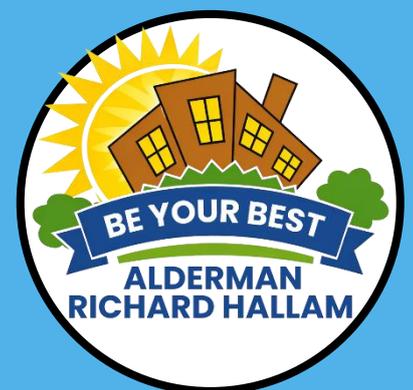


ALDERMAN RICHARD HALLAM PRIMARY SCHOOL

Safeguarding and Child Protection Policy



Safeguarding and Child Protection Policy

Contents

Alderman Richard Hallam Primary School: Safeguarding Key Personnel	5
1. Introduction	6
2. Overall Aims	8
3. Key processes	9
4. Expectations	9
Staff and Visitors	9
Parents and Carers	10
5. Extended school and before and after school activities	10
6. Procedures	10
7. Staff Responsibilities	12
8. Roles and Responsibilities	13
Roles and Responsibilities of the Designated Safeguarding Leads	13
Roles and Responsibilities of the Headteacher	16
Roles and responsibilities of the Governing Body	18
9. Supporting Children	20
10. Confidentiality	21
11. Supporting Staff	22
12. Allegations against staff	22
13. Whistleblowing	23
14. Our role in the prevention of abuse	23
15. Safeguarding students who are vulnerable to extremism	24
Risk reduction	25
16. Contextual Safeguarding, Assessment of Risk Outside the Home, and Extra-Familial Abuse (Child Criminal Exploitation)	26
17. County Lines and Child Financial Abuse	26
18. Serious Violence, Gang Violence and Youth Crime	27
19. Knife Crime	27
20. Child Criminal Exploitation and Cybercrime Involvement	28
21. Child Criminal Exploitation and Child Sexual Exploitation (CSE)	28
22. Modern Slavery and Trafficking	28

23. Child on Child Sexual Violence and Sexual Harassment	29
24. Children and the court system	29
25. Children with family members in prison	30
26. Homelessness	30
27. Young Carers	31
28. Other Forms of Abuse, Neglect and Exploitation	32
29. Child on Child Sexual Violence and Harassment including Child on Child Abuse/Children using Harmful Sexual Behaviour (HSB)	34
30. Upskirting	36
31. Domestic Violence and Abuse and Violence Between Young People	36
32. Children Missing in Education and Children who are persistently absent from education	37
33. Honor-Based Abuse (HBA)	38
34. Female Genital Mutilation	39
35. Forced Marriage	39
36. Abuse linked to faith, beliefs and culture	40
37. Early Help and Supporting Children and their Families	41
38. Bullying and Safeguarding	41
39. Local Priorities	42
40. Private Fostering	43
41. Online Safety and Safeguarding	44
42. Monitoring and Filtering	45
43. Use of school premises for non-school activities	45
44. Alternative Provisions	46
45. What we do when we are concerned about a child?	46
46. Policy review	47
47. Other Relevant Policies	47
48. Useful contact numbers and links	48
APPENDIX 1 - DEFINITION AND INDICATORS OF ABUSE	50
APPENDIX 2 - PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD: FOR ALL STAFF MEMBERS	58
APPENDIX 3 - ALLEGATIONS ABOUT A MEMBER OF STAFF/VOLUNTEERS	60
APPENDIX 4 - GUIDELINES FOR AVOIDING ALLEGATIONS OF ABUSE: FOR ALL STAFF MEMBERS	62
APPENDIX 5 - INDICATORS OF VULNERABILITY TO RADICALISATION	63
APPENDIX 6 – WHISTLEBLOWING PROCEDURES	65

APPENDIX 7 – GUIDANCE ON CHILD-ON-CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT 66

APPENDIX 8 – Monitoring and Filtering, Online Safety, Cyber Crime and Artificial intelligence – Additional information 67

Alderman Richard Hallam Primary School: Safeguarding Key Personnel



Veronica Bolsover

- Chair of Governors



Gemma Brash

- Safeguarding Lead Governor



Ann-Marie Kedzior

- Headteacher
- Deputy DSL



Carla Lawes

- Designated Safeguarding Lead
- Senior Assistant Headteacher
- Senior Mental Health Lead
- Prevent Lead



Wayne Holder

- Deputy DSL
- School Business Manager
- Online Safety Lead



Krupa Nanda

- Deputy DSL
- Assistant Headteacher
- SEND Coordinator
- Early Help Lead



Holli Elverstone

- Deputy DSL
- Assistant Headteacher
- Early Help Lead



Sam Gregory

- Deputy DSL
- Assistant Headteacher
- Young Carers Lead



Emma Colley

- Deputy DSL
- Senior Assistant Headteacher



Kirsty Johnson

- Deputy DSL
- Attendance, Admissions and Welfare Officer



Ashka Karia

- Pupil Premium Lead
- Designated Teacher for Children Looked After

1. Introduction

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

The aim of this policy is to safeguard and promote our pupil's welfare, safety and health by fostering an honest, open, caring and supportive climate and ensure that our staff members working with pupils 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.

For the purpose of this policy, safeguarding and promoting the welfare of children is, as per Keeping Children Safe in Education 2025, defined as:

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

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

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

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

- All children and young people have the right to be protected from harm;
- Children and young people need to be safe and to feel safe in school;

¹ [Working together to safeguard children 2023: statutory guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101311/Working_together_to_safeguard_children_2023_statutory_guidance.pdf)

- This means our staff consider, at all times, what is in the best interest of the children or young people;
- Children and young people need support which matches their individual needs, including those who may have experienced abuse;
- All children and young people have the right to speak freely and voice their values and beliefs;
- All children and young people must be encouraged to respect each other's values and support each other;
- All children and 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 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. Alderman Richard Hallam Primary School will fulfil local and national responsibilities and accepted best practice as laid out in the following documents:-

- Working Together to Safeguard Children 2023
- Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE Sept 2025)
- What To Do If You Are Worried a Child Is Being Abused March 2015
- Working Together to Improve School Attendance 2024
- Education and Training (Welfare of Children) Act 2021
- The School Staffing (England) Regulations 2009 & Amended Regulations 2015; Safer Recruitment in Education including.
- Guidance for Safer Working Practice 2019 (Rev April 2022) Safer Recruitment consortium
- Prevent Duty 2015
- Information sharing: Advice for Practitioners providing safeguarding services to children, young people parents and carers (March 2015)
- Leicester Safeguarding Children's Partnership Board (LSCP/B)
- The Children Act 1989 and 2004
- The Education Act 2002 s175/s157
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2018)
- Framework for the Assessment of Children in Need and their Families 2000
- Sexual Offences Act 2003 (Position of Trust offence)
- Voyeurism (Offences Act) 2019
- Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Counter Terrorism and Security Act 2015
- Female Genital Mutilation Act 2003/Updated regulations July 2020

- Safeguarding & Child Protection education procedures in Leicester, notes, information, and training for Designated Safeguarding Leads (DSL) in schools
- Children and Families Act 2014
- Safeguarding Vulnerable Groups Act 2006
- Sharing Nudes and Semi Nudes December 2020, UK Council for Internet Safety (Revised March 2024)
- Searching, screening and confiscation at school July 2022
- Online Safety Act 2025

- 1.4. The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children, and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.
- 1.5. We recognise that all staff and governors have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.
- 1.6. All staff² believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

2. Overall Aims

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. This is done by:

- Providing help and support to meet the needs of children as soon as problems emerge and protecting children from maltreatment, whether that is within or outside the home, including online.
- 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;
- Ensuring our staff identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating;
- Providing a systematic means of monitoring children known or thought to be at risk of harm, and ensure the school contributes to assessments of need and support plans for those children including Child Missing/Persistently Absent from Education;
- Acknowledging the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils;
- Developing a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse;
- Developing effective working relationships with all other agencies involved in safeguarding children, including Early Help and intervention;
- Work within the curriculum raising awareness of, and promoting safeguarding to, our children and young people, including online safety inside and outside of establishment; and

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

- Ensuring that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities.

3. Key processes

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

4. Expectations

Staff and Visitors

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

- Will have access to a copy of, and be well versed in, our Safeguarding and Child Protection Policy, which will also form part of their induction and be 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 Health and Safety 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 school's DSLs are 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);
- Understand that 'harm' can include 'witnessing harm to others' for example cases of domestic abuse;
- Record concerns/disclosures and submit the record to a DSL;
- 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 (CASP);
- All visitors are expected to sign in to the school building using the Inventory system;
- Record safeguarding information using school procedures on CPOMS.

4.2. Reporting Concerns

In our school, if a staff or a visitor need to make a referral to one of our DSLs, these are the steps we follow:

- All visitors upon arrival will receive a Safeguarding Procedures card which details the steps to follow. They also informed who the DSLs are and that they wear red lanyards.
- If any member of staff or a visitor has a concern regarding the welfare of a child, they will alert a DSL as soon as possible and give a full factual account of the concern to the DSL.
- The DSL will then advise the staff member or visitor on the next course of action.

- The staff member will record this concern and all follow up actions on CPOMs. A visitor will assist a DSL to complete the report on CPOMs.
- The DSL assigned will monitor the concern with the class teacher. Together, they will plan next steps, monitoring of the child and wellbeing check-ins, ensuring pupil voice is included on CPOMs.

Parents and Carers

- 4.3. All parents and carers will be familiar with this safeguarding policy:
- Parents and carers will have access to the Safeguarding and Child Protection Policy as part of initial information given to prospective parents and carers; it will also be available for all existing parents and carers through our school's website. Additional copies will be issued as and when required, including notifying parents and carers of changes within the document i.e. revised annual policy.
 - Parents and carers have the responsibility to inform the school if a child in their care is a young carer. Our establishment understands the stigma for some parents and carers in raising this, however, we are an inclusive school/college, and every effort will be made to support the child and family with this. See point 27 of this policy for further information
- 4.4. **Our school has a statutory responsibility** to share any concerns it might have about a child in need of protection with other agencies and in particular police, health and children's services. Schools are not able to investigate concerns but have a legal duty to refer them. In most instances, the school will be able to inform the parents or carers of its need to make a referral. However, sometimes the school is advised by Children's Social Care or police that the parent or carer cannot be informed whilst they investigate the matter. We understand the anxiety parents and 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. Alderman Richard Hallam Primary School will ensure that:
- The Governing Body understands and fulfils its safeguarding responsibilities;
 - We have a Designated Safeguarding Lead and Deputy Designated Safeguarding Leads for child protection and safeguarding who have undertaken initial DSL training delivered by Safeguarding in Education, Leicester City Council. The DSL and Deputy DSLs will have their training 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 and 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 our Safeguarding area on the school [website](#);
- 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;
- Alderman Richard Hallam Primary School is committed to safer recruitment as outlined in Keeping Children Safe in Education 2025. The school will ensure all appropriate checks are carried out for all staff and volunteers including online searches as part of due diligence. Appropriate checks will be recorded on the Single Central Record, which will be audited half-termly by two members of the Senior Leadership Team/Safeguarding Team. 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 school's Recruitment and Retention Policy;
- All governors will undergo a DBS check and a S.128 direction check as outlined in Keeping Children Safe in Education 2025;
- The name of any member of staff considered not suitable to work with children will be notified to either the Disclosure and Barring Service or the relevant Government Department/Agency (where appropriate), depending on the nature of the concern, with the advice and support of the Local Authority Designated Officer (LADO). The school ensures that a member of our SLT has attended LADO training (Managing allegations against staff members) and understands the harms threshold/low-level concerns thresholds as set out in KCSIE 2025 (see the school's Low Level Concerns Policy);
- Our procedures will be annually reviewed and up-dated and ratified by the Governing Body;
- The name of the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads will be clearly shown in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse, neglect and exploitation. Posters are displayed in every classroom, corridors, school offices and staff rooms as well as being available on the school website;

- All adults (including supply teachers, non-teaching staff and volunteers) that are new to our school will be given or directed to a copy of: our Safeguarding and Child Protection Policy, Staff Code of Conduct, Behaviour Policy, Child Missing in Education protocols, 'What To Do if You're Worried A Child is Being Abused'³, Keeping Children Safe in Education 2025 Part 1, 5 and Annex B and C⁴, Online Safety Policy, Low-Level Concerns Policy and the name and contact details of the Designated Safeguarding Leads and deputies will be explained as part of their induction into the school. In addition to this, all such staff and volunteers will be made aware of the 'Guidance for safer working practice for those working with children and young people in education settings, 2020 (Safer Recruitment Consortium).⁵

7. Staff Responsibilities

- 7.1. All staff at Alderman Richard Hallam Primary School understand that children may not feel ready or know how to disclose that they are being abused, neglected and/or exploited and may not even recognise their experiences as harmful. Our staff act as the 'eyes and ears' for our children and young people, meaning it is their responsibility to recognise signs and indicators of abuse and respond accordingly, rather than waiting for a child to disclose. Children may feel embarrassed, humiliated or threatened, possibly due to their vulnerability, disability, sexual orientation, or language barriers. This will not prevent our staff from having a professional curiosity and speaking to the school's DSLs if they have concerns about a child. Our staff are committed to building trusted relationships with children which help to facilitate open communication and support the child.
- We understand that our responsibility to safeguard children requires that we all appropriately share any concerns as soon as a staff member or volunteer suspects or knows of a concern that we may have about children. The first point of contact for all members of staff is either the Designated Safeguarding Lead or Deputy DSLs in school. If the concern is in regard to the conduct of a staff member, the report is made directly to the Headteacher. If the concern is regarding the Headteacher, then the Chair of Governors should be informed.
- 7.2. If a staff member feels they cannot disclose information to their DSL, Headteacher or Governor(s), they must then follow our school's whistleblowing procedures to report their concerns (see Appendix 6). Our Whistleblowing Policy can be found on the school's website.
- 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 / Persistently Absent from Education 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 of

³[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)

⁴ [Keeping children safe in education 2025](#)

⁵ <https://saferrecruitmentconsortium.org/>

help. Support details for this can be found in our procedures for the management of Children Missing in Education which can be found in our Attendance and Punctuality Policy.

8. Roles and Responsibilities

Roles and Responsibilities of the Designated Safeguarding Leads

8.1. Keeping Children Safe in Education September 2025, Annex C, outlines specific responsibilities of the DSL (Senior Assistant Headteacher – Carla Lawes) and their responsibilities within this role. Our lead DSL will take **lead responsibility** for safeguarding and child protection (including online safety). This is also explicit in their job description. We also have a number of deputy Designated Safeguarding Leads who are trained to the same standard and provide the same level of support. Their key areas of responsibilities include:-

Managing Referrals:

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

Working with Others:

- Act as a source of support, advice and expertise for all staff;
- Act as a point of contact with the safeguarding partners;
- Liaise with the Headteacher to inform her of issues, especially on-going enquiries under section 47 of the Children Act 1989 and police investigations. This includes being aware of the requirement for children to have an ‘Appropriate Adult’;
- As required, liaise with the ‘case manager’ (as per Part Four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- Liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, Special Educational Needs and Disabilities Coordinators (SENDCO) and the Senior Mental Health Lead on matters of safety, safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically;
- Liaise with the Senior Mental Health Lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;

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

Information sharing and managing child protection files

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

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

Our DSLs will ensure the file is only accessed by those who need to see it and where the file or its contents are shared; this happens in line with information sharing advice outlined in the government guidance KCSIE 2025.

Raising Awareness

- Ensure each member of staff (new and part-time) has access to and understands our Safeguarding and Child Protection Policy and safeguarding procedures;
- Ensure our Safeguarding and Child Protection Policy is reviewed annually, updated, and reviewed regularly, and work with our Governing Body regarding this;
- Ensure our Safeguarding and Child Protection Policy is available publicly and parents and carers are aware of the fact that referrals about suspected abuse, neglect and/or exploitation may be made and the role of the school in this (see section 4.4);

- Link with the safeguarding partners ensuring our staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements;
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a Social Worker are experiencing with teachers and school leadership staff.

Training, Knowledge and Skills

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

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

Providing support to staff

- Ensure our staff are supported during the referrals processes;

- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children

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

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

Holding and sharing Information

Our DSLs will be equipped to:

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

Availability

During term time, at least one DSL will always be available on school site as shared with all staff on our DSL availability board. The school will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities and trips. In exceptional circumstances, availability will be made via mobile phone and/or Teams.

Roles and Responsibilities of the Headteacher

8.2. The Headteacher of Alderman Richard Hallam Primary School will ensure that:

- The policies and procedures adopted by the Governing Body are fully implemented and followed by all staff;
- Specifically, the Safeguarding and Child Protection Policy, Behaviour Policy, Staff Code of Conduct, LADO Procedures, Anti-Bullying Policy, Sexual Violence and Sexual Harassment Policy, Recruitment and Retention Policy and other relevant policies are

updated annually, ratified by the Governing Body annually and that policies are available publicly via the school website;

- That staff undergo and attend annual Whole School Safeguarding Training (INSET);
- That all staff undergo appropriate online safety training;
- That all staff receive regular updates in relation to safeguarding, child protection and online safety;
- Sufficient resources and time are allocated to enable DSLs and other staff to discharge their responsibilities, including taking part in inter-agency meetings and contributing to the assessment of children;
- That the Headteacher is aware of Local Authority Designated Officer (LADO) processes regarding allegations about other staff members, specifically the 'harms' and 'low-level concerns' thresholds;
- That the Headteacher has attended LADO Training and refreshed no later than every 2 years;
- That the Headteacher has attended Safer Recruitment Training and that training is refreshed no later than every 5 years, and that at least 1 member of the Governing Body has attended Safer Recruitment Training;
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children and processes, and such concerns are addressed sensitively and effectively in a timely manner. We pride ourselves on our whole-school approach, child-centred practice and having a culture of vigilance;
- All staff consider the best interests 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 and caterers have shown the school a copy of their Health and Safety 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 school's DSLs are and what to do if they have any concerns about a child's welfare;
- The DSLs undergo safeguarding and child protection training which is updated regularly, with advice from the LSCP, Safeguarding in Education and in line with Keeping Children Safe in Education, September 2025, Annex C;
- New members of staff, whether temporary or permanent including volunteers, are given a full induction that includes safeguarding and child protection guidelines and names of DSLs;
- All staff are made aware of their right to whistleblowing, have access to a copy of the whistleblowing procedures, are well versed with the procedures and have been made aware of the NSPCC whistleblowing helpline (see Appendix 6).

Roles and responsibilities of the Governing Body

8.3. Alderman Richard Hallam's Governing Body have a strategic leadership responsibility for our school's safeguarding arrangements and comply with their duties under legislation. Our Governing Body ensures policies, procedures and training in our school are effective and comply with the law at all times. Our Lead Governor for Safeguarding is Gemma Brash. The Governing body, as outlined in KCSIE 2025, will ensure online safety is a running and interrelated theme whilst implementing our approach to safeguarding, policies and procedures. This will include considering how online safety is reflected in all relevant policies and considering online safety whilst planning the curriculum, teacher training, responsibilities of the designated safeguarding lead (and deputies) and any parental engagement. This is explained in our school Online Safety Policy. We will also ensure that all our Governors receive appropriate safeguarding and child protection (including online) training at induction. The training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in our school are effective and support the delivery of a robust whole-school approach to safeguarding. Our Governor training will be regularly updated.

In addition to this, the Governors of our school will ensure that:

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

training, and that new staff, temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities through the induction process;

- The Headteacher, and all other staff and volunteers who work with children, undertake appropriate online safety training;
- There are procedures for dealing with allegations of abuse against members of staff and volunteers (LADO) and that the thresholds for allegations (Harms Thresholds/Low Level Concerns) against staff and volunteers are understood and reported appropriately by all staff members (see Appendices 3 and 6 and the school's Low-Level Concerns Policy);
- The Staff Code of Conduct is up to date, maintained and adhered to by staff so as not to bring the school into disrepute;
- The Chair of Governors (or, in the absence of a chair, the vice chair) deals with any allegations of abuse made against the Headteacher, in liaison with the Local Authority Designated Officer (see Appendices 3 and 6);
- At least 1 member of the Governing Body has attended LADO Training as a minimum and that this is refreshed regularly;
- At least 1 member of the Governing Body has attended Safer Recruitment Training as a minimum and that this is refreshed regularly;
- Neither the Governing Body nor individual governors 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 are rectified;
- Policies and procedures are reviewed annually, and information is provided to the Local Authority on how the Governing Body discharges its duties regarding safeguarding and child protection;
- There is an individual member of the Governing Body who will champion and lead on issues to do with safeguarding children and child protection within the school, liaise with the DSLs, and provide information and reports to the Governing Body, and that the person is appropriately trained to discharge their responsibilities effectively. Gemma Brash has been appointed as the Lead Safeguarding Governor at Alderman Richard Hallam Primary School;
- The school creates a culture of safe recruitment and, as part of that, adopts recruitment procedures that help deter, reject or identify people who might abuse children (Part three: Safer Recruitment, Keeping Children Safe in Education September 2025);
- The Chair of the Governing Body completes the Annual Safeguarding Return, supporting schools to exercise their duties in relation to Safeguarding and Child Protection and return the document to the local authority in a timely manner;
- There is a Lead Governor for Anti-Bullying and Behaviour in the school. Our lead is Robin Marston;
- That there is a Lead Governor for Mental Health in the school. Our lead is Robin Marston.

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

9. Supporting Children

Some children may need a social worker due to safeguarding or welfare needs. Children may need this help for various reasons and their experiences of trauma and abuse can lead them to becoming more vulnerable or educationally disadvantaged. When receiving information from the Local Authority that a child has a social worker, our DSLs will use this so that decisions can be made in the best interest of a child's safety and welfare. Our DSLs, 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 themselves, 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:

- Ensuring that the child's wishes and feelings are taken into account when determining what action to take and what services to provide when dealing with a safeguarding concern;
- Ensuring that systems are in place, well-promoted, easily understood and easily accessible for children to confidently report abuse, neglect and exploitation, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback;
- Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum;
- Identifying children who are in need of extra mental health support which includes working with external agencies;
- Identifying children who are or who may be Young Carers and providing relevant support and signposting;
- Promoting a caring, safe and positive environment within the school;
- Ensuring children are taught to recognise when they are at risk and know how to get help when they need it, whether physically, mentally or 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;
- Having a designated teacher for Children Looked After (Ashka Karia – Pupil Premium Lead) who will ensure that an up-to-date list of CLA is regularly reviewed and monitored;

- Providing continuing support to a student, about whom there have been concerns, who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Headteacher and Lead DSL at the pupil's new school as a matter of urgency;
- Working with partner agencies to support and safeguard children within: Early Help, Children in Need, Child Protection and Children Looked After;
- Ensuring that children are taught about how to keep themselves and others safe, including online safety. We recognise that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, neglect and/or exploitation and children with special educational needs and/or d/Deaf or disabled children (SEND). Aspects of this include:
 - healthy and respectful relationships
 - boundaries and consent
 - stereotyping, prejudice and equality
 - body confidence and self-esteem
 - how to recognise an abusive relationship, including coercive and controlling behaviour
 - the concepts of, and laws relating to: sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support,
 - what constitutes sexual harassment and sexual violence and why these are always unacceptable.

10. Confidentiality

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

- 10.1. The Headteacher and DSLs 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 on CPOMS.
- 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 or 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, CASP.

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 DSLs and to seek further support where necessary. This could be provided by, for example, the Headteacher, supervision arrangements, Occupational Health and/or a teacher/trade union representative as appropriate.
- 11.3. We understand that staff should have access to advice on the boundaries of appropriate behaviour. 'Guidance for safer working practice for those working with children and young people in education settings' ([Safer Recruitment Consortium](#)) 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 Code of Conduct.
- 11.4. We recognise that DSLs should have access to support (as in 11.2) and appropriate workshops, courses or meetings as organised or arranged through the Local Authority/LSCPB.

12. Allegations against staff

- 12.1. All school staff, including supply staff, should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children, parents or carers to be conducted in view of other adults.
- 12.2. All staff, including supply staff, should be aware of the school's 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'.
- 12.4. All staff, as part of their annual safeguarding training, will receive Online Safety Training and will sign the Acceptable Use Agreement and ensure an awareness and understanding of our Social Media Policy and Mobile Phone Policy. These set out responsibilities for all staff, ensuring they have an up-to-date awareness of online safety matters and that all digital communications with students, parents and carers should be on a professional level and only carried out using official school systems. Further information on this can be found in Section 41 and 42 of this policy.
- 12.5. We understand that a pupil may make an allegation against a member of staff.
- 12.6. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher, or the Chair of Governors if the Headteacher is not available.
- 12.7. The Headteacher on all such occasions will immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO) and follow the process for managing the concern laid down in the LSCPB [Procedures](#). In addition to this, the Headteacher is aware of the harms thresholds and difference between low-level concerns and harms as set out in KCSIE 2025 and within the school's 'Managing Allegations Procedures' (Appendix 3) and the school's Low-Level Concerns Policy.

- 12.8. If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors – Mrs Veronica Bolsover– who will consult with children’s Social Care and the LADO (0116 454 2440), without notifying the Headteacher first.
- 12.9. In all occasions identified in 12.7 and 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 this policy (Appendix 3).
- 12.10. Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult with the LADO (as in 12.8 above) in making this decision.
- 12.11. In line with this policy and other school procedures for incident reporting/recording, staff and pupils may provide accounts of events which will be stored under our own secure systems and may be produced in the event of any allegation. However, such accounts must not constitute an official statement and the reporting person must not be questioned over their disclosure at this stage.
- 12.12. If our school receives an allegation relating to an incident that happened when an individual or organisation was using our premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities), as with any safeguarding allegation, where this is the case, we will follow our safeguarding policies and procedures, including informing the LADO. Furthermore, our lettings agreement for other users requires that the organiser will manage the suspension of adults where necessary from school premises.
- 12.13. Our lettings agreement for other users requires that the organiser will manage the suspension of adults, where necessary, from school premises.
- 12.14. 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.
- 12.15. Our 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 – Mrs Veronica Bolsover – or the Local Authority Designated Officer.
- 13.3. All staff are aware of and understand how to use our school’s 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, 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 interests 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;
- Provide opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and wellbeing;
- Ensure relevant issues are addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, sex and relationship education, mental/physical health, online safety and bullying. Our Behaviour and Safety Curriculum further supports this;
- Further ensure relevant safeguarding issues will be addressed through other areas of the curriculum, for example, circle time, English, History, Drama, Art and Computing (including online and offline safety) and in other areas of work;
- Ensure all our policies which address issues of power and potential harm, for example the Anti-Bullying Policy, Equality and Diversity Policy, Behaviour Policy, Physical Intervention and Positive Handling Policy, are linked to ensure a whole-school approach.
- Understand that our Safeguarding and Child Protection Policy cannot be separated from the general ethos of the school, which ensures 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 Strategy⁶ followed by the Revised Prevent Duty Guidance 2023⁷, 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. Alderman Richard Hallam Primary School values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.
- 15.3. The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The

⁶ Prevent Strategy 2011 - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf &

CONTEST Strategy 2011 - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97994/contest-summary.pdf

⁷ Revised Prevent Duty Guidance 2023 <https://www.gov.uk/government/publications/prevent-duty-guidance>

normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Alderman Richard Hallam Primary School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern. Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 5.

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

15.5. Alderman Richard Hallam is the largest primary school in Leicester. Due to this, and the location of the school, we have an extremely varied catchment and pupils who come to us from a range of backgrounds and starting points. Compared to National, our intake has a high proportion of children with EAL yet compared to our surrounding schools and the Leicester locality, this is below average. However, we do have a high amount of differing languages spoken at our school. Approximately 40 different languages are spoken in our school and these children come to us with a wide range of starting points in their English language development.

Our school is in-line with the National School Deprivation Indicator however we have below National amount of pupils who are in receipt of Free School Meals. This is often due to parents working in low paid roles, often shift work in factories, meaning they earn just above the threshold for eligibility. We also have in our catchment a strong proportion of pupils from professional backgrounds and those from working class families. This variety of need is also reflected in our safeguarding concerns as, within our local area, there is a broad range of safeguarding concerns.

Within Leicester, as nationally, Islamist-inspired extremism is a key concern. Online extremism is **high priority** for the East Midlands, not just from the threat posed by terrorist groups/individuals and their material and propaganda, but also from extremist influence and material being disseminated. Individuals are self-radicalising using Islamist Extremist and Extreme Right Wing (XRW) material found online. Potential Lone Actors are a **high priority** for our local area.

Risk reduction

15.6. The school governors, the Headteacher and the DSLs 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 R.E. curriculum, SEND Policy, the use of school premises by external agencies, integration of students by gender and SEND, Anti-Bullying Policy and other issues specific to the school's profile, community and philosophy.

15.7. When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with one of the DSLs in the first instance. Carla Lawes (DSL and Senior Assistant Headteacher) and Wayne Holder (Deputy DSL and Business Manager) are our school Prevent Leads.

- 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. Carla Lawes has attended the Silver C.A.R.E (Confidently Addressing Radicalisation & Extremism) training.

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

- 16.1. Child Criminal Exploitation (CCE) is a form of abuse and occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into criminal activity. Safeguarding incidents and CCE can be associated with factors outside the school and/or can occur between children outside of these environments.
Staff at Alderman Richard Hallam, including our DSLs, will take into consideration whether children are at risk of abuse, neglect or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.
This is known as contextual safeguarding and assessment of risk outside the home, which simply means staff at ARH 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. Through this, our school is able to provide as much information as possible as part of the referral process to children's Social Care as necessary. Environmental factors within Contextual Safeguarding include those detailed in sections 17 to 27 below.

17. County Lines and Child Financial Abuse

- 17.1. Criminal exploitation of children is a widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. County Lines is a term used when drug gangs from big cities expand their operations to smaller towns, often using violence to drive out local dealers and exploiting children and vulnerable people to sell drugs.
- 17.2. A common feature in county lines drug supply is the exploitation of young and vulnerable people. The dealers will frequently target children and adults - often with mental health or addiction problems - to act as drug runners or move cash so they can stay under the radar of law enforcement.
- 17.3. People exploited in this way will quite often be exposed to physical, mental and sexual abuse, and in some instances will be trafficked to areas a long way from home as part of the network's drug dealing business.
- 17.4. The school is aware of Child Financial Abuse (CFA) and that children can be the victims of financial exploitation, which may include being groomed online to open bank accounts and

launder criminal money. Within CFA, criminals will often befriend young people through social media and online games. They offer them gifts, promise easy money, gaming credits, skins or crypto-currency. Once they've gained a young person's trust, they force them to carry out fraudulent activities, like opening a bank account for them. This is financial exploitation.

18. Serious Violence, Gang Violence and Youth Crime

Section 18 and 19 of this policy outlines the school's responsibility in supporting children who are involved with gangs and knife crime. The same safeguarding procedures will apply if a child is experiencing this, including contextual safeguarding. The Home Office have produced additional supporting guidance on preventing and reducing serious violence⁸ which the school utilizes where necessary.

- 18.1. A gang is group of individuals that spends time in public and engages in criminal activity and violence. The group may also be territorial or in conflict with other gangs. Young people involved in gangs have an increased risk of experiencing violence and other types of abuse including sexual exploitation. Gang crime and serious youth violence is also often synonymous with knife crime and other serious violence.
- 18.2. The vast majority of young people and education establishments will not be affected by serious violence or gangs. However, where these problems do occur, there will almost certainly be a significant impact.
- 18.3. Gangs specifically target children who have been excluded from school to groom them as drug dealers in towns across the UK. Exclusion from school appears to be a highly significant trigger point for the escalation of County Lines involvement for children who might be on the fringes of such activity or who are easily manipulated.

19. Knife Crime

- 19.1. Knife crime has been receiving countrywide attention after being recognised as a contemporary national threat in the UK. There have been a number of high-profile incidents where teenagers have been killed or injured by someone using a knife as a weapon. Knife crime, simply put, is any crime that involves a knife. This includes:
 - Carrying a knife or trying to buy one if you're under 18;
 - Threatening someone with a knife;
 - Carrying a knife that is banned;
 - A murder where the victim was stabbed with a knife;
 - A robbery or burglary where the thieves carried a knife as a weapon.
- 19.2. Within Leicester City, the Home Office⁹ recorded 606 incidents of knife possession in the city in the three years to the end of March 2024. In the most recent year, 230 such crimes were committed, up from 182 in the year ending March 2023 and 194 in the year

⁸ [Serious Violence Duty - Statutory Guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/100000/serious-violence-duty-statutory-guidance.pdf)

⁹ [Police recorded crime and outcomes open data tables - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/statistics/police-recorded-crime-and-outcomes-open-data-tables)

ending March 2022. Over the three years, this equates to 162.3 knife offences per 100,000 residents in the city.

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

20. Child Criminal Exploitation and Cybercrime Involvement

- 20.1. Organised criminal groups or individuals exploit children and young people due to their computer skills and ability, in order to access networks and 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:

- Going missing or persistently absent from education;
- Showing signs of other types of abuse/aggression towards others;
- Having low self-esteem and feelings of isolation, stress or fear;
- Lacking trust in adults and appearing fearful of authorities;
- Having poor concentration or feeling excessively tired;
- Becoming anti-social;
- Displaying symptoms of substance dependence;
- Excessive time online on computer/gaming forums;
- Social isolation in school with peers;
- Being high-functioning with an interest in computing.

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

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

22. Modern Slavery and Trafficking

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

Key terms:

- '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 themselves voluntarily.
- 'Human trafficking' concerns arranging or facilitating the travel of another with a view to exploiting them.

22.2. Human Trafficking:

Recruitment, transportation, transfer, harbouring or receipt of persons by means of threat or use of force or other forms of coercion, abduction, fraud, deception, the abuse of power or a position of vulnerability, or 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. These are for the purposes of exploitation, which includes, but is not limited to:

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

23. Child on Child Sexual Violence and Sexual Harassment

KCSIE 2025, Part 5, is explicit in their definition of Child-on-Child Sexual Violence and Sexual Harassment and its forms. However, within the context of contextual safeguarding, child-on-child abuse and peer influence has a massive impact on the child. If a child is exposed to other children who are known for being exploited, they are more likely to experience child-on-child abuse and be 'influenced' or 'swayed' to participate in illegal activity, criminal activity and sexual activity. Further information on child-on-child abuse and sexual violence and sexual harassment is outlined in our school's Sexual Violence and Sexual Harassment Policy and Anti-Bullying Policy.

24. Children and the court system

- 24.1. Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There is an age-appropriate guide to support children 5-11-year olds: [Young witness booklet for 5 to 11 year olds - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- 24.2. Making child arrangements via the family courts following separation can be stressful and entrenched 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.

25. Children with family members in prison

- 25.1. The imprisonment of a household member is one of ten adverse childhood experiences known to have a significant negative impact on children's long-term health and wellbeing, their school attainment and later life experiences. Children may have to take on extra responsibilities at home, including becoming young carers in some situations.
- 25.2. These children are at risk of poor outcomes including stigma, isolation and poor mental health. Parental imprisonment is also associated specifically with negative school experiences, such as truanting, bullying and failure to achieve in education. Children of prisoners are at a higher risk of mental ill health and have an increased likelihood of experiencing poverty compared to their peers.
- 25.3. Approximately 200,000 children have a parent or carer sent to prison each year and as such, Alderman Richard Hallam Primary School staff will support children and their family members if children from our school have family members in prison. In such cases, Alderman Richard Hallam Primary School will remain non-judgemental and supportive towards the child and family so that they can achieve the best whilst in our environment. Furthermore, if a parent or carer finds themselves in this situation, we encourage them to speak with our DSLs so that support can be given as necessary.

26. Homelessness

- 26.1. Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Our DSLs are aware of contact details and referral routes into the Local Housing Authority so they can raise or progress concerns at the earliest opportunity if our children and family are experiencing homelessness. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.
- 26.2. Whilst referrals and/or discussion with the Local Housing Authority will be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's Social Care where a child has been harmed or is at risk of harm.
- 26.3. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless, or at risk of homelessness, will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.
- 26.4. Furthermore, Alderman Richard Hallam Primary School staff also promote Early Help and support so that children and families can be identified and supported at an early stage. If a parent or carer and/or their children find themselves in this situation, we strongly urge you to speak to our DSLs or a member of school staff so that support can be provided. Our Early Help Leads are Krupa Nanda and Holli Elverstone.
- 26.5. Safeguarding CYP is a local and national priority and within Alderman Richard Hallam, protecting children from abuse, neglect and exploitation is a priority. Our Safeguarding and

Child Protection Policy along with the school's values, ethos and behaviour policies, provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other. Our staff are well versed with local and national guidance and are aware of emerging safeguarding concerns that could potentially harm our children and young people:

- Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities, mental health and forms of exploitation.
- Our staff are supported to recognise warning signs and symptoms in relation to specific issues and include such issues in an age-appropriate way in their curriculum.
- Our staff are aware of emerging issues and contextual safeguarding and take this into consideration when assessing children 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.

26.6. As Alderman Richard Hallam staff are aware that safeguarding issues can manifest themselves in many different ways, our staff have received annual safeguarding training and additional information to better equip themselves in the knowledge of other forms of abuse, neglect and exploitation as per Keeping Children Safe in Education 2025.

27. Young Carers

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

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

27.3. Furthermore, additional information can be sought by contacting the schools directly or going direct to Leicester City Council, Duty and Assessment Service on: 0116 454 1004 and choose option 1 'City', then option 1 'Child'.

28. Other Forms of Abuse, Neglect and Exploitation

- 28.1. **Child Sexual Exploitation (CSE) & Trafficking** - CSE is a form of abuse and occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. Sexual exploitation can take many forms ranging from seemingly consensual relationships to serious gang and group exploitation.
- 28.2. Alderman Richard Hallam Primary School staff are aware that sexual exploitation can take many forms and that pupils may not exhibit external signs of abuse. Our staff are also aware that it is an offence carrying a maximum sentence of two years imprisonment where an adult 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 2015¹⁰ (offence of Sexual Communication with a Child) and came into force on 3 April 2017.
- 28.3. Therefore, our staff are vigilant for the less obvious signs, such as lots of new electronic equipment, when before there was none, seeming to have extra money to spend, moving away from established friendship groups, and the use of language which is inappropriate for the child's age.
- 28.4. Our school staff are also aware of some of the signs and symptoms of CSE through LSCPB Leaflets¹¹, staff induction and as part of annual Whole School Safeguarding Training, which is in addition to the CSE & Trafficking Course delivered through Children's Workforce Matters¹² that the DSL has attended. All DSLs regularly attend training on CSE, CCE, slavery and trafficking.
- 28.5. Our school staff follow guidance and procedures as outlined in 'Safeguarding Children and Young People from Sexual Exploitation in Leicester, Leicestershire and Rutland' available on the LSCPB website.
- 28.6. Our school staff are aware that if a disclosure is raised in relation to CSE, that it will be reported straight to the DSLs/SLT or Duty & Advice in their absence.
- 28.7. Sharing nudes and semi-nudes (formally Sexting) can also form part of CSE both online and offline.
- 28.8. CSE can occur in different ways and in different situations. Many young people are 'groomed' by their abuser, online or face-to-face. Grooming is an action deliberately undertaken with the aim of befriending and establishing an emotional connection with a child, to lower the child's inhibitions with the intention to sexually abuse them.
- 28.9. Groomers will hide their true intentions and may spend a long time gaining a child's trust through a range of mediums including social media platforms. Section 67 of the Serious Crime Act 2015 (offence of Sexual Communication with a Child) which came into force on 3 April

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

¹¹ <https://www.lcitylscb.org/safeguarding-leaflets/>

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

2017 also applies to Sexting, sharing nudes and semi nudes (including videos and live streams) and grooming; our staff are fully aware of the legislation¹³.

Grooming Models include:

- The relationship/peer model
- Organised/network model and trafficking model
- Inappropriate relationship model
- Gangs model
- Online gaming/social networks

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

28.11. Sharing nudes or semi nudes, or sexting is when someone sends or receives a sexually explicit text, image, video or use of live stream. This includes sending 'nude pics', 'rude pics' or 'nude selfies' whether committed as child on child or by 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. Research from Child Line suggests 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.

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

28.12. Alderman Richard Hallam Primary School staff follow school procedures in reporting such concerns and promote online safety and the dangers of sharing nudes, sexting, grooming and CSE through lessons, PSHE and assemblies. Our pupils are taught how to keep safe on and off line and online safety is promoted throughout the school and home environment. Our school has also discussed local and national cases where grooming of young children has taken place such as the Kayleigh Haywood Story and Breck's Game to highlight the dangers.

28.13. Our Online Safety Policy is highlighted to staff, pupils, parents and carers and is available on our school's website including our Acceptable Usage Policy, Social Media Policy and Mobile Phone Policy. Our staff have undergone relevant online safety at induction and regularly throughout the year.

¹³ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/604931/circular-commencement-s67-serious-crime-act-2015.pdf

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

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

- Bullying (including cyber-bullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Sexual activity without consent;
- Consensual and non-consensual of sharing nudes and semi nudes/sexting;
- Upskirting;
- Initiation/hazing type violence and rituals.

- 29.1. Sexual violence and sexual harassment (KCSIE 2025, Part 5) can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.
- 29.2. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBTQIA+ children are at greater risk. Some risks can be especially compounded where children who are LGBTQIA+ lack a trusted adult with whom they can be open. Our staff understand this and endeavour to reduce any additional barriers faced and provide a safe space for our children to speak out or share their concerns.
- 29.3. Alderman Richard Hallam Primary School takes child on child 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 their peers. In our school, this kind of abuse will always be taken as seriously as abuse perpetrated by an adult and as seriously as a child who is suffering or likely to suffer significant harm.
- 29.4. Our staff understand that a significant proportion of sexual-related offences are committed by teenagers and, on occasion, such offences are committed by younger children. Our staff therefore understand not to dismiss some abusive sexual behaviour as 'normal' between young people and not to create high thresholds in such cases before appropriate action is taken.
- 29.5. Our staff will respect the confidentiality and anonymity of a child reporting incidents of sexual violence and sexual harassment, including situations where the child or young person asks staff not to tell anyone about the incident. There are no easy or definitive answers when a victim makes this request; staff will consider when to make referrals against the wishes of the young person and the potential impact of social media. If the victim does not give

consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies.

- 29.6. Our DSLs will endeavour to balance the victim's wishes against their duty to protect the victim and other children. If the DSL decides to make a referral to local authority children's social care and/or a report to the police against the victim's wishes, our DSLs and staff will handle all incidents extremely carefully, and the reasons will be explained to the victim. Appropriate specialist support will be offered taking into consideration the best interest of the child at all times.
- 29.7. Where incidents of sexual violence and harassment have been raised, our staff, where applicable, will take into consideration the impact on siblings and understand the importance of intra-familial harms.
- 29.8. Staff and carers of children living away from home need clear guidance and training to identify the difference between consenting and abusive relationships, and between appropriate and exploitative peer relationships. Our school will provide information, guidance and training to relevant staff members to support them with this.
- 29.9. Children and young people who abuse others should be held responsible for their abusive behaviour, while being identified and responded to in a way that meets their needs as well as protecting others and our school has clear guidelines around this.
- 29.10. Our school staff understand that, with regard to the alleged perpetrator(s), advice on behaviour in schools¹⁴ is clear that teachers can sanction pupils whose conduct falls below the standard which could be reasonably expected of them. Disciplinary action can be taken whilst other investigations by the police and/or local authority children's social care are ongoing (if any). The fact that another body is investigating or has investigated an incident does not in itself prevent our school from coming to its own conclusion, on the balance of probabilities, about what happened, and imposing a penalty accordingly. Our DSL or deputy DSL will take a leading role with this.
- 29.11. Our school also refers to the LSCPB procedures which are written with particular reference to sexually abusive and inappropriate behaviours. Keeping Children Safe in Education 2025 (Part 5) also refers to child-on-child sexual violence and sexual harassment and where there are serious child protection concerns, as a result of non-sexual violence by a child or young person, leading to actual or possible significant harm, our safeguarding and child protection measures will be implemented.
- 29.12. In supporting children and families, our staff understand Early Help can be particularly useful to address non-violent HSB and may prevent escalation of sexual violence. Therefore, it is particularly important that our designated safeguarding lead (and their deputies) know what our local early help process is and how and where to access support.

¹⁴ [Behaviour in schools' guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

30. Upskirting

- 30.1. Upskirting is the act of taking a photograph of underneath a person's skirt without their consent. It is often performed in a public place such as 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. Alderman Richard Hallam Primary School takes these types of incidents seriously and our staff are aware of the law against 'Upskirting' which came into force in April 2019 in England and Wales. If our staff are made aware of such incidents, the school will follow its safeguarding procedures in addition to seeking advice from the Police.
- 30.2. At Alderman Richard Hallam Primary School, all our staff are aware of the importance of:
- Making it clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
 - Understanding that incidents may create a culture of harm whether these are comments, online behaviours or actions, and that our response to such incidences set the foundations for children's understanding of acceptable or unacceptable behaviours;
 - Not tolerating or dismissing sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys'; and
 - Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras, upskirting and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them and serious action will be taken.
- 30.3. If our staff have a concern that a child might have been abused by another child and/or is displaying inappropriate sexualised behaviour, staff will in the first instance refer their concerns to one of the DSLs. If appropriate, the DSL will then directly contact children's Social Care/CASP in accordance with the LSCP Referrals Procedure to decide how the incident will be managed. Furthermore, our DSLs will also seek advice from the Police where necessary. Our staff are aware of what child on child abuse and sexual violence and sexual harassment are at national and local levels through our annual whole-school training. Members of our Safeguarding Team have attended CUSAB Training to enhance their knowledge in this area further.

31. Domestic Violence and Abuse and Violence Between Young People

- 31.1. The cross-government definition of domestic violence and abuse is¹⁵: 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

¹⁵ <https://www.gov.uk/guidance/domestic-violence-and-abuse>

- 31.2. There have been a number of high-profile cases both locally and nationally where domestic violence and abuse has had a significant and direct impact on the child and their mental health and wellbeing. If the school is made aware of incidents of domestic violence which is impacting on a child within the school, whether suspicions or allegations of abuse, direct harm or significant risk to a child, the school will follow Local Authority and LSCP guidelines in reporting such concerns to children's Social Care, CASP or the Police and will also seek further guidance where necessary.
- 31.3. Domestic abuse is not limited to adults; there is an increasing awareness of violence from one teenager to another.
- 1 in 5 teenage girls have been assaulted by a boyfriend.
 - Young women are more likely to experience sexual violence than other age groups.
 - Young women with older partners are at increased risk of victimisation.
 - Recent surveys (including NSPCC, Zero Tolerance and End Violence Against Women campaign) reveal that approximately 40% of our young people are already being subjected to relationship abuse in their teenage years.
- 31.4. If Alderman Richard Hallam Primary School is made aware of children behaving this way with other children within our school, and violence is apparent within the young people's intimate relationship, which includes issues around the use of social media and Sexting, we will view this as a significant child welfare concern and, where necessary, the appropriate agencies will be informed. This includes children's Social Care and the Police.
- 31.5. If such cases are prevalent within our school, whether the incident involves adult relationships or teen relationships, the school will also work closely with the child and the Headteacher/deputy DSLs 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 or carers and their boyfriend or girlfriend.
- 31.6. Furthermore, involvement through Operation Encompass and Early Help can also support the child and parents or carers; the school will ensure communications and multiagency working with Social Care and Early Help is maintained to fully support the child and their family. Staff will also work with all the children in our school to ensure information on the importance of healthy relationships is highlighted through assemblies and PSHE and RSE lessons.

32. Children Missing in Education and Children who are persistently absent from education

- 32.1. Children missing in education (CMiE) are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school (DFE). This includes children not being home educated and children who are not on school roll. In addition to CMiE, some children are persistently absent from education or have unexplainable absences (KCSIE 2025).
- 32.2. Our staff understand the differences set out in 32.1 and procedures to follow. Our staff are aware that children being absent from school for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation – particularly county lines. Our response to children's absences from school supports identifying such abuse, neglect and exploitation,

and in the case of absent pupils, helps prevent the risk of them becoming a missing child in the future. This includes when problems are first emerging but also where children are already known to the local authority.¹⁶ To support us, we follow and make reference to the statutory guidance Working together to improve school attendance. [Working together to improve school attendance - GOV.UK](#)

- 32.3. Children missing from education who are persistently absent from school are referred to in the wider LCC Educational Welfare Service Policy and LSCPB procedures¹⁷ for children who go missing from School, Home or Care Education and includes Families who go missing. In addition to this, Alderman Richard Hallam Primary School has its own Attendance and Admissions Policy available on the school's website which also outlines procedures for pupil absence from our school
- 32.4. Should a pupil go missing from Alderman Richard Hallam Primary School, our Attendance, Admissions and Welfare Officer, Kirsty Johnson, will make enquiries directly with the family concerned. Should these enquiries not reach a satisfactory conclusion, then contact will be made the Educational Welfare Service. The DSLs will consider further actions and/or support should it be required and to ensure they help identify any risk of abuse and neglect, including sexual exploitation and to help prevent the risks of them going missing in future.
- 32.5. At Alderman Richard Hallam Primary School, if a child is no longer coming to our school where the parent or carer has removed them for the reason of elective home education, we will ensure that we notify the LA in line with established procedures. We will also follow procedures where a child is taken out of school to go on holiday or where a child is removed from school as the family are moving away.
- 32.6. We will notify all relevant partner agencies/services including Education Welfare, correct forms will be completed, information will be recorded and child folders/information will be passed on to the appropriate person (where applicable).

33. Honor-Based Abuse (HBA)

- 33.1. Honour-Based Abuse is a term that embraces a variety of crimes of violence (committed mainly, but not exclusively, against women) including domestic abuse, which is perpetrated in the name of so-called 'honour'. The honour code which it refers to is set at the discretion of male relatives and women who do not abide by the 'rules' are then punished for bringing shame on the family. Infringements may include a woman having a boyfriend, rejecting a forced marriage, pregnancy outside of marriage, interfaith relationships, seeking divorce, FGM, forced marriage, abuse linked to faith and culture, breast ironing, inappropriate dress or make-up and even kissing in a public place.
- 33.2. HBA can exist in any culture or community where males are in a position to establish and enforce women's conduct. However, males can also be victims, sometimes as a consequence

¹⁶ [Missing Children and Adults - A cross government strategy \(publishing.service.gov.uk\)](#) (additional resources for schools/colleges)

¹⁷ <https://llrscb.proceduresonline.com/index.htm>

of a relationship which is deemed to be inappropriate, for example if they are gay, have a disability or if they have assisted a victim.

34. Female Genital Mutilation

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

34.2. Definition of Female Genital Mutilation¹⁸ (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 training and are aware of some of the signs and symptoms.

In 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;
- Our RSE curriculum supports pupils' understanding of their bodies and keeping themselves safe;
- We monitor absences.

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

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

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

35. Forced Marriage

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

¹⁸ FGM Revised Guidance July 2020 - <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

- 35.2. Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.
- 35.3. The Government's definition of a forced marriage¹⁹ is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.
- 35.4. Alderman Richard Hallam Primary School staff, through induction and whole-school training, are aware of the importance and impact on a child who is involved in such situations.
- 35.5. 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 involved 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.
- 35.6. 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 in the wider community. Information will be sought from children's Social Care and CASP and, where appropriate, the Police and the Forced Marriage Unit.

36. Abuse linked to faith, beliefs and culture

- 36.1. Child abuse is never acceptable in any community, in any culture, in any religion, under any circumstances. However, some children are subject to certain kinds of child abuse linked to their faith, belief or culture and this includes abuse that might arise through a belief in spirit possession or other spiritual or religious beliefs.
- This kind of abuse can also include:
- Belief in the concept of witchcraft, magic or voodoo;
 - Demons or the devil acting through children or leading them astray;
 - The evil eye or djinns and dakini;
 - Ritual or muti murders;
 - Breast ironing;
 - Female Genital Mutilation;
 - Honour-Based Abuse and Forced Marriage;
 - Chastisement of a child in a place of worship.
- 36.2. Whilst this is not an exhaustive list, Alderman Richard Hallam Primary School recognises that sadly, such cases are on the increase within the community and, as a school, we take such incidents as seriously as any other kind of abuse perpetrated by an adult on a child.
- 36.3. If the school has been made aware of such a case, the school will follow LSCP procedures and, where appropriate, report the incident to children's Social Care and/or the Police.
- 36.4. As a school, our staff are aware of some of the signs of this kind of abuse and have attended training to support them further. We also work closely with all our children to promote healthy relationships and British Values. Our codes of conduct (Behaviour Policy, Staff Code

¹⁹ <https://www.gov.uk/guidance/forced-marriage>

of Conduct and Parents' and Carers' Code of Conduct) also teach 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.

37. Early Help and Supporting Children and their Families

- 37.1. Early Help and prevention is about how different agencies work together to help children, young people and their families at any point in their lives to prevent or reduce difficulties. This means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.
- 37.2. At Alderman Richard Hallam Primary School, key staff members and DSLs 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. Our Early Help Leads are Krupa Nanda and Holli Elverstone.

38. Bullying and Safeguarding

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

- Violence or assault
- Theft
- Repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
- Hate crimes

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

- Sexual orientation
- Gender reassignment
- Sex
- Disability
- Race including colour, nationality, ethnic or national origin
- Religion or belief
- Age
- Being married or in a civil partnership
- Being pregnant or on maternity leave

- 38.2. Bullying at ARH is defined as 'when an individual, whether alone or as part of a group, intentionally sets out to upset someone or hurt their feelings through unwanted and persistent physical or verbal abuse or by disrupting someone's lives on more than one occasion. This may take place in person or online. Bullying occurs where there is an imbalance of power, is usually premeditated and forms a pattern of behaviour, rather than an isolated incident.' Repeated bullying usually has a significant emotional component, where

the anticipation and fear of being bullied seriously affects the behaviour of the victim. This includes targeting a child or young person for being lesbian, gay, or bisexual. This is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are.

- 38.3. 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, and may be related to physical appearance, gender, ethnicity, disability, religion or belief, special education needs or sexuality, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.
- 38.4. Alderman Richard Hallam Primary School has a legal duty to ensure we have an Anti-Bullying Policy in place and that all staff, children, and parents and carers are made aware of it. This document can be accessed on our school's [website](#) and sets out clear procedures in managing such incidents within the school. As a school, we also have a child-friendly Anti-Bullying Policy available. We also deliver work in school about anti-bullying through assemblies and lessons and our staff are trained in appropriately dealing with such incidents.
- 38.5. At times, bullying, such as child on child abuse, sexualised behaviour, serious incidents of harm, homophobic behaviours, cyber-bullying and Sexting/use of mobile phones may occur and will be taken seriously and as a serious safeguarding concern especially if the child is at risk of significant harm. In such cases, our Designated Safeguarding Leads will assess the situation and seek advice and guidance from children's Social care or the Police where appropriate especially in relation to illegal activity and outlined in section 38.1 above.

39. Local Priorities

- 39.1. Within Leicester City, the Local Authority and LSCP have their own priorities which reflect the area in which Alderman Richard Hallam Primary School is based. Some of these include being aware of knife crime, gang related issues, radicalisation, County Lines, criminal activity, anti-social behaviour, FGM and contextual safeguarding – this is not an exhaustive list.
- 39.2. Due to the make-up of our school, as shared in 15.5, there is a broad range of safeguarding concerns for our school. Within our local community area, our priorities are:
- Priority of neglect
 - Awareness of domestic violence concerns
 - Awareness of parental mental health concerns
 - Awareness of parental substance abuse
 - Awareness of radicalisations from both extremist Islamist groups and Far-Right groups
 - Awareness of the negative impact of the cost of living crisis on our families.
- 39.3. Our SLT, DSLs and staff are aware of these priorities and we aim to raise awareness through a whole school approach and staff training to ensure our children and young people are aware of such issues and that we implement the correct policies and procedures to ensure that our

children and young people are safe within school and within the community we serve. We work closely with other agencies including the Police, community groups and Social Care and, where appropriate, parents and carers will also be a part of this whole school and whole community approach process.

40. Private Fostering

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

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

40.2. It is a legal duty (Children Act 1989) for parents or the private foster carer to notify the local authority 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.

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

41. Online Safety and Safeguarding

- 41.1. Technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and exploitation online as well as face-to-face. In many cases, abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online; this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content. An effective approach to online safety empowers a school 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. See our Online Safety Policy for additional information.
- 41.2. Artificial Intelligence (AI) is increasingly being integrated into educational settings, offering both opportunities and challenges. To harness AI's benefits while mitigating its risks, schools must implement robust monitoring, filtering, and acceptable use policies. Under the Online Safety Act 2025 and the statutory guidance KCSIE 2025, our school has a legal duty to protect children from harmful online content and activity. This includes content generated by or accessed through AI systems. Therefore, at ARH, we:
- Educate staff on the safe and responsible use of AI tools (see our Acceptable Use Policy and AI Policy)
 - Educate students on the safe and responsible use of AI tools
 - Supervise usage of AI in the classroom and online learning platforms where possible
 - Monitor AI interactions where possible, especially those involving personal information or open-ended chat
 - Restrict access to unverified or non-educational AI applications
 - Update our Acceptable Use Policy (AUP), our Online Safety Policy and implement an AI in Schools policy.
- 41.3. ARH Primary takes online safety and the wellbeing of staff and children seriously and all our staff are given safeguarding training including online safety at induction. In addition to this, all staff receive, child protection, safeguarding and online safety updates via email, e-bulletins and staff meetings at least annually to provide them with relevant skills and knowledge to safeguard children effectively. Our approach to online safety is reflected as required in all relevant policies and whilst planning the curriculum, teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement.
- 41.4. The school has a whole school approach to online safety. Please see our Online Safety Policy for more information on this.
- 41.5. The school will ensure that online safety training for staff will take place annually and will include monitoring and filtering, an overview of the Online Safety Act 2025, information and guidance on AI and that it is aligned with and considered as part of the overarching safeguarding approach in school.
- 41.6. The breadth of issues classified within online safety is considerable, but can be categorised into four key areas of risk:
- **Content:** being exposed to illegal, inappropriate or harmful material, for example pornography, fake news, racist or radical and extremist views. This includes disinformation, misinformation and conspiracy theories;

- **Contact:** being subjected to harmful online interaction with other users, for example commercial advertising as well as adults posing as children or young adults;
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm, for example making, sending and receiving explicit images, or online bullying;
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If anyone is at risk of this, it will be reported to the Anti-Phishing Working Group.

42. Monitoring and Filtering

- 42.1. Monitoring and filtering play crucial roles in the responsible use of the internet. With the vast amount of information available online, these tools help ensure a safe and productive online environment. Monitoring involves tracking internet activities to prevent illegal or harmful content, protecting users from cyber threats, and enforcing compliance with policy and guidance. Filtering, on the other hand, enables the customisation of internet access, allowing schools and colleges to block inappropriate content and prioritise educational resources. Both monitoring and filtering are essential in schools, colleges, and homes to safely foster positive internet experience for all users.
- 42.2. It is the responsibility of our Lead DSL (Carla Lawes) to oversee online safety and ensure appropriate filtering and monitoring systems and processes are in place for Alderman Richard Hallam. Our Lead DSL will also ensure all staff receive appropriate training and understand the expectations, roles and responsibilities in relation to filtering and monitoring which also ties in with Teachers Standards and staff Code of Conduct Policy and our Governing Body will regularly review its effectiveness. (KCSIE 2025, Annex C Role of DSL).
- 42.3. Our establishment further understands the importance of regular contact with parents and carers. Where appropriate, these communications will be used to reinforce the importance of children being safe online as it is likely that supporting parents and carers will find it helpful to understand what systems we use to filter and monitor online use. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online.
- 42.4. Further guidance can be found here:
- Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk) (Updated Guidance Gov Mar 23)

43. Use of school premises for non-school activities

- 43.1. Where the Governing Body hires or rents out the school premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities), they will ensure that appropriate arrangements are in place to keep children safe.
- 43.2. When services or activities are provided by the Governing Body, under the direct supervision or management of school staff, their arrangements for child protection will apply. However, where services or activities are provided separately by another body, this is not necessarily the case. The Governing Body should therefore seek assurance that the body concerned has

appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed) and ensure that there are arrangements in place to liaise with the school on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll.

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

44. Alternative Provisions

- 44.1. Alternative Provision refers to educational settings outside mainstream and special schools for children who, for various reasons, cannot attend mainstream schooling. These reasons can include behavioural issues, exclusion, health problems, or specific educational needs that mainstream schools cannot meet.
- 44.2. If our school places a pupil with an alternative provision provider, we will continue to be responsible for the safeguarding and welfare of that pupil and will be satisfied that the placement meets the pupil's needs in addition to knowing where a child is based during school hours. We will obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment (i.e. those checks that our school perform on our own staff).
- 44.3. As outlined in 44.1, the pupils in Alternative Provision often have complex needs, it is therefore also important that governing bodies and proprietors of these settings are aware of the additional risk of harm that their pupils may be vulnerable to. Where safeguarding concerns arise, the placement will be immediately reviewed, and terminated, if necessary, unless or until those concerns have been satisfactorily addressed. Alternative Provision aims to ensure that every child receives an education that meets their individual needs, supporting their personal and academic development and as such, staff in our school and the staff within the Alternative Provisions are aware of the government's statutory guidance in relation to Alternative Provision:
- Alternative Provision DFE statutory guidance: [Additional health needs guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/additional-health-needs-guidance.pdf)
 - Education for children with health needs who cannot attend school - [Arranging education for children who cannot attend school because of health needs \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/arranging-education-for-children-who-cannot-attend-school-because-of-health-needs.pdf)

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

- 45.1. Where risk factors are present but there is no evidence of a particular risk, then our DSLs/SLT provide advice on preventative work that can be done within school to engage the student into mainstream activities and social groups. The DSLs/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.

- 45.2. In this situation, depending on the extent of concerns and the discussions held with the child and their family, the DSLs may decide to notify CASP, Early Help or Family Support Services so that a strategic overview can be maintained and any themes or common factors can be recognised. The school will review the situation after taking appropriate action to address the concerns.
- 45.3. The DSLs will also offer and seek advice about undertaking an Early Help assessment and/or making a referral to Early Help services.
- 45.4. In addition to the above, our school staff will refer to Appendix 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, neglect or exploitation.

46. Policy review

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

47. Other Relevant Policies

- 47.1. Alderman Richard Hallam Primary 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:

- Acceptable Use Policy
- After School Club Policy
- Anti-Bullying Policy
- Behaviour Policy
- Breakfast Club Policy
- Child-friendly Anti-Bullying Policy
- Child-friendly Behaviour Policy
- Child-friendly Safeguarding Policy
- CLA Policy
- Early Help Offer
- Educational Visits Policy
- Equality and Diversity Policy
- Evacuation Policy
- First Aid Policy
- Health and Safety Policy
- Invacuation Policy
- Low-Level Concerns Policy
- Managing Allegations Procedure / Local Authority Designated Officer (LADO) (Appendix 3)
- Medicines in School Policy
- Mental Health and Emotional Wellbeing Policies for staff and children

- Mobile Phone Policy
- Online Safety Policy
- Parents' and Carers' Code of Conduct
- Physical Intervention and Positive Handling Policy
- PSHE Policy
- Procedure for Safeguarding Children
- RSE Policy
- Safeguarding Curriculum Policy
- Safer Recruitment and Retention Policy
- Seesaw Policy
- SEND Policy
- Sexual Violence and Sexual Harassment Policy
- Social Media Policy
- Staff Code of Conduct
- Supervision Policy
- Visitor and Contractor Policy
- Whistleblowing Policy and Whistleblowing Procedures (Appendix 6)
- Work Experience, Volunteers and Trainee Teachers Policy

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

48. Useful contact numbers and links

Leicestershire Police	999 / 0116 2222222
Children's Assessment, Support and Prevention – CASP Email: casp-team@leicester.gov.uk Early Help & Support/ early-help@leicester.gov.uk	0116 454 1004
Children's Safeguarding Unit	0116 454 2440
Safeguarding in Education Julie Chapaneri & Melissa Thomas Safeguardingineducation@leicester.gov.uk	0116 454 2440
Local Authority Designated Officer (LADO) Katherine Lockwood/Laura Kew	0116 454 2440
Leicester Safeguarding Children's Partnership Board (LSCPB) https://www.lcitylscb.org/	0116 454 6520

Prevent (Advice / Referral) City: Ailsa Coull – Ailsa.coull@leicester.gov.uk	01164 546923 07519 069833
UAVA – United against violence and abuse (Domestic Violence, Abuse between Teenagers and Domestic Violence in BME community) info@uava.org.uk	0808 80 200 28
Forced Marriage Unit fm@fco.gov.uk	020 7008 0151
Female Genital Mutilation Helpline fgmhelp@nscpsc.org	0800 028 3550
NSPCC Whistleblowing Advice Line help@nspcc.org.uk	0800 0280285

Useful websites and links
www.ceopeducation.co.uk www.saferinternet.org.uk www.internetmatters.org www.pshe-association.org.uk www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation Children Forced Into Opening Criminal Bank Accounts The Children's Society (childrensociety.org.uk)

APPENDIX 1 - DEFINITION AND INDICATORS OF ABUSE

Overview

Abuse, as outlined in KCSIE 2025, is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

1. NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy 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
- Stealing, scavenging and/or hoarding food
- Frequent tiredness or listlessness
- Frequently dirty or unkempt
- Often poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviour
- Illnesses or injuries that are left untreated
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers

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

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

2. PHYSICAL ABUSE

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

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

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

3. SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and

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

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: (not an exhaustive list)

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

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

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 105 as described below:

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

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

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

What is consent?

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

Sexual harassment

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

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

- sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- Sexual "jokes" or taunting
- Physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - Non-consensual sharing of sexual images and videos
 - Sexualised online bullying
 - Unwanted sexual comments and messages, including, on social media
 - Sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

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

6. RESPONSES FROM PARENTS AND CARERS

Research and experience indicates that the following responses from parents and carers 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)

Alderman Richard Hallam Primary 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 individuality²⁰.

Some children have barriers to learning that mean they have special needs and require particular action by the school. Our dedicated SENDCO 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, eg. in hospital, respite care or residential living

²⁰ [Children with special educational needs and disabilities \(SEND\) | NSPCC Learning](#) and [Safeguarding d/Deaf and disabled children and young people | NSPCC Learning](#)

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

Some indicators concerns could include:

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

ARH Primary has a specific SEND Policy. All our staff have access to this policy and key staff members are also aware of the LSCPB Procedures²¹ online. As best practice, our school will ensure we:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- Help disabled children make their wishes and feelings known in respect of their care and treatment
- Ensure that disabled children receive appropriate personal, health, and social education (including sex education);

²¹ <http://www.lcitylscb.org/information-for-practitioners/safeguarding-topics/neglect/>

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

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

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

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

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

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

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

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

LISTEN - Listen carefully to the child. Take what they say seriously as it is rare for a child to make entirely false allegations.

REASSURE - Reassure the child that they were right to tell and they are not to blame for what happened, but do not promise confidentiality.

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

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

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

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

If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the DSL/Headteacher must be informed asap; if the concern is in relation to your Headteacher, you must speak to the Chair of Governors. If you feel you cannot speak with the Chair of Governors, you must use your whistleblowing procedure and contact CASP/LADO for advice and support (Appendix 6).

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

APPENDIX 3 - ALLEGATIONS ABOUT A MEMBER OF STAFF/VOLUNTEERS

Guidance on Managing Allegations Procedures for Alderman Richard Hallam Primary School

As per KCSIE 2025, it is the sole responsibility of Alderman Richard Hallam Primary School to ensure procedures are in place for dealing with concerns and/or allegations against those working in or on behalf of the school. Our procedures are consistent with local safeguarding procedures and practice guidance and KCSIE 2025.

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

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

KCSIE 2025 states that LADO procedures are categorised into 2 main areas;

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

Section one: Allegations that may meet the harms threshold

Behaviour which indicates that an adult who works with children has met the harm thresholds below:

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

Allegations that meet the harm thresholds outlined above will be dealt with in line with our Safeguarding and Child Protection Policy.

All employees have a duty to report serious concerns about the safety and welfare of pupils. Concerns of this nature **must** be reported to the school's Headteacher (Miss Ann-Marie Kedzior). If the concern is about the Headteacher, the concern must be raised with the school's Chair of Governors (Mrs Veronica Bolsover).

Whatever the reason, concerns of this nature must be reported. Failure to report a Child Protection related allegation will in itself be a disciplinary matter.

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

Any concern – no matter how small, even if no more than a ‘nagging doubt’ – that an adult may have acted in a manner which:

- Is not consistent with our Staff Code of Conduct, and/or;
- Relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult’s suitability to work with children.

A low-level concern is any concern about an adult’s behaviour towards a child that does not meet the allegation threshold set out above or is not otherwise serious enough to consider a referral to the LADO; it is important to remember that these concerns are in no way insignificant and will be treated seriously by the school. These concerns may arise from suspicion, a complaint, a disclosure made by a child, parent or other adult within or outside of the organisation, or as a result of vetting checks undertaken.

Employees should report any low-level concerns they have in line with the procedures outlined within the school’s Low-Level Concerns Policy.

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

- Being over friendly with children;
- Having favourites;
- Taking photographs of children on their mobile phone;
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door;
- Using inappropriate sexualised, intimidating or offensive language.

If a staff member is unable to raise a concern about the inappropriate behaviour of another staff member, or any other safeguarding concern, all staff are aware of Alderman Richard Hallam’s Whistleblowing Policy and Whistleblowing Procedures (Appendix 6).

APPENDIX 4 - GUIDELINES FOR AVOIDING ALLEGATIONS OF ABUSE: FOR ALL STAFF MEMBERS

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

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

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

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

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

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

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

APPENDIX 5 - 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 or 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 disassociated 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 or rejection of civic life;
 - Experiences of Criminality – this 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.

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.

7. 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;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and/or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

APPENDIX 6 – WHISTLEBLOWING PROCEDURES

For more details, please read our school's Whistleblowing Policy which can be found [here](#).

Stage 1- Making a disclosure

Approach your Manager, Headteacher, DSL or the Local Authority Investigations Team and share your concerns. You can do this verbally or in writing.

You may be asked to consider making a written or verbal statement. In such cases, a brief summary of the interview will be made and agreed by both parties.

Please see the Whistleblowing Policy for details of further contacts should you feel unable to discuss your concerns with the above parties (or feel that the response from these parties is insufficient).

Stage 2 – Initial Response to the Disclosure

Consideration will be given as to what action will be taken as a result of the disclosure. You will be notified of the intended response and the reasons for it.

Stage 3 – Launch a Management Investigation

Where a Management Investigation is deemed necessary, a senior manager will be appointed as an investigating officer.

Stage 4 – Deciding whether further action is necessary

On the strength of the information provided by the investigation, further action may be necessary:

- If there is a case to be answered by any individual, the recognised procedure will be followed;
- Where there is no case to answer, but the concern was raised in good faith and in accordance with the Whistleblowing policy, the school will ensure as far as is reasonably practicable that you suffer no reprisals or victimisation;
- Where it is established that the allegations were malicious/vexatious or you have not acted in accordance with the Whistleblowing policy, disciplinary action may be taken.

Stage 5 - Confirmation of the Outcome

You will be informed of the outcome of the investigation and any appropriate action taken to resolve the matter, subject to any confidentiality clause and/or legal constraints. If you are dissatisfied with this response you may take the matter further with the prescribed persons or organisations identified in the Whistleblowing Policy.

APPENDIX 7 – GUIDANCE ON CHILD-ON-CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT

This guidance is written in line with KCSiE 2025. For the purposes of this guidance, we will be using the definitions for sexual violence, sexual harassment and harmful sexual behaviours (HSB) as outlined in KCSiE.

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

The following principles underpin our response to sexual violence and sexual harassment:

- We want to reassure students, parents and staff that this issue is taken seriously by the school. There is a zero-tolerance approach to sexual violence and sexual harassment. It is never acceptable and it will not be tolerated.
- We are aware that not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
- We understand that HSB, sexual violence and sexual harassment can be driven by wider societal factors beyond the school, such as everyday sexist stereotypes and everyday sexist language and through a whole-school approach, seek to challenge these factors.

In addition to the above, our establishment recognises that children and young people may need a safe place to go if they are worried about sexual behaviour. This includes being worried about their own or someone else’s sexual thoughts, feelings or actions. Shore has anonymous advice and support to children and young people manage worrying thoughts and learn more about living safely both online and offline. All services are anonymous, which means our pupils don’t have to say who they are and they can access the services directly themselves. The following information has been made known to our children and young people (age appropriate). www.shorespace.org.uk

Please read our school’s ‘Sexual Violence and Sexual Harassment Policy’ for further details.

APPENDIX 8 – Monitoring and Filtering, Online Safety, Cyber Crime and Artificial intelligence – Additional information

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

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

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

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

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

As per the duties set out in KCSIE 2025, Paragraph 137, our school has an Online Safety and AI Policy in place which can be accessed on the school website. Our approach to online safety, AI and monitoring and filtering is reflected further within our Child Protection and Safeguarding Policy. The appropriateness of any filtering and monitoring systems will be informed in part, by the risk assessment required by the Prevent Duty²².

Additionally, in order to meet the duties set out in KCSIE 2025, Paragraph 140, ARH Primary follows the Department for Education's²³ filtering and monitoring standards where we will;

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

²² [The Prevent duty Departmental advice for schools and childcare providers and Home Office Statutory guidance: Prevent duty guidance.](#)

²³ [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](#)

Our Governing body will review the standards and discuss with our IT staff and service providers what more needs to be done to support their establishment in meeting this standard. Additional guidance on 'appropriate' filtering and monitoring can be found at:

Additional resources:

UK Safer Internet Centre: [Appropriate Filtering and Monitoring - UK Safer Internet Centre](#)

[Filtering and monitoring webinars available - UK Safer Internet Centre](#)

South West Grid for Learning (swgfl.org.uk) has created a tool to check whether a school or college's filtering provider is signed up to relevant lists (CSA content, Sexual Content, Terrorist content, Your Internet Connection Blocks Child Abuse & Terrorist Content). [Safety and Security Online | SWGfL](#)

Support for schools when considering what to buy and how to buy it is available via the: schools' buying strategy with specific advice on procurement here: [buying for schools](#).

[Schools' buying strategy - GOV.UK](#)

The Department has published Generative AI: product safety expectations to support schools to use generative artificial intelligence safely, and explains how filtering and monitoring requirements apply to the use of generative AI in education. [Generative AI: product safety expectations - GOV.UK](#)

Cybercrime

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

Cyber-dependent crimes include:

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

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

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

In order to safeguard our systems, our Lead DSL and SLT review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. We follow guidance available from the National Education Network. www.nen.gov.uk

Remote Education²⁴

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

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

- use neutral or plain backgrounds.
- ensure appropriate privacy settings are in place.
- ensure staff understand and know how to set up and apply controls relating to pupil and student interactions, including microphones and cameras.
- set up lessons with password protection and ensure passwords are kept securely and not shared.
- ensure all staff, children, students, parents and carers have a clear understanding of expectations around behaviour and participation.

Important conversations with parents, carers and children

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

²⁴ [Safeguarding and remote education - GOV.UK \(www.gov.uk\)](#)

online. By being involved and informed, we will create a safer online environment for our children both in and out of school.

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

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

Artificial Intelligence

Artificial Intelligence (AI) is becoming increasingly present in our daily lives and in education. The following information aims to give staff, parents and carers, and insight into AI including benefits and risks, and ensure all use of AI in our school/college aligns with statutory safeguarding responsibilities and the Online Safety Act 2025 and the 4Cs as outlined in KCSIE 2025.

AI refers to computer systems or programs that simulate human intelligence to perform tasks such as problem-solving, learning, language understanding, or decision-making. Common examples include chatbots (like ChatGPT, Microsoft Copilot), recommendation algorithms, voice assistants (e.g., Siri, Alexa), and facial recognition systems.

Please see our AI Policy for further information.

Our staff and students have access to AI generated tools, which are used for educational purposes and benefit our staff and students immensely. Our staff are aware of some of the risks associated with using these tools such as misinformation, discrimination, inappropriate use by staff/students and dependence (overreliance). As such, ARH aims to mitigate risks associated with AI use through our robust monitoring and filtering process which also conforms with KCSIE 2025. Our Online Safety Policy also aligns with this Appendix and our standards on monitoring and filtering.

If students use or accesses inappropriate material on school devices, whether inside or outside the school premises, we will follow our schools safeguarding and child protection procedures as set out in this Policy.

Reviewing Online Safety

Technology, and risks and harms related to it, evolve, and change rapidly. Name of school/college will consider carrying out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks their children face.

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