

# LEICESTER GRAMMAR SCHOOL TRUST

## LEICESTER GRAMMAR JUNIOR SCHOOL

### SAFEGUARDING POLICY

*This is one of the policies concerned with pastoral care. It should be read with regard to the policies on substance misuse, attendance, equal opportunities, anti-bullying, pupil behaviour, Keeping Children Safe in Education 2021, Working Together to Safeguard Children 2018, and pastoral care. It should be read with regard to the Prevent Duty 2015 and Guidance for Safer Working Practice for Those Working with Children and Young People in Education Settings 2019.*

*This policy is a whole school policy and as such applies to the EYFS.*

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## NAMED STAFF AND CONTACTS

- Designated Senior Lead for Child Protection & Safeguarding including EYFS : Rachel Strong (Deputy Head Pastoral): [strongr@leicestergrammar.org.uk](mailto:strongr@leicestergrammar.org.uk); 0116 2591950
- Deputy Designated Senior Lead for Child Protection& Safeguarding: David Fulton (Deputy Head Academic): [fultond@leicestergrammar.org.uk](mailto:fultond@leicestergrammar.org.uk) 0116 2591950
- Deputy Designated Senior Lead for Child Protection& Safeguarding: Sophia Ashworth-Jones (Headteacher LGJS): [ashworthjones@leicestergrammar.org.uk](mailto:ashworthjones@leicestergrammar.org.uk); 0116 2591950 (subject to training requirements)
- Designated Teacher for Children in Care: Rachel Strong (Deputy Head Pastoral) [strongr@leicestergrammar.org.uk](mailto:strongr@leicestergrammar.org.uk) 0116 259 1950
- Nominated Safeguarding Trustee: Dr Susan Hadley & Steven Gastowicz (Chair of Trustees); 0116 2591900

### Head of Service - Safeguarding Improvement and Quality Assurance

Hayley Binley 0116 3057566 / 07538562293

#### Allegations Manager/LADO:

Kim Taylor/Lovona Brown  
0116 305 7597

#### Safeguarding Development Officers

Simon Genders 0116 305 7750  
[simon.genders@leics.gov.uk](mailto:simon.genders@leics.gov.uk)  
Ann Prideaux 0116 305 7317  
[ann.prideaux@leics.gov.uk](mailto:ann.prideaux@leics.gov.uk)

#### First Response Children's Duty ( Tier 4 Same -day referrals) Tel: 0116 305 0005

E-mail: [childrensduty@leics.gov.uk](mailto:childrensduty@leics.gov.uk)

Address: First Response Children's Duty  
Room 100b,  
County Hall, Championship Way  
Glenfield LE3 8RF

#### All other referrals including Early Help (Child and Family Wellbeing) Service

<https://lrsb.org.uk/childhood>

**First Response Advice Line** (to be used by DSL only) Tel: 07966 111058

**Early Help – Queries and Consultation Line:** 0116 3058727

**Local police force (non-emergency/report FGM):** 101

## 1. INTRODUCTION

1.1 Leicester Grammar Junior School fully recognises the contribution it can make to protect children and support pupils in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive environment. We encourage children to talk about their worries and to report their concerns to us. The pupils' welfare is of paramount importance. Safeguarding and promoting the welfare of children is everyone's responsibility.

1.2 This policy is consistent with:

- the legal duty to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002 [or section 157 of the Education Act 2002 for independent schools and academies]  
the statutory guidance *Keeping Children Safe in Education (September 2021) (KCSIE)* and *Working Together to Safeguard Children -(2018) (WT)*

*The Statutory Framework for EYFS*

- the Leicestershire and Rutland Safeguarding Partnership – Multi -Agency Safeguarding Arrangements and [www.northamptonshirescb.org.uk](http://www.northamptonshirescb.org.uk) which contain the procedures and guidance for safeguarding children.

1.3 There are four main elements to our Safeguarding/Child Protection Policy:

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

1.4 This policy applies to all staff, volunteers, Trustees and visitors to the school. We recognise that child protection is the responsibility of all adults within our School and child protection is addressed in all recruitment interviews. We will ensure that all parents and other working partners are aware of our safeguarding policy by mentioning it in our school prospectus, including the policy on our website, displaying appropriate information in our reception and by raising awareness at initial meetings with parents as appropriate.

### 1.5 Extended School Activities

Where the Board of Trustees provides services or activities directly under the supervision or management of school staff, the school's arrangements for child

protection will apply. Where services or activities are provided separately by another body, the Board of Trustees and member of staff responsible will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children (inspecting these where needed) and that there are arrangements to liaise with the school on these matters where appropriate. Safeguarding requirements will be included in any lease or hire agreement as a condition of use; and any failure to comply will lead to termination of the agreement.

## **2. SAFEGUARDING COMMITMENT**

2.1 For the purposes of this policy, safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

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

2.3.1 Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- Ensure that children's wishes and feelings are taken into account when determining what actions to take and services to provide and that they are able to express their views and give feedback. We will always act in the best interests of children;
- Ensure that children know that there are adults in the School whom they can approach if they are worried or are in difficulty;

Included in the curriculum are activities and opportunities for PSHE/Citizenship/Relationships Education, Relationships and Sex Education and Health Education which equip children with the skills they need to stay safe from abuse (including online and other contexts children are in), and to know to whom they can turn for help;

- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out and recorded on the single central record for new staff and volunteers

who will work with children, including identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in school (s. 128) etc. See KCSIE 2021 Part 3

## **2.4 Safeguarding in the Curriculum**

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

- Bullying, including Cyberbullying
- Drugs, alcohol and substance misuse, including awareness of County Lines and the Criminal Exploitation of children
- E Safety / Internet safety/ online safety (included in Computing curriculum)
- Stranger danger
- Fire and water safety
- Personal safety
- Road safety
- Domestic Abuse
- Healthy relationships/consent
- (So-called) Honour based abuse issues, eg forced marriage, FGM (see appendix 8)
- Coping with pressure
- Disability
- Sexual exploitation of children (CSE), including cybercrime
- Child criminal exploitation (CCE)
- Preventing Extremism and Radicalisation (see Appendices 5 and 6)

Please see Appendix 9 with an overview of the PHSE curriculum

## **3 ROLES AND RESPONSIBILITIES**

### **3.1 General**

All adults working with or on behalf of children have a responsibility to safeguard and promote their welfare. All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially sections 17 (children in need) and 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the School.

The names of the Designated Safeguarding Leads are listed at the start of this document.

All staff have been made aware of the different types of child abuse and specific safeguarding issues as indicated in the *Keeping Children Safe in Education (2021)* document.

### 3.2 Roles and responsibilities of the Board of Trustees

In accordance with the Statutory Guidance *Keeping Children Safe in Education, September 2021*, and the Independent Schools Standards regulations on recruitment, the Board of Trustees will ensure the following:

- The School has its own child protection/safeguarding policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly and is available on the School website.
- The School operates safer recruitment practices, including a standard application form, appropriate use of references, verification of qualifications and DBS checks on new staff and volunteers. Gaps in applicant's employment history will be followed up and also if the applicant's last school is not given as a point for references. Furthermore, the Headteacher, a nominated Trustee and both Deputy Heads have undertaken Safer Recruitment Training and Assessment, which is refreshed every 5 years.
- There are procedures for dealing with safeguarding concerns (including low-level concerns) and allegations of abuse against members of staff and volunteers. See Appendix 2 and the Low Level Concerns Policy.
- There is a senior member of the School's leadership team who is designated to take lead responsibility for dealing with child protection (the "Designated Safeguarding Lead") and that there is always cover for this role with appropriate arrangements for before/after school and out of term time activities. There is also a nominated Trustee with specific responsibility for Safeguarding.
- The Designated Safeguarding Lead and deputies undertake effective Local Authority training (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) using safeguarding briefings etc.
- The Headteacher, and all other staff and volunteers who work with children (including early years practitioners within any settings on the school site) undertake appropriate training which is regularly updated at least annually (and more comprehensively, every three years in compliance with Safeguarding Children Partnership protocol); and new staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities (including this Policy, Part 1 of Keeping Children Safe in Education (or Annex A if appropriate), the staff behaviour policy (code of conduct), the pupil Behaviour Policy and how to respond to children who go missing from education). The Local Authority induction leaflet, "Safeguarding in Education Induction – Child Protection Information, Safer Working Practice" will be used as part of this induction and Annex B from KCSIE 2021 is provided to all staff working directly with children.
- Any deficiencies or weaknesses brought to the attention of the Board of Trustees will be rectified without delay. Contact can be made with the Trustees via either Dr Susan Hadley who is the Trustee responsible for Safeguarding or the Chair directly. Contact details are displayed on the noticeboard in the Staff Room ([chair@leicestergrammar.org.uk](mailto:chair@leicestergrammar.org.uk), [hadleys@leicestergrammar.org.uk](mailto:hadleys@leicestergrammar.org.uk))

- The Chair of Trustees (or, in the absence of a Chair, the Vice Chair) deals with any safeguarding concerns or allegations of abuse made against the Headteacher, in liaison with the Local Authority Allegations Manager (LADO).
- Effective policies and procedures are in place and updated annually including a behaviour 'code of conduct' for staff and volunteers Guidance for Safer Working Practice for those who work with children in education settings May 2019" (supplemented where necessary by the COVID-19 Addendum April 2020). Information is provided to the Local Authority (acting on behalf of the Safeguarding Children Partnership) through the Annual Safeguarding Return
- There is an individual member of the Board of Trustees (Dr Susan Hadley) who will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated Safeguarding Lead, and provide information and compliance/monitoring reports to the Board of Trustees.
- The School contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children (2018)* including providing a co-ordinated offer of Early Help for children who require this. This Early Help may be offered directly through school provision or via referral to an external support agency. Safeguarding arrangements take into account the procedures and practice of the local authority and the Leicestershire and Rutland Safeguarding Children Partnership.

### 3.3 Headteacher

The Headteacher of the School will ensure that:

- The policies and procedures adopted by the Board of Trustees are effectively implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified to the Local Authority Allegations manager (LADO), where the threshold is met. The School will act in accordance with any advice given by the LADO and will not investigate allegations or inform any individuals without the LADO's consent.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner. The NSPCC whistle blowing helpline number is also available (0800 028 0285).
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children's Social Care (Children and Family Specialist Services) or the Police



### 3.4 Designated Senior Lead for Safeguarding

The Designated Safeguarding Lead (or a Deputy) will always be available for staff to discuss any safeguarding concerns. The responsibilities of the DSL are found in Annex C of *Keeping Children Safe in Education*. The DSL is a senior member of staff and the role is explicit in their job description. Responsibilities include:

**Managing referrals** – to the local authority children’s social care, to the Channel programme, to the DBS for staff dismissed for safeguarding concerns (as required), to the Police where a crime have been committed.

**Working with others** – to act as a source of support and advice, to act as a point of contact for safeguarding partners, to liaise with the headteacher or Principal about issues especially to do with ongoing enquiries under section 47 of the Children Act 1989 and police investigations, to liaise with staff when deciding to make a referral to relevant agencies so that children’s needs are considered holistically, to liaise with the senior mental health lead, to promote supportive engagement with parents and carers, to take the lead in promoting educational outcomes for children in need and those with a social worker, to liaise with the Board of Trustees and the Local Authority on any deficiencies brought to the attention of the Board of Trustees and how these should be rectified without delay.

**Information sharing and managing safeguarding files** – keeping files confidential, secure and up to date, in a separate file for each child, including a clear and comprehensive summary, detailing how the concern was followed up and resolved, with a note of actions, decisions and the outcome, sharing information as required to safeguard children and transferring records and other relevant information to the new school within 5 days or in advance if necessary.

**Raising awareness** – ensuring each member of staff and volunteer understands the safeguarding policy which is reviewed at least annually, making it available publicly, ensuring staff have access to relevant training and induction, promoting educational outcomes by sharing relevant information about vulnerable children.

**Training, knowledge and skills** – to undergo DSL training every two years (updating at least annually via bulletins etc) and to attend Prevent awareness training in order to understand the assessment and referral processes, to contribute effectively to child protection conferences, including the importance of sharing information, to understand the lasting impact that adversity and trauma can have on children and how to respond to this, to be alert to children with specific needs eg SEND, those with health conditions and young carers, to understand the unique risks associated with online safety.

**Providing support to staff** – to help them to feel confident on welfare, safeguarding and child protection matters, to provide support in the referral process if required and help them to understand that safeguarding and educational outcomes are linked.

**Understanding the views of children** – encouraging a culture of listening to children and taking account of their wishes and feelings in measures taken to protect them and understanding the difficulties children may have in approaching staff about their circumstances.

**Holding and sharing information** – sharing with safeguarding partners, other agencies and professionals and transferring records between schools and colleges in accordance

with the data protection legislation, keeping detailed, accurate and secure written records and understanding the purpose of this.

#### **4. RECORDS, MONITORING AND TRANSFER**

- 4.1 Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the School Records of concerns should be added to CPOMS which will immediately and automatically alert the DSL and DDSL. Records may also be handwritten or typed, signed (possibly electronically) and dated and passed immediately to the DSL or a Deputy. The DSL will scan the concern and add it to CPOMS. The original copy will be kept in a secure and confidential safeguarding folder. The DSL is responsible for such records and for deciding at what point these records should be passed over to other agencies (in accordance with the Data Protection Act 2018 and GDPR principles).
- 4.2 Records relating to actual or alleged abuse or neglect are stored on CPOMS, but apart from normal pupil or staff records. Normal records sometimes have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.
- 4.3 Child protection records are stored securely on CPOMS or in a locked safeguarding cabinet, with access confined to specific staff, the DSL (and relevant Deputies), and the Headteacher. Records are kept for all time.
- 4.4 Child protection records are reviewed regularly, usually weekly during term time by the DSL who generates a CPOMS report to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon. A case file chronology, summarising case activity and significant events in the child's life helps to enable effective monitoring and is available via CPOMS for each pupil. There is an additional electronic safeguarding log detailing all referrals. This is held within a restricted area and is only accessible to the Designated Safeguarding Lead and relevant Deputies. Any actions taken are clearly indicated, both on CPOMS and the electronic log.
- 4.5 When children transfer school their safeguarding records are also transferred within 5 days of them starting. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Senior Lead in the receiving school, with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. A password protected case file can be generated and transferred using CPOMS. Where a child needs specific ongoing support relevant information will be transferred prior to the child arriving at their new school. In the event of a child moving out of area and a physical handover not being possible then the most secure method should be found to send the confidential records to a named Designated Senior Lead and a photocopy kept until receipt is confirmed. Files requested by other agencies e.g. Police, court, social services should be copied.

## **5. SUPPORT TO PUPILS AND SCHOOL STAFF**

### **5.1 Support to pupils (including those about whom there are mental health concerns)**

Our School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way and that this is likely to adversely impact their mental health and emotional well-being. Children may be vulnerable because, for instance, they have an allocated social worker, have a disability, are in care, a care-leaver of previously looked after, or are experiencing some form of neglect. It is therefore important that staff recognise that mental health concerns can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are well-placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. For such children school may be one of the few stable, secure and predictable components of their lives. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken, following this policy and speaking to the DSL or a deputy. Our school seeks to remove any barriers that may exist in being able to recognise abuse or neglect in pupils with Special Educational Needs or a disabilities or physical health issues. We will seek to provide such children with the necessary support to build their self-esteem and confidence, helping them to secure the very best educational outcomes they are able to achieve. The context in which safeguarding incidents and/or behaviours occur, whether in school or within or outside the home (including online), will be considered by staff, particularly the DSL and Deputy DSLs, the school nurse and the Head of Learning Support. Any associated threats or risks will be included in assessments and relevant information included in referrals to Children's Social Care (this is known as contextual safeguarding). General indicators of abuse and neglect (from Part 1 of the statutory guidance) are also included in Appendix 9 of this policy and further information about specific forms of abuse are contained within Appendix B of the statutory guidance, KCSIE 2021 .

### **5.2 Peer on peer/child on child abuse**

LGJS recognises that children sometimes display harmful behaviour themselves and that even if there are no reports, it may still be happening. Incidents or allegations will be referred on for appropriate support and intervention. Such abuse is unacceptable and will not be tolerated at all or passed off as "banter", "just having a laugh" or "part of growing up". This abuse could, for example, include sexual violence and sexual harassment, upskirting, initiation/hazing type violence, all forms of bullying, abuse in intimate relationships between peers, consensual and non-consensual sharing of indecent images, causing someone to engage in sexual activities without consent and physical violence (eg hitting, kicking, shaking, biting, hair pulling, etc). This may be

experienced by both boys and girls, however girls are more likely to be the victims and boys perpetrators. There are a number of school and local authority or Safeguarding Children Partnership guidance documents and policies which detail the school's procedures to address and minimise these concerns including: the Behaviour Policy, Anti-bullying Policy, E-safety/Online Safety Policy, "Guidance for schools working with children who display sexually abusive behaviour" (Leicestershire LA Guidance) and the DfE guidance 'Sexual violence and sexual harassment between children in schools and colleges' and Part 5 of KCSIE 2021. The PSHE curriculum includes teaching children to recognise and deal with peer on peer/child on child abuse. A curriculum overview is in Appendix 9. Children will be encouraged to report to a trusted adult in school and all incidents of peer on peer abuse wherever it may have happened and will be taught about alternative ways of doing this, both in school and elsewhere, for example by using Worry Monster. They will always be taken seriously and never given the impression that they are creating a problem by reporting their concern or be made to feel ashamed.

Where an incident has occurred or specific risks are identified the details will be added to a safeguarding or behaviour record for the children concerned and a thorough investigation conducted by the DSL. A written risk assessment will be undertaken by the DSL in order to minimise the risk of further harm and to ensure the safety of all staff and pupils. Parents or carers of the children involved will be informed as soon as it is appropriate to do so. Support will be written and help offered, by different adults in school (to avoid a conflict of interest) to the alleged victim, the child or young person accused and any other children involved. A referral to any outside agency will be made eg Police/Social Care. Detailed procedures are included in the linked school policies mentioned above. Cases of peer on peer abuse will be recorded centrally on the behaviour and bullying log and the sanctions log by the DSL or the Headteacher and will be noted on CPOMS.

The following steps will be taken to minimise the risk of peer on peer abuse:

- Staff training to ensure an understanding of what it is and how to recognise signs
- Promotion of a supportive environment by teaching about acceptable and unacceptable behaviours (including online) in both assemblies, form times, and in the wider curriculum, including PSHE lessons
- Clear procedures in place to govern the use of mobile phones in school.
- Appropriate staff supervision of pupils and identification of locations around school and times of the school day which may present more risk to pupils.

### **5.3 Online safety**

LGJS recognise that technology is a significant component in many safeguarding and well-being issues and that children are at risk of abuse online as well as face to face. Some children may use mobile and smart technology. Whilst at school and outside of school, to sexually harass their peers, share indecent images (consensually and non consensually) and view and share pornography and other harmful content. Many children have unrestricted access to the internet via their mobile phones and our school policies describes the rules governing their use in school. The online safety policy also sets out the school's response to incidents which may involve one or more of the four

areas of risk – content, contact, conduct and commerce. Online safety is a consideration running throughout planning and implementation of all relevant policies and procedures

Staff will always respond if informed that children have been involved in sharing indecent images. The DfE guidance 'Sharing nudes and semi-nudes; advice for education setting working with children and young people' Dec 2020 will be used to guide the school's response on a case by case basis.

The key points for staff being:-

- Report immediately to the DSL
- Never view, copy, print, store or save the imagery, or ask a child to share or download – THIS IS ILLEGAL.
- If you have already viewed the imagery by accident (e.g. if a young person has already shown it to you before you could ask them not to) report this to the DSL and seek support.
- Do not delete the imagery or ask the young person to delete it
- Do not ask the child/children or young person(s) involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- Do not share information about the imagery with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say anything to blame or shame any young person involved
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

#### **5.4 Sexual violence and sexual harassment**

Sexual violence refers to sexual offences as described under the Sexual Offences Act 2003 including rape and sexual assault. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline and may include sexual name-calling, taunting or "jokes" and physical behaviour, for example, deliberately brushing against someone or interfering with clothes. Upskirting is also a criminal offence (under the Voyeurism (Offences) Act 2019) and typically involves taking a picture under a person's clothing (not necessarily a skirt) without them knowing in order to obtain sexual gratification or to cause humiliation, distress or alarm (anyone of any gender can be a victim). Evidence shows that girls, children with SEND and LGBT children are more likely to be the victims of sexual violence and harassment and boys are more likely to be the perpetrators. However sexual violence and sexual harassment can occur between children of any gender.

Following a report of sexual violence School will follow the DfE guidance 'Sexual Violence and Sexual Harassment Between Children in Schools and Colleges Sept 2021'. Relevant staff will liaise with children's social care, police and parents as appropriate. The wishes of the victim should be considered and staff should always act in the best interests of the child. School will offer support to both the alleged victim(s) and child(ren) accused. Parents will be involved in discussions about the format this support will take. Sexual violence and sexual harassment is not acceptable and will not be tolerated.

## Curriculum

Planned PSHE and Relationships Education, Relationships and Sex Education and Health Education (Using the Jigsaw scheme) will include personal privacy, respect and consent so that children have a better understanding of how to behave towards their peers, including online. This will be taught alongside other safeguarding issues as set out in the DfE statutory guidance “Relationships Education, Relationships and Sex Education (RSE) and Health Education”. This will be appropriate to pupil’s age and stage of development. It will also be underpinned by the school’s behaviour policy and pastoral support system

### 5.5 Children Missing (including absence from school)

LGJS recognises the entitlement that all children have to education and will work closely with the local authority to share information about pupils who may be missing out on full time education or who go missing from education. The local authority will also be informed where children are to be removed from the school register a) to be educated outside the school system; b) for medical reasons; c) because they have ceased to attend; d) because they are in custody; e) because they have been permanently excluded. We also recognise that when children go missing this is a sign that they may have been targeted by perpetrators of Child Sexual Exploitation and/or drug related criminals (County Lines). Children may also be groomed into participating in other forms of criminal exploitation including cybercrime, serious violence and violent crime. Children who attend an alternative education provision or who have an agreed reduced timetable are more likely to be vulnerable to these forms of exploitation.

It is the practice at LGJS to hold more than one contact number for each pupil.

### 5.6 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Child Sexual Exploitation and Child Criminal Exploitation are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. CSE and CCE can affect both males and females and can include children who have been moved (trafficked) for the purpose of exploitation. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted – exploitation, as well as being physical, can be facilitated and/or take place online. CSE can include 16 and 17 year olds who can legally consent to sex but may not realise that they are being exploited, e.g. they believe they are in a genuine romantic relationship.

A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point or are targeted by criminals involved in the illegal supply of drugs (County Lines) and serious violent crime. 'County Lines' involves drug networks or individuals exploiting children and young people into carrying drugs and money between cities, towns and villages. Serious violent crime can be associated with this form of criminal activity together with child sexual exploitation. Children may also be exploited into committing cybercrime or money laundering offences and organised criminal groups or individuals may exploit children and young people with enhanced computer skills to access digital networks and/or data for criminal and financial gain. Children with bank accounts may be persuaded to allow criminals to use their banking facilities to launder money. CCE can also involve working in cannabis factories, shoplifting or pickpocketing and may involve coercing children to commit vehicle crime or serious violence towards others. It is important to note that the experience of girls can be very different to that of boys, but girls are also at risk. Criminal exploitation of children is a form of harm that can affect children in both a physical environment and online. Staff training includes raising awareness of this issue and any concerns are passed to the DSL who will make a risk assessment and refer to Local Authority First Response Children's Duty if appropriate.

## **5.7 Serious violence**

Serious violence is associated with a number of risk indicators in children, including increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, signs of assault or unexplained injuries. Staff will be made aware of these and of the other risk factors which increase the likelihood of involvement in serious violence, including being male, having been frequently absent or permanently excluded from school, having experience child maltreatment and having been involved in offending such as theft or robbery. Staff training will raise awareness of these risks and any concerns will be passed to the DSL to coordinate a safeguarding response.

## **5.8 So-called 'honour-based' abuse**

Honour-based abuse encompasses crimes which have been committed to protect or defend the so-called "honour" of the family and/or the community, including Female Genital Mutilation (FGM) (see below), forced marriage (this is a crime in England), and practices such as breast ironing. All forms of so called Honour Based Abuse are abuse (regardless of the motivation) and concerns will be passed to the DSL for onward referral as required.

### **Female Genital Mutilation.**

Section 5B of the Female Genital Mutilation Act 2003 and section 74 of the Serious Crime Act 2015 places a mandatory duty on teachers along with social workers and

healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18 or where a girl discloses that she has undergone FGM. The school's response to FGM will take into account the government guidance, "Multi-agency statutory guidance on female genital mutilation" updated October 2018. Staff will also follow the established safeguarding procedure by reporting any such concerns to the Designated Safeguarding Lead and a report must also be made to the Police.

There will be a considered safeguarding response towards any girl who is identified as being at risk of FGM (e.g. there is a known history of practising FGM in her family, community or country of origin) which may include sensitive conversations with the girl and her family, sharing information with professionals from other agencies and/or making a referral to Children's Social Care. If the risk of harm is imminent there are a number of emergency measures that can be taken including police protection, an FGM protection order and an Emergency Protection Order.

### **5.9 Modern Slavery and Human Trafficking**

Modern slavery and human trafficking can take on many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Children may be trafficked into the UK from abroad or moved around the country. Staff need to be aware of indicators which include, but are not limited to, neglect, isolation, poor living conditions, having few personal belongings and a lack of trust and reluctance to seek help. Staff will refer any concerns to the DSL without delay who will take action and also refer victims to the National Referral Mechanism ([www.gov.uk](http://www.gov.uk))

### **5.10 Private Fostering Arrangements**

Where a child under 16 (or 18 with a disability) is living with someone who is not their family or a close relative for 28 days or more, staff inform the DSL so that a referral to Children's Social Care for a safety check can be made. (A close relative includes step-parent, grandparents, uncle, auntie or sibling).

### **5.11 Complaints and concerns**

Complaints or concerns raised by parents or pupils will be taken seriously and followed up in accordance with the school's complaints procedure.

LGJS recognises that listening to children/young people is an important and essential part of safeguarding them against abuse and neglect. To this end any expression of dissatisfaction or disquiet in relation to an individual child/young person will be listened to and acted upon in order to safeguard his/her welfare. We will also seek to ensure that the parent or individual child/young person who makes a complaint is informed not only about the action the school will take but also the length of time that will be required to resolve the complaint.

### **5.12 Support for Staff**

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or



from another adult, that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the DSL about the support they require. The DSL should seek to arrange the necessary support.

## **6. WORKING WITH PARENTS/CARERS**

The school will:

- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the safeguarding policy which is published on the School Website and referred to in the school prospectus.
- Undertake appropriate discussion with parents/carers and seek necessary consent prior to involvement of Children & Family Services (Children's Social Care) or another agency, unless to do so would place the child at risk of harm or compromise an investigation.

## **7. OTHER RELEVANT POLICIES**

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

- Pupil Behaviour Policy
- Staff Code of Conduct
- Anti-Bullying (including Cyberbullying and racist incidents)
- Physical Interventions/Restraint (DfE Guidances "Use of Reasonable Force" and "Screening, searching and confiscation")
- Special Educational Needs & Disability
- Trips and Visits
- Volunteers in school
- First Aid and the Administration of Medicines
- Health and Safety
- Relationships Education, Relationships and Sex Education and Health Education, included in PSHE (Jigsaw)
- E-Safety
- Site Security
- Equal Opportunities
- Toileting/Intimate care
- Computing and Acceptable Use Policy
- Extended school activities
- Recruitment

The above list is not exhaustive but when undertaking development or planning of any kind the school needs to consider the implications for safeguarding and promoting the welfare of children.

## **8. RECRUITMENT AND SELECTION OF STAFF (also refer to the Safer Recruitment Policy)**

- 8.1 The school's safer recruitment processes are based on the statutory guidance: *Keeping Children Safe in Education September 2021, Part Three: Safer Recruitment*.
- 8.2 The school will provide all the relevant information in references for a member of staff about whom there have been safeguarding concerns ie about child protection / inappropriate conduct. Cases in which an allegation has been unsubstantiated, unfounded, false or malicious will not be included in employer references. A history of repeated safeguarding concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.

The School complies with the Independent Schools Standards regulations on recruitment

- 8.3 The School has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the code of conduct for adults working with children. A DBS check is obtained for all volunteers and they are handed a safeguarding leaflet upon arrival. The Leicestershire County Council Induction Leaflet is given to all staff and is the basis of the safeguarding induction.
- 8.4 In line with statutory requirements, every recruitment process for school staff will have at least one member (teacher or Trustee) who has undertaken safer recruitment training either online or by attending the local authority one day training course.
- 8.5 Staff and volunteers who provide early years or later years childcare and any managers of such childcare are covered by the disqualification regulations of the Childcare Act 2006 and are required to declare relevant information - see statutory guidance: Disqualification under the Childcare Act 2006 (last updated August 2018).

## **9. EXTERNAL PROVISION**

- 9.1 At LGJS there are external providers (eg catering and cleaning companies, specialist coaches).
- 9.2 The School has written confirmation from these providers that appropriate safeguarding checks have been carried out on individuals working on the premises.

## **SAFEGUARDING TRAINING**

This details all recent safeguarding training for staff at LGJS:-

DSL Training: R Strong (valid until Oct 2022,); D Fulton ( valid until January 2022– Training by LSCB (Simon Genders ) S Ashworth-Jones (training pending)

Safeguarding Training including Prevent: All LGJS staff (31 August 2021 ) – Training by LSCB

Safer recruitment Training: R Strong (Jan 2021) – National College; D Fulton (April 2016) – NSPCC On line Course

Channel General Awareness Training: All LGJS staff (Jan 2016) – ncalt on line course

Operation Encompass Training: R Strong, (June 2019)

Advanced Certificate in Safeguarding for DSLs (National College) R Strong January 2021

Advanced certificate in the Role of the Senior Mental Health Lead (National College) R Strong January 2021

KCSIE 2021 – Understanding the Changes (National College) R Strong July 2021

Online Safety Course for DSLs ((National Online Safety) R Strong March 2021

## Appendix 1

### PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD

#### CONTENTS

<b>A</b>	<b>General</b>	
<b>B</b>	<b>Individual Staff/Volunteers/Other Adults - main procedural steps</b>	
<b>C</b>	<b>Designated Senior Person for Child Protection – main procedural steps</b>	

#### **A. GENERAL**

1. The Leicestershire and Rutland Safeguarding Children Partnership Procedures contain the inter-agency processes, protocols and expectations for safeguarding children. (Available on website [www.lrsb.org](http://www.lrsb.org) : The Designated Safeguarding Lead (DSL) is expected to be familiar with these, particularly the indicators of abuse and neglect and the referral processes.
2. It is important that all parties act swiftly and avoid delays.
3. Any person may seek advice and guidance from the First Response Children's Duty Professionals Consultation Line, particularly if there is doubt about how to proceed. Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies. If in exceptional circumstances the DSL or deputy is not available, this should not delay appropriate action being taken.
4. A record, dated (including the day and time) and signed must be made to what has been alleged, noticed and reported, and kept securely and confidentially in the child protection/safeguarding files on CPOMS. CPOMS will automatically record the day and time an entry is added, please ensure that this is consistent with the day and time of the disclosure.
5. In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents' knowledge and consent to the referral are expected, unless there is reason for this not being in the child's interest. However, there will be circumstances when informing the parent/carer of a referral that might put the child at risk and/or undermine Police enquiries, and in individual cases advice from First Response Children's Social Care will need to be taken.

## **B. INDIVIDUAL STAFF/VOLUNTEERS/OTHER ADULTS – MAIN PROCEDURAL STEPS**

1. 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. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.

Listen carefully to the child, being non judgemental and clear about boundaries. Prompt only as necessary with open ended questions – where, when, what etc

2. As soon as possible write a dated (including the day), timed and signed note of what has been disclosed or noticed, said or done and report to the DSL. The notes can become part of a statutory assessment by children’s social care and/or part of a criminal investigation and must only report facts and no personal opinions. Notes should be stored on CPOMS in the safeguarding/child protection files.

Where the disclosure involves an online element be aware of online safety and do not view or forward illegal images of a child. (UKCCIS Sexting advice and Searching, Screening and Confiscation advice for schools are available online)

3. If the concern involves the conduct of a member of staff or volunteer, a visitor, a Trustee, a trainee or another young person or child, the Headteacher must be informed. The concern should not be discussed with the member of staff involved.
4. If the safeguarding concern or allegation is about the Headteacher, the information should normally be passed to the Chair of Trustees, or failing that to the Local Authority Allegations Manager (LADO), without informing the Headteacher.
5. If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

## **C. DESIGNATED SAFEGUARDING LEAD– MAIN PROCEDURAL STEPS**

1. Begin an individual case file for each child involved which will hold a record of communications and actions to be stored securely (see section on Records and Monitoring). Include a chronology of case activity. The case file will be stored on CPOMS, although handwritten notes will be scanned to CPOMS and originals will be stored in the secure safeguarding cabinet accessible only to the DSL and deputies.
2. Where initial enquiries do not justify a referral to the investigating agencies inform the initiating adult and monitor the situation, managing it internally through pastoral support processes. If in doubt, seek advice from First Response professional consultation line.
3. Share information confidentially with those who need to know.
4. Where there is a child protection concern requiring immediate, same day, intervention from Children’s Social Care the First Response Children’s Duty should be contacted by phone (contact the local authority Children’s Services where the child lives). Written

confirmation should be made within 24 hours on the Multi-Agency Referral Form to Children's Social Care (see link <http://lrsb.org.uk/childreport>). All other referrals should be made using the online form at the same link. The First Response Children's Duty Team Managers are available for advice to the DSL. The DSL and deputies have the relevant contact numbers for this. Numbers are also at the front of this document.

5. If the concern is about children using harmful sexual behaviour, also refer to the separate guidance, "Guidance for schools working with children who display harmful sexual behaviour" (Leicestershire LA Guidance).
6. If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
7. Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from First Response Professionals Consultation line (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker takes responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child unless there are current legal restrictions in force (e.g. a restraining order). If there are clear signs of physical risk or threat First Response Children's Duty should be updated and the Police should be contacted immediately.

## Appendix 2

### **PROCESS FOR DEALING WITH SAFEGUARDING CONCERNS OR ALLEGATIONS AGAINST STAFF (INCLUDING HEADTEACHERS), SUPPLY TEACHERS, VOLUNTEERS AND CONTRACTORS**

These procedures should be followed in all cases in which there is an allegation or safeguarding concern that a person working with children has:

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

There is also a school “Low-level concerns policy” which should be followed if the concern does not meet the allegations threshold above or is not considered serious enough to make a referral to the LADO. If in doubt speak to the Headteacher, who will decide whether the allegation meets the threshold.

Relevant documents:

- DFE Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2021: (Part 4: Allegations made against/concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors)

#### **1. Individual Staff/Volunteers/Other Adults who receive the allegation:**

- i. Write and sign a dated (including day) and timed note of what has been disclosed or noticed, said or done.
- ii. Report immediately to the Headteacher.
- iii. Pass on the written record.
- iv. If the allegation or safeguarding concern is about the conduct of the Headteacher, report immediately to the Chair of Trustees without informing the Headteacher. Pass on the written record. (If there is difficulty reporting to the Chair of Trustees, contact the Allegations Manager (LADO), Safeguarding and Improvement Unit as soon as possible.)

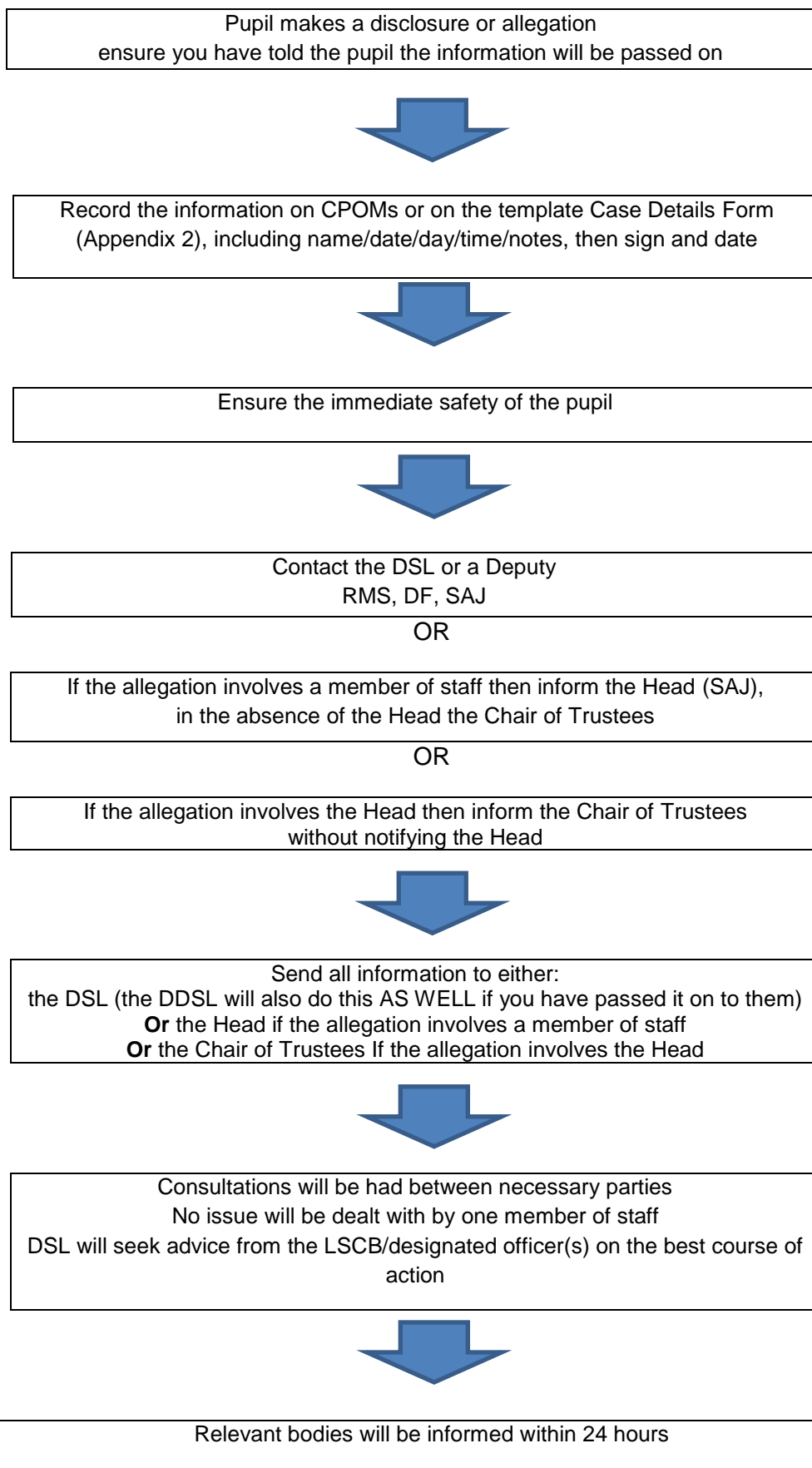
#### **2. Headteacher (or Chair of Trustees)**

- iv. If there is no written record, write and sign a dated and timed note of what has been disclosed or noticed, said or done.
- v. Before taking further action notify and seek advice from the Allegations Manager (LADO), Safeguarding and Improvement Unit on the same day.

- vi. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation at this stage.
- vii. Report to First Response Children's Duty if the Allegations Manager (LADO) advises or if circumstances require a referral concerning a child.
- viii. Ongoing involvement in cases:
  - Liaison with the Allegations Manager (LADO).
  - Co-operation with the investigating agency's enquiries as appropriate (including working closely with the employment agency, if there is one, in the case of supply teachers).
  - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.
  - Possible referral to the DBS or The Teaching Regulation Agency depending on the outcome.



## Procedure



**Notes:** Any member of staff can and should feel able to make a referral in line with advice in KCSIE.

If the issue involves the potential for serious harm the children's social care should be informed from the outset.

## Appendix 2 Case Detail Forms

Name	Class	
Details and date of incident (may include how evidence of concern was obtained, nature of possible abuse, child's explanation of possible abuse, include child's own words where possible)		
Signature	Name of member of staff	Date

## CHILD PROTECTION - CASE DETAILS FORM

Full name of child		Date of birth
Address		Home phone number
Name of mother	Name of father	Emergency contact
Contact details for mother	Contact details for father	Emergency contact details
Other children in household		
Name of GP	Name of social worker	
Contact details for GP	Contact details for social worker	

## LEICESTER GRAMMAR SCHOOL TRUST

### LEICESTER GRAMMAR JUNIOR SCHOOL

#### LOW LEVEL CONCERNS POLICY

*This is one of the policies concerned with safeguarding and pastoral care. It should be read with regard to the policies on safeguarding, anti-bullying, pupil behaviour, Keeping Children Safe in Education 2021, Working Together to Safeguard Children 2018, Guidance for Safer Working Practice for Those Working with Children and Young People in Education Settings May 2019, and pastoral care.*

*This policy is a whole school policy and as such applies to the EYFS.*

#### **1. Purpose of the Policy**

This policy sets out a framework whereby staff are expected to report concerns, no matter how small, about their own behaviour or that of another member of staff, volunteer, supply teacher, contractor or other person working in school.

Its purpose is to help create and embed a culture of openness, trust and transparency in which the clear values and expected behaviour set out in the “Guidance for safer working practice for those working with children and young people in education settings” (May 2019) (sometimes called the safeguarding code of conduct) are lived, monitored, and reinforced.

The policy should be read in conjunction with the current statutory guidance Keeping Children Safe in Education 2021 Part 4, Section 2

#### **2. Who does the policy apply to?**

This policy applies to all staff and other individuals who work or volunteer in school, including supply teachers and contractors.

#### **3. Definition of a low-level concern**

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

- is inconsistent with the “Guidance for Safer Working Practice” (May 2019), including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to make a referral to the LADO.

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

- being over friendly with children;
- having favourites;
- taking photographs of children on a personal device;
- 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.

#### **4. Reporting low-level concerns**

Where a low-level concern has been identified this will be reported as soon as possible to the head teacher. However, it is never too late to share a low-level concern if this has not already happened.

Where the head teacher is not available, the information will be reported to the Designated Safeguarding Lead (DSL) or Deputy (that is to say, the most senior member of SLT acting in this role).

Low-level concerns about the DSL will be reported to the headteacher and those about the headteacher will be reported to the Chair of Trustees ([chair@leicestergrammar.org.uk](mailto:chair@leicestergrammar.org.uk)).

Where the low-level concern has been reported to the DSL, they will inform the head teacher of the details as soon as possible.

#### **5. Recording low-level concerns**

A summary of the low-level concern should be written down, signed, timed, dated and shared by the person bringing the information forward.

Where concerns are reported verbally to the headteacher a record of the conversation will be made by the headteacher which will be signed, timed, and dated.

#### **6. Responding to low-level concerns**

Where a low-level concern has been raised this will be taken seriously and dealt with promptly. The head teacher will:

- Speak to the person reporting the concern to gather all the relevant information
- Speak to the individual about the concern raised to ascertain their response, unless advised not to do so by the LADO or Police (HR advice may also need to be taken).
- Where necessary further investigation will be carried out to gather all relevant information. This may involve speaking to any potential witnesses.
- The information reported and gathered will then be reviewed to determine whether the behaviour,
  - i) is consistent with the “Guidance for Safer Working Practice for Those Working with Children and Young People in Education Settings” (May 2019): no further disciplinary action will be required. Feedback will be given to both parties to explain why the behaviour was consistent with the “Guidance for Safer Working Practice”.

ii) constitutes a low-level concern: no further action is required, or additional training/guidance/support may be required to rectify the behaviour via normal day to day management processes. The employee should understand that failure to improve or a repeat of the behaviour may lead to further action being taken, e.g. either via the Performance Management Policy or Disciplinary Policy.

iii) is serious enough to consult with or refer to the LADO: a referral should be made to the LADO and advice taken from HR. In this case the school's Managing Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed.

iv) when considered with any other low-level concerns that have previously been raised about the same individual, should be reclassified as an allegation and referred to the LADO or Police: a referral should be made to the LADO and advice taken from HR. In this case the school's Managing Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed.

Records will be made of;

- i) all internal conversations including any relevant witnesses,
- ii) all external conversations eg with the LADO,
- iii) the decision and the rationale for it,
- iv) any action taken.

## **7. Can the reporting person remain anonymous?**

The person bringing forward the concern will be named in the written record. Where they request to remain anonymous this will be respected as far as possible. However, there may be circumstances where this is not possible e.g. where a fair disciplinary investigation is needed or where a later criminal investigation is required.

## **8. Should staff report concerns about themselves (i.e. self-report)?**

It may be the case that a person finds themselves in a situation which could be misinterpreted, or might appear compromising to others; or they may have behaved in a manner which on reflection they consider falls below the standard set out in the "Guidance for Safer Working Practice". In these circumstances they should self-report. This will enable a potentially difficult situation to be addressed at an early opportunity if necessary.

## **9. Should the low-level concerns file be reviewed?**

A list of low-level concerns will be held by the headteacher and this will be reviewed periodically, and whenever a new low-level concern is added, so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and referred to the LADO if required. A record of these reviews will be retained as part of the log.

## **10. References**

Low-level concerns will not be included in references unless a low-level concern, or group of concerns, has met the threshold for referral to the LADO and found to be substantiated.

## **11. What is the role of the Board of Trustees?**

The headteacher will report at least annually to the Board of Trustees about the implementation of the low-level concerns policy including any evidence of its effectiveness. The Safeguarding Trustee may also review an anonymised sample to ensure that these concerns have been handled appropriately.

## LEICESTER GRAMMAR SCHOOL TRUST

### LEICESTER GRAMMAR JUNIOR SCHOOL

## POLICY FOR THE USE OF MOBILE PHONES AND CAMERAS (INCLUDING EYFS)

To ensure the safety and welfare of the children in our care this policy outlines the protocol for the use of personal mobile phones and cameras in the school.

- Staff (including volunteers, visitors and contractors) working directly with children in a classroom situation must not use mobile phones to make or receive calls or to send or receive texts. In exceptional circumstances, permission to make or receive calls must be sought from the Headteacher.
- All staff must ensure that their mobile phones, personal cameras and recording devices are stored securely during working hours on school premises or when on outings, for example a desk drawer or handbag in a cupboard. This includes Lunchtime Supervisors, Aftercare Supervisors, volunteers, supply teachers, contractors and students.
- Mobile phones must only be used during a designated break and must not be used in any teaching area in school or within toilet or changing areas
- Only school equipment should be used to record classroom activities. Photos should never be sent to, or kept on, personal devices
- Staff must not use their personal mobile technology to take photographs or recordings of children anywhere within school grounds or on school trips, visits and sporting fixtures. Exceptions include parents using mobile phones to take photos or recordings during school events such as Sports Days, Class Assemblies and other special events when their own children are participating.
- Parents or carers are permitted to take photographs of their own children during a school production or event. Before the commencement of relevant activities all parents are reminded by the headteacher not to post photos of other people's children on social networking sites, e.g. Facebook, Instagram, Twitter.
- A school mobile phone will be carried by the trip leader on every school outing and to every off-site sporting fixture. Parents will be informed of the number when they give consent for their child to attend the trip (for emergencies only). All telephone contact with parents or carers must be made on the school phone and a note kept.
- Any images on the website, school social media sites or in the local press should not include full pupil names.
- All parents receive a copy of the 'Use of Pupil Images Policy' on joining the school and biannually after that. This policy asks them to give their consent to their child being photographed during school events. If a parent does not wish their child to appear in photographs which are circulated to a wider audience, they are asked to opt out in writing. A central list of pupils who are not to be included in photographs circulated on social media is kept on the common drive, in the folder Photographs Around School. It is updated by the DSL when new information is brought to her attention.



### **Pupil use of mobile phones**

- As a rule, pupils should not bring mobile phones to school. An exception to the rule is pupils travelling to and from school on a school bus. Parents of these pupils must apply in writing to the Headteacher seeking permission for their child to carry a mobile phone. The phone must remain in the teacher's drawer during the school day and will be returned to the child at the end of the day, before they board their bus.
- There may be other occasions when it is deemed necessary for pupils to carry a mobile phone and parents must seek permission from the Headteacher. These will be judged on a case by case basis
- Safe and appropriate use of mobile phones will be taught through the PSHE curriculum, including Warning Zone for Year 6. This will also include aspects of cyberbullying

### **Parents use of phones and cameras**

- Parents may use cameras and recording devices to record school events where appropriate. Prior to each event the Headteacher will remind parents about appropriate use of these images.

## Appendix 5

### EXTREMISM AND RADICALISATION

LGJS recognises the duties placed on us by the Counter Terrorism Bill (July 2015) to prevent our pupils being drawn into terrorism. These include:

- Assessing the risk of pupils being drawn into terrorism (See Appendix 5)
- Working in partnership with relevant agencies (including making referrals) under the Safeguarding Children Partnership procedures
- Appropriate staff training
- Appropriate online filtering

LGJS is committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism.

LGJS seeks to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islamist Ideology, Far Right / Neo Nazi / White Supremacist ideology etc. Concerns should be referred to the Designated Safeguarding Lead who has local contact details for the Prevent Engagement Team (Police) and Channel referrals. They will also consider whether circumstances require Police to be contacted urgently.

The School has adopted the Governments' definitions for the purposes of compliance with the Prevent duty:

**Extremism:** “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.”

**Radicalisation:** “the process by which a person comes to support terrorism and forms of extremism leading to terrorism”.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. In particular, outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to Channel (a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism).

*Prevent Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015)* notes the following:

“There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race / hate crime, lack of self-esteem or identity and personal or political grievances.”

Indicators that an individual is engaged with an extremist group, cause or ideology may include:

- spending increased time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- day to day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- attempts to recruit others to the group / cause / ideology;
- communications with others that suggest identification with a group / cause / ideology

Indicators that an individual has an intention to cause harm, use violence or other illegal means may include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social and political ills;
- using insulting or derogatory names or labels for another group;
- speaking about the imminence of harm from the other group and the importance of action now;
- expressing attitudes that justify offending on behalf of the group, cause or ideology;
- Condoning or supporting violence or harm towards others; or plotting or conspiring with others.”

### **Protocol for visiting speakers**

To safeguard all children and staff a named coordinator for the visitor/speaker is named to liaise. The coordinator will ascertain that all information communicated by the visitor/speaker is lawful and aligns to the values and ethos of the school and to British values. The coordinator will enter a record of checks on the visitor (Teachers Only/Common Drive). This records the date of visit, name of speaker/organisation, subject of talk, named coordinator, how we have heard about them and why we do not expect politically radicalised views to be expressed.

School safeguarding procedures apply and visiting speakers will be issued with a visitors badge to wear at all times and a leaflet which includes safeguarding information which they will be asked to familiarise themselves with.

The following paragraph outlines information to be verbally given to a visiting speaker by the coordinator:

*We are very grateful to have a wide range of visiting speakers coming to Leicester Grammar Junior School to share their thoughts, ideas and experiences. We would draw your attention to the following guidelines for all visiting speakers:*

- *Please be aware of the Christian Foundation on which the school is based*
- *Please be aware that as a school we are fully supportive of fundamental British values, which include democracy, the rule of law, individual liberty and mutual respect and a tolerance of those with different faiths and beliefs.*
- *Please understand that Leicester Grammar Junior School does not intend to offer a platform for individuals who might espouse racist, homophobic, sexist, ageist or extremist views or anyone who might be trying to incite young people to violence or extremism of any form.*

*Having said this, we welcome people of all backgrounds, ethnicities, beliefs and experiences and we look forward to hearing what you have to share with us.*

Visiting speakers must be accompanied at all times whilst they are on the school site. During the visit the coordinator must ensure that at least one LGJS member of staff is present throughout to monitor what is being said, ensuring it aligns with the values and ethos of the school and British values. In the unlikely event that the speech does not meet this requirement, immediate action must be taken by the member of staff to balance the information given and this must be reported to a SMT member immediately or as soon as possible after the visit.

### **Post speech/ visit evaluation**

The speech/ visit is evaluated by the organiser, if the visit/speaker not meet the needs of our pupils then this will be clearly communicated to the visiting speaker/institution. Thank you letters/emails are sent and travel expenses are reimbursed for all visiting speakers. These must be arranged by the organising member of staff who originally invited the speaker.

## APPENDIX 6

### Radicalisation and Extremism Risk Assessment

	Yes/No	Evidence
<b>Does the school have a policy?</b>	Yes	Safeguarding policy with section specifically addressing radicalisation. Cross reference with AUP and Anti Bullying policy. Also covered in PSHE, Relationships and SMSC Curriculum policies.
<b>Does the school work with outside agencies on radicalisation and extremism e.g. Channel?</b>	Not currently	We would if we had a concern raised. Channel is referred to in the Safeguarding policy.
<b>Have staff received appropriate training?</b>	Yes	Whole school training by County Safeguarding trainer in August 2021. Online module January 2016.
<b>Has the school got a trained Prevent lead?</b>	Yes	Deputy Head (Pastoral) /DSL
<b>Do staff know who to discuss concerns with? (DSL)</b>	Yes	This was mentioned at the Staff meeting on 31 <sup>st</sup> August 2021. Staff were reminded during training.
<b>Is suitable filtering of the internet in place?</b>	Yes	DSL discussed filtering with network manager and is assured that appropriate filters are in place. There is also a system which alerts the network manager to unsuitable searches and these are passed to the DSL and recorded on the safeguarding log
<b>Do children know who to talk to about their concerns?</b>	Yes	Class teacher as Initial Point of Contact. School nurse is available to all pupils
<b>Are there opportunities for children to learn about radicalisation and extremism?</b>	Yes	The PSHE Relationships Education, Relationships and Sex Education and Health Education curriculum (Jigsaw) provides a robust framework.
<b>Have any cases been reported?</b>	No	No referrals to date
<b>Are individual pupils risk assessed?</b>	No	Individual pupils would be assessed and monitored if suspicions were raised. When appropriate the concern would be reported to Channel.
<b>What factors make the school community potentially vulnerable</b>		Multi ethnic populations both within Leicester, Leicestershire and the school population itself.

<p><b>to being radicalised? (e.g. EDL local base, extreme religious views promoted locally, tensions between local communities, promotion of radical websites by some pupils/parents)</b></p>		
<p>Comment on the school's community, locality and relevant history.</p> <p>Co-educational independent school with no defined catchment area located in a rural location thus no major influence from local community groups. Diverse ethnic mix which reflects City and County ethnic diversity. Tiny proportion of first generation of migrants. Clear evidence of absolute integration amongst friendship groups throughout the school.</p>		
<p>Risk evaluation</p>	<p><b>Low</b></p> <p><b>Medium</b></p> <p><b>High</b></p>	<p>Way Forward</p> <p>Monitor influence of community groups.</p> <p>Monitor pastoral issues for trends in marginalization and isolation</p> <p>Well-being coordinator appointed to monitor relationships.</p>

Date completed 6<sup>th</sup> August 2021

Signed Rachel Strong

## Appendix 7

### TYPES OF TYPES OF ABUSE AND POSSIBLE SIGNS

Refer to Departmental advice 'What to do if you are worried a child is being abused – advice for practitioners'

Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

### RECOGNISING 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 feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as factitious illness by proxy or Munchausen syndrome by proxy.

### POSSIBLE SIGNS OF PHYSICAL ABUSE

The signs of physical abuse may include:

- Unexplained bruising, marks or injuries on any part of the body;
- Multiple bruises- in clusters, often on the upper arm, outside of the thigh;
- Cigarette burns;
- Human bite marks;
- Broken bones;
- Scalds, with upward splash marks;
- Multiple burns with a clearly demarcated edge.

Changes in behaviour that can also indicate physical abuse:

- Fear of parents being approached for an explanation;
- Aggressive behaviour or severe temper outbursts;
- Flinching when approached or touched;
- Reluctance to get changed, for example in hot weather;
- Depression;
- Withdrawn behaviour;
- Running away from home.

### RECOGNISING EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to 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 a 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 involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying) causing children frequently to feel

frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

## **POSSIBLE SIGNS OF EMOTIONAL ABUSE**

- physical, mental and emotional development lags
- admission of punishment which appears excessive
- over-reaction to mistakes
- sudden speech disorders
- fear of new situations
- inappropriate emotional responses to painful situations
- neurotic behaviour (e.g. rocking; hair-twisting; thumb-sucking)
- self-mutilation
- fear of parents being contacted
- extreme of passivity or aggression
- drug/solvent abuse
- chronic running away
- compulsive stealing
- scavenging for food or clothes

## **RECOGNISING ABUSE (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. “

## **POSSIBLE SIGNS OF NEGLECT**

- constant hunger
- poor personal hygiene
- constant tiredness
- poor state of clothing
- frequent lateness or non-attendance at school
- untreated medical problems
- destructive tendencies low self-esteem
- neurotic behaviour (e.g. rocking, hair-twisting; thumb-sucking)
- no social relationships

## **RECOGNISING 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. Sexual abuse can take place online, and technology can often be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

## **POSSIBLE SIGNS OF SEXUAL ABUSE**

- hint about secrets they cannot tell
- say that a friend has a problem
- ask you if you will keep a secret if they tell you something
- begin lying, stealing, blatantly cheating in the hope of being caught
- have unexplained sources of money
- have terrifying dreams
- start wetting themselves
- exhibit sudden inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- stop enjoying previously liked activities, such as music, sports, art, scouts or guides, going to summer camp, gym club
- be reluctant to undress for gym
- become fearful of or refuse to see certain adults for no apparent reason; show dislike of a particular babysitter, relative or other adult
- act in a sexual way inappropriate to their age
- draw sexually explicit pictures depicting some act of abuse
- seem to be keeping secret something which is worrying them
- have urinary infections, bleeding or soreness in the genital or anal areas
- have soreness or bleeding in the throat
- have chronic ailments, such as stomach pains or headaches
- take over the parent role at home, seem old beyond their years (if a victim of incest)
- develop eating disorders, such as anorexia or bulimia
- become severely depressed, even attempt suicide
- have a poor self-image, self-mutilate
- continually run away

Young: people from the age of twelve onwards may:

- be chronically depressed be suicidal
- use drugs or drink to excess
- self-mutilate, show self-hatred
- have unexplained pregnancies
- experience memory loss
- become anorexic or bulimic
- run away frequently
- be inappropriately seductive
- be fearful about certain people like relatives or friends
- assume the role of parents in the house to such an extent that they do all the cooking, cleaning, child-minding and are taking care of everyone's needs except their own

- not be allowed to go out on dates or have friends round
- have soreness/bleeding in the genital or anal areas or in the throat
- find excuses not to go home or to a particular place
- have recurring nightmares/be afraid of the dark
- be unable to concentrate, seem to be in a world of their own
- have a 'friend who has a problem' and then tell about the abuse of the friend
- have chronic ailments such as stomach pains and headaches
- sexually abuse a child, sibling or friend
- exhibit a sudden change in schoolwork habits, become truant
- be withdrawn, isolated, or excessively worried
- have outbursts of anger or irritability
- be fearful of undressing for gym
- have unexplained sums of money
- act in a sexually inappropriate way towards adults

Further details can be found at

[http://lrsb.proceduresonline.com/chapters/p\\_rec\\_sig\\_harm.html](http://lrsb.proceduresonline.com/chapters/p_rec_sig_harm.html)

SEND children are particularly vulnerable to neglect and abuse.

## Appendix 8

Remember that safeguarding is everybody's business and anyone can make a referral

### Child in Need (S17 of the Children Act 1989)

A '**Child in Need**' referral should be considered where the needs of the child are unlikely to be met under an EHA, such as a child with complex disabilities, when a social work led assessment is required.

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled

Section 17 of the Children Act says that an assessment for services should be undertaken by the Local Authority in the following circumstances:

- Child(ren) are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.
- Their health or development is likely to be impaired, or further impaired without the provision of such services.
- They are disabled.

If the DSL considers that the welfare concerns indicate that a '**Child in Need**' referral is appropriate, he/she will speak with parents / young person and obtain their consent for referral to the First Response Team or the appropriate social care team if a different authority, to request an assessment. If parents refuse to give consent, but the child's needs are not being met, the DSL will discuss the issues with the First Response Team.

### Child Protection (S47 Children Act 1989)

S47 of the Children Act 1989 says the Local Authority has a statutory duty to investigate when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, **significant harm** due to the actions or inactions of others. Staff from this organisation do not investigate whether a child has been abused. This is the duty of Social workers from the Safeguarding team and the police. Education staff refer reasonable concerns which indicate that a child may be at risk of significant harm.

It is the '**significant harm**' threshold that justifies statutory intervention into family life. A professional making a child protection referral under S.47 must therefore provide information which clearly outlines the likelihood that a child is suffering or likely to suffer significant harm. It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration. Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child's physical, psychological and social development.

In order to understand and evidence '**significant harm**', it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care within the family. The nature of harm, in terms of ill-treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development.

## APPENDIX 9 STAFF CODE OF CONDUCT

This follows the guidance document

- ‘Guidance for Safer Working Practice for those working with Children and Young People in Educational Settings’. May 2019, Adapted and updated by the Safer Recruitment Consortium from an original IRSC / DfE document and with thanks to CAPE (Child Protection in Education) and NASS (National Association of Independent Schools and Non-Maintained Special Schools)

<https://www.saferrecruitmentconsortium.org/GSWP%20Sept%202019.pdf>

### A summary of the key points

Staff should be guided by the following advice in an attempt to avoid false allegations and situations which may give rise to misinterpretation:

- Avoid physical contact with pupils unless absolutely necessary. There are occasions when physical contact with a child may be proper or necessary, for example to demonstrate exercises or techniques during sports lessons. However, staff should always be able to justify why they made physical contact in any situation and the nature of the contact should be limited to what is appropriate
- Avoid being alone with a pupil if possible. There will be occasions when a confidential interview or a 1:1 meeting is necessary, but, where possible, such interviews should be conducted in a room with visual access, or with the door open, or in a room or area which is likely to be frequented by other people, and another pupil or adult should be present or nearby.
- Maintain a professional tone and attitude when talking to children, avoiding overly personal comments, sarcasm, demeaning or insensitive comments and avoiding over-friendliness. Comments on a student’s appearance should only be made in reference to an infringement of the school uniform.
- Avoid discrimination against or favour particular children to the exclusion of others.
- Never condone, or participate in, the behaviour of children which is illegal, unsafe or abusive
- Ensure that dress is appropriate to the formal environment in which you are working; clothing which could be seen as provocative should be avoided
- Staff are advised wherever possible not to transport pupils singly (eg in a car or minibus). If it is necessary to do so, inform a colleague/parent at the time of departure, and again at the time of arrival at the destination.
- Staff should be particularly careful when supervising pupils in extra curricular activities or residential trips. Typically a less formal approach than usual is appropriate in these settings, but that can be open to misinterpretation. Although a more informal approach is usual in such circumstances, the standard of behaviour expected of staff will be no different from that expected within school.
- Alert a member of SLT if you feel a child is taking too personal an interest in you.

### Social media and other communication

- Staff should never communicate with pupils through their own mobile phone number or email address: any necessary communication should be through school numbers and addresses which are monitored. For trips and visits, sports fixtures and day events, staff are asked under normal circumstances to use a School mobile phone for all communication with students and parents.

- Staff should also ensure that any social networking sites they use have the tightest security settings; school students should not be accepted as friends.)
- Staff should not use personal mobile devices to take and store images of children in a school setting.

## APPENDIX 10: LGJS PSHE OVERVIEW.

Term	Puzzle name	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations and resilience building
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
<b>Summer 2:</b>	Changing Me	Includes Sex and Relationship Education in the context of looking at and managing change

## JIGSAW RSE CONTENT

The grid below shows specific RSE content for each year group:

Age	
4-5	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
5-6	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.
6-7	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.
7-8	Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and

	<p>negotiation; keeping safe online and who to go to for help; being aware of how my choices affect</p> <p>Others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.</p>
8-9	<p>Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.</p>
9-10	<p>Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMARRT internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change.</p>
10-11	<p>Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.</p>

