.
- All vulnerable children/families have additional contact and support with any concerns reported and recorded.

#### Vulnerable students

- Phone contact with family and child every three days as per DSL/ DDSL rota
- Payment of FSM through bank account
- Liaising with all necessary professionals as usual.
- Attending any planned review meetings, unless advised otherwise.
- Use of CPOMS to record and report.
- Use of home visits where phone contact unable to confirm (- whilst possible )

#### Teachers:

- Contact details available through SIMS
- Twice Daily contact with students by tutors
- No personal information of pupils to be taken from the premises (paper copies etc)
- Any cause for concerns to be recorded and reported through blue form or email to safeguarding leads
- Email concerns unless there is an immediate danger/ safety risk call to E. Taplin or L .Bigginton

#### Logistics

- FSM payment to be made through bank transfer – where bank transfer not possible food vouchers to be provided.
- Home visits will be taken by x2 staff, at least one will be designated child protection, this will be doorstep visits and ensuring all necessary health and safety precaution observed but children MUST be seen.
- Liaise with LSCPB if unable to make home visit for assistance from duty Social worker - safe and well check
- Clear recording of families supported/ attending and available for home visits and support.

**It is essential that there is maintained contact between staff, always seek advice if concerns raised.**

**Personal numbers MUST NOT be shared with parent/carers.**

**Contact details below if immediate safeguarding concerns:**

**E. Taplin: 07395795598**

**L. Bigginton: 07808525557**

**Leicester children Safeguarding partnership boards: 01164541004**

## Appendix B

### Safeguarding vulnerable children during Coronavirus (COVID-19)

#### Context: Vulnerable children

From 20<sup>th</sup> March 2020 the government asked parents to keep their children at home, wherever possible, and asked schools to remain open only for those children who absolutely need to attend. Children who absolutely need to attend are those children of workers critical to the COVID-19 response and children defined as vulnerable as follows:

- Children who have a social worker, including children who have a child protection plan and those who are looked after by the local authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989\*\*.
- Children and young people up to the age of 25 with education, health and care (EHC) plans\*.
- Other children who the Designated Safeguarding Lead considers to be vulnerable, including those children who may be in receipt of early help; were previously the subject of child protection or child in need plans; were previously looked after; or whose situation and wellbeing at home may become unsafe or insecure if they do not attend school.

#### Risk assessment and vulnerable register

In line with advice from Leicester City Council, the school will create and maintain an up-to-date register/database of all pupils/students who are considered vulnerable as above.

The register/database will contain the names and contact details of the child's parents/carers; other significant family members; social workers; family support workers; and any other key professionals including health professionals and youth justice workers. The register/database will be accessible to the designated safeguarding lead (DSL) and all deputy designated safeguarding leads including by secure access for DSLs who may need to self-isolate and/or work from home.

The school will assess the level of vulnerability of each pupil/student on the register/database using the RAG rating format as below. This will support the DSL to identify those children that need to be offered the opportunity to attend school (this must include all children with a social worker), those that can be supported by regular contact from a DSL and those whose attendance might be inconsistent and who may therefore need additional contact and support.

The RAG rating criteria are:

- Red - most at risk of harm or neglect (will include all children subject of a child protection plan); and all children who are looked after
- Amber - a moderate risk of harm, but with some protective factors (will include those with a Child in Need plan and/or being supported by a family support worker)
- Green - some concerns or unmet needs; or have been red or amber and need monitoring.



Every child on the vulnerable children register/database will be allocated to a named DSL who will be responsible for ensuring that the identified level of support and contact is provided.

DSLs will record all contacts and outcomes with vulnerable children and their families on CPOMS so that those records are visible to colleague DSLs and can be reviewed in regular DSL meetings.

Where parents/carers are concerned about the risk of their child contracting COVID19, the DSL will discuss those anxieties with the parent/carer following the advice set out by Public Health England. If the child has a social worker, the DSL will liaise with the social worker and seek to involve them in the discussion with the child's parents/carers.

NB eligibility for free school meals in and of itself will not be the determining factor in assessing vulnerability for these purposes.

The DSL will undertake a risk assessment in consultation with the local authority and parents/ carers to determine whether children with an EHC plan need to continue to be offered a school or college place in order to meet their needs or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

It may also be necessary and appropriate to undertake a similar risk assessment in relation to children with social workers. However, the school will provide a place for any child with a social worker:

- if the social worker requires a place to be provided; and
- the child's parents/carers are willing to send the child to school; and
- the child does not have an underlying health condition that puts them at increased risk.

In circumstances where the school considers a child to be vulnerable and eligible to attend school but a parent/carer does not want to bring their child to school, the DSL will explore the reasons for this directly with the parent/carer. If the child has a social worker, the DSL will liaise with the social worker and seek to involve them in the discussion with the child's parents/carers.

## Appendix C

### Home visits Protocols

#### Context

For each child identified as Vulnerable and who the DSL considers to be safely cared for at home the nature and frequency of contact the child will need to reassure the DSL of safety and wellbeing.

Where contact cannot be made satisfactorily though phone calls of home visits may need to be used. In these cases the following protocols apply to ensure the safety of both child and members of staff.

#### Protocols

Any home visit must be risk assessed. If agreed that a home visit is necessary, then wherever possible the home visit will be undertaken by two members of staff.

It is unlikely that home visits will be frequent. If they are undertaken, they will subject of a risk assessment based on the following guidelines:

The DSL will give parents / carers advance warning unless there is good reason not to; e.g. because the visit has been prompted by safeguarding concerns and / or is at the request of children's social care. In these cases, one of the staff undertaking the visit should be a Designated safeguarding lead or deputy safeguarding person.

- (1) The purpose of the visit should be clarified and staff should be aware of the circumstances in which emergency services or partner agencies should be contacted.
- (2) The DSL will speak to the child's parents/carers to establish whether any member of the household has symptoms of COVID-19; has been diagnosed; or is self-isolating.
- (3) Consideration will be given to potential risks to the two staff members from parents or family members ie people with a history of violence and abuse?
- (4) Consideration will be given to the home visit to be undertaken by two members of staff, one of whom will be a DSL. NB It would be expected that any member of staff who has an underlying health condition/ vulnerability would be at home self-isolating. For the absence of doubt, no such member of staff will therefore undertake home visits.
- (5) The DSL will inform the parents/carers of the plan to undertake a home visit and that visiting staff will need to see and speak to the child through a window.
- (6) Staff undertaking the home visit will have charged mobile phones with them during the visit.

- (7) The Principal and or other DSL will be informed of the visit and will check in Would someone check in with the staff at a set time for return.
- (8) Where possible masks should be available for staff
- (9) Staff undertaking home visits must wear gloves and avoid contacting metal surfaces with their bare skin. They will knock on the door of the house with covered hands. After knocking on the door, they will step back from the door.
- (10) Visiting staff will ask to see and talk to the child through a window; and will aim to keep the conversation as upbeat and positive as possible.
- (11) Staff are advised not to enter households but simply to check that the child is well by a conversation through a window, maintaining the recommended social distance of 2 metres.
- (12) However, if undertaking a home visit, staff must see the child.
- (13) Except in an emergency, never enter a home without the parent or carer's consent or when the parent is absent

If a family is self-isolating and/or it is difficult/not appropriate to carry out a home visit subject to the risk assessment, the DSL will consider whether technology can be used to see the child, e.g. via Skype or other means of video chat. If carrying out Skype/video chat, this should be agreed with parents/carers prior to any call being made.

## Appendix D

### Online learning

#### Context

There have been significant changes within our setting in response to the outbreak. Many young people are now at home and staffing is likely to be significantly affected through illness and self-isolation.

Despite the changes, the school's Child Protection Policy is fundamentally the same: children and young people always come first, staff should respond robustly to safeguarding concerns and contact the DSL in line with our established safeguarding procedures.

All school policies including the child protection, staff behaviour and ICT acceptable use policies must always be followed both in face to face and electronic communication with pupils and parents/carers.

There has been a sharp increase in the use of technology for remote learning since March 2020 and this addendum provides clarity over school practice and expectations

all staff involved in virtual teaching or the use of technology to contact pupils are briefed on best practice and any temporary changes to policy / procedures.

#### The core principles:

The welfare of the child is paramount

- Staff should understand their responsibilities to safeguard and promote the welfare of pupils
- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
- Staff should work, and be seen to work, in an open and transparent way
- Staff should discuss and/or take advice promptly from their line manager if they have acted in a way which may give rise to concern
- Staff and managers should continually monitor and review practice to ensure this guidance is followed
- Staff should be aware of and understand their establishment's child protection policy, arrangements for managing allegations against staff, staff behaviour policy, whistle blowing procedure and the procedures of the relevant Multi-agency Partnership (MAP).

Staff should always maintain appropriate professional boundaries, avoid behaviour which could be misinterpreted by others and report any such incident to a senior manager. This is as relevant in the online world as it is in the classroom; staff engaging with pupils and / or parents online have a responsibility to model safe practice at all times.

## Staff will be aware of increased risk

The pressures on children and their families currently are significant. There will be heightened awareness of family pressures through being contained in a small area, poverty, and financial or health anxiety. These areas should be considered in the setting of any work for children to undertake at home (including recognising the impact of online learning – see below). Staff will be aware of the mental health of both children and their parents and carers, informing the DSL about any concerns.

## Online safety

The school is committed as always to providing children with a safe environment in which to learn. That includes online learning. The online filtering (in relation to school-owned devices) and monitoring systems will be in operation as normal. The school is unable to filter activity on devices not owned by the school. Parents may find it useful to refer to <https://www.internetmatters.org/blog/parental-controls/broadband-mobile/> for guidance on putting some restrictions in place to keep children safe.

Where pupils/students are using ICT equipment in school, appropriate supervision will be in place as normal.

The school will take account of guidance from DfE in relation to the planning and delivery of online learning when it is issued; as well as nationally recognised guidance including [\*guidance from the UK Safer Internet Centre on safe remote learning\*](#) and [\*London Grid for Learning on the use of videos and livestreaming\*](#).

All external on line materials used will be screened and assessed carefully to ensure suitability for the audience with careful consideration given to potential student response, particularly given that the teacher will not be present.

## Delivery of online lessons/ tutorials

All online lessons should be delivered by school staff in accordance with the school's safeguarding and child protection, staff behaviour (code of conduct) and acceptable use of ICT policies.

**Live delivery of lesson is not permitted**, however staff may wish to record lessons / instructions for students

Below are some things to consider when recording virtual lessons, especially where webcams are involved:

- No 1:1s, recordings provided for groups only
- Staff must wear suitable clothing
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- Recordings should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils
- Staff should record, the length, time, date of any recordings

