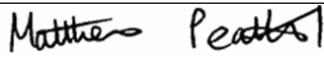



Wolsey House Primary School



SAFEGUARDING & CHILD PROTECTION POLICY AND PROCEDURES 2025-2026.

Policy Date:	September 2025	Authors: Steve Powell (Headteacher) and Julie Chapaneri (Safeguarding in Education Officer)
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Ratified by Governing Body and Headteacher:		
Chair of Governors: Matthew Peatfield		Date: 26.09.25
Headteacher: Steve Powell		Date: 26.09.25

Contents;

Introduction	3
Overall Aims	5
Key Processes	5
Expectations;	5
Staff	5
Visitors	5
Statement for Parents/Carers	6
Extended School Activities	6
Procedures	7
Responsibilities;	8
Designated Safeguarding Leads	10
Headteacher	13
Governing Body	14
Supporting Children	15
Confidentiality	17
Supporting Staff	17
Allegations Against Staff	18
Whistleblowing	19
Preventing abuse	19
Policy Specifics;	
Safeguarding students vulnerable to Extremism	20
Contextual Safeguarding	21
Child criminal exploitation: county lines	22
Gang & Youth Violence	22
Knife Crime	23
Child criminal exploitation and cybercrime involvement	23
Modern Slavery and Trafficking	24
Child on Child Abuse	25
Children in the court system	25
Homelessness	26
Young Carers	27
Other forms of abuse and neglect	27
Child on child sexual violence and harassment /Children using HSB	29
Child Missing From Education& Child Absent From Education	32
Honour based abuse	33
Female Genital Mutilation	33
Forced Marriage	35
Abuse linked to faiths, belief and culture	35
Early Help	36
Bullying and Safeguarding	36
Local priorities	37
Private Fostering	38
Online Safety	39
Monitoring and filtering	40
Mental Health, what to do when we're concerned and Policy review	40
Alternative Provision	41
Other relevant policies within school	42
Useful Contacts	44
Appendix 1 - Definition & Indicators of Abuse	46
Appendix 2 - Procedures; If you're concerned about a child	53
Appendix 3 - Procedures; Allegations against a staff member	55
Appendix 4 - Procedures; Avoiding allegations of abuse for Staff/Volunteer	57
Appendix 5 - Indicators of vulnerability to radicalisation	58
Appendix 6 - Procedures; Whistleblowing.	60
Appendix 7 – Code of Conduct for Employees	72
Appendix 8 - School record of concern form inc. Body Map	84
Appendix 9 – Children Missing in Education procedures	88
Appendix 10 - Guidance on child on child sexual violence and sexual harassment/Child on Child Abuse.	90
Appendix 11 – Monitoring and Filtering, Online Safety and Cyber Crime – KCSIE 2025	96

1 Introduction

1.1 Wolsey House Primary School fully recognises the contribution it can make to protect children and support pupils in school. Safeguarding and promoting the welfare of children is **everyone's** responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child, identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating. The aim of this policy is to safeguard and promote our pupil's welfare, safety and health by fostering an honest, open, caring and supportive climate and our staff members working with pupils maintain an attitude of **'it could happen here'** where safeguarding is concerned. This policy sets out how the school and the governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school.

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

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

Child protection is part of safeguarding and promoting the welfare of children and is defined in WTTSC 2023 as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

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

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

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

- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours; and
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

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

- Working Together to Safeguard Children 2023
- Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE Sept 2025)
- What To Do If You Are Worried a Child Is Being Abused March 2015
- Education and Training (Welfare of Children) Act 2021
- The School Staffing (England) Regulations 2009 & Amended Regulations 2015; Safer Recruitment in Education including.
- Guidance for Safer Working Practice 2019 (Rev April 2022) Safer Recruitment consortium
- Prevent Duty 2015
- Information sharing: Advice for Practitioners providing safeguarding services to children, young people parents and carers (March 2015)
- Leicester Safeguarding Children's Partnership Board (LSCPB)
- The Children Act 1989 and 2004
- The Education Act 2002 s175/s157
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2018)
- Framework for the Assessment of Children in Need and their Families 2000
- Sexual Offences Act 2003 (Position of Trust offence)
- Voyeurism (Offences Act) 2019
- Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Counter Terrorism and Security Act 2015
- Female Genital Mutilation Act 2003/Updated regulations July 2020
- Safeguarding & Child Protection education procedures in Leicester, notes, information, and training for Designated Safeguarding Leads (DSL) in schools
- Children and Families Act 2014
- Safeguarding Vulnerable Groups Act 2006
- Sharing Nudes and Semi Nudes December 2020, UK Council for Internet Safety (Revised March 2024)
- Searching, screening and confiscation at school July 2022
- Online Safety Act 2025

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

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

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

2 Overall Aims

- Providing help and support to meet the needs of children as soon as problems emerge and protecting children from maltreatment, whether that is within or outside the home, including online

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

3 Key processes

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

4 Expectations

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

- Staff will have access to, a copy of, and be well versed in our Child Protection Policy; which will also form part of their induction and revisited annually through Whole School Safeguarding Training.
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.;
- For those regular external visitors/providers such as cleaners and caterers; to have shown the school a copy of their H & S and Child Protection Guidelines as best practice and where applicable; and that the school has a statement in main reception notifying external visitors who the Schools DSL is and what to do if they have any concerns about a child's welfare
- Be involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans;
- Be alert to signs and indicators of possible abuse (**See Appendix 1**)
- Record concerns/disclosures and give the record to the DSL; and
- Deal with a disclosure of abuse from a child in line with our school procedures; informing the DSL immediately, and provide a written account as soon as possible. This includes making the appropriate contact with children's social care (DSL).
- In our school/college, if a staff member or visitor needs to make a referral to our Designated Safeguarding Lead (DSL), the following steps are taken:

- Record safeguarding information using school procedures in paper form. **(Appendix 8)** The records of concern are lilac in colour and are kept in every classroom and in the staffroom. If applicable, body map recording sheets are available with the blank records of concern.
- **Reporting concerns** – if a staff member or visitor to our school needs to make a referral to one of our DSLs, please make contact with a DSL - posters around school identify personnel, all of who wear red lanyards. Should you be unable to locate a DSL, you must make your way to the school office, where a member of the office staff will locate one for you.

4.2 All parents will be familiar with this safeguarding policy;

- Parents/Carers will have access to the Child Protection Policy as part of initial information given to perspective/existing Parents/Carers and will be available through our school's website. Additional copies will be issued as and when required including notifying parents of changes within the document i.e. revised annual policy.
- Parents and carers have the responsibility to inform the school if a child in their care is a young carer. Our establishment understands the stigma for some parents and carers in raising this, however, we are an inclusive school, and every effort will be made to support the child and family with this. See point 27 of this policy for further information.

4.3 Communicating with parents:

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

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

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

5 Extended school and before and after school activities

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

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

6 Procedures

6.1 Wolsey House Primary School will ensure that:

- The governing body understands and fulfils its safeguarding responsibilities.
- We have a Designated Safeguarding Lead and Deputy Designated Safeguarding Leads for child protection and safeguarding, who have undertaken DSL training delivered by Safeguarding in Education, Leicester City Council; of which their training will be refreshed every two years.
- All members of staff are provided with opportunities **annually** to receive Safeguarding Training by the Safeguarding in Education team in order to develop their understanding of safeguarding and child protection in particular the signs and indicators of abuse.
- All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse, and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.
- All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Safeguarding and Child Protection Policy, and reference to it in our prospectus/brochure and home school agreement.
- Wolsey House Primary School is committed to safer recruitment as outlined in Keeping Children Safe in Education 2025. The school will ensure all appropriate checks are carried out for all staff and volunteers. Appropriate checks will be recorded on the Single Central Record which will be audited annually by HR at the local authority and termly by [Ginny Southwell \(School Business Manager\)](#) and [the Headteacher](#). The school will ensure at least one person who is safer recruitment trained will be part of the recruitment process. All volunteers will undergo a risk assessment. See also the Safer Recruitment policy.
- All governors / proprietors / trustees will undergo a DBS check and a S128/S128 direction check as outlined in Keeping children safe in education 2025
- The name of any member of staff considered not suitable to work with children will be notified to either the Disclosure and Barring Service or the relevant Government Department/Agency (where appropriate), depending on the nature of the concern, with the advice and support of the Local Authority Designated Officer (LADO), and that a member of our SLT has attended LADO training (Managing allegations against staff members) and understands the harms threshold/low level concerns thresholds as set out in KCSIE 2025 and the school's Low-Level Concerns Policy.
- Our procedures will be annually reviewed and up-dated and ratified by the Governing Body.
- The name of the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads will be clearly shown in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse. (Reception, Staff room, Website etc.).
- All adults, (including supply teachers, non-teaching staff and volunteers), new to our school will be given or directed to a copy of; our Safeguarding and Child Protection Policy, Staff Code of Conduct, the booklet 'What To Do if You're Worried A Child is Being Abused', Keeping Children Safe in Education 2025 Part 1, 5 and Annex B and C, Online Safety Policy, Low Level Concerns Policy, and the name and contact details of the Designated Safeguarding Lead will be explained as part of their induction into the school. In addition to this, all such staff and volunteers will be made aware of the 'Guidance for Safer Working Practice DfE 2009 for Adults who work with Children and Young People' booklet and the document 'Guidance for safer working practice for those working with children and young people in education settings, 2020 (Safer Recruitment Consortium).

7 Responsibilities

7.1 All our staff understand that children may not feel ready or know how to disclose that they are being abused, neglected or exploited and may not even recognise their experiences as harmful. Our staff act as the 'eyes and ears' for our children and young people, meaning it is their responsibility to recognise signs and indicators of abuse and respond accordingly, rather than waiting for the child to disclose. Children might feel embarrassed, humiliated, or threatened, possibly due to their vulnerability, disability, sexual orientation, or language barriers. This does not deter our staff from maintaining professional curiosity and speaking to the DSL(s) if they have concerns about a child. Our staff are also committed to building trusted relationships with children and young people to facilitate open communication and support the child. We understand that our responsibility to safeguard children requires that we all appropriately share any concerns as soon as a staff member or volunteer suspects/knows of a concern that we may have about children. The first point of contact is the DSL or other members of the Safeguarding Team (in their absence). The DSL will inform the Headteacher of any referrals to be made. If the concerns are regarding the conduct of a staff member the report is made to the Headteacher. If the concerns are regarding the Headteacher then the Chair of Governors should be informed.

Our DSL team consists of the following members of staff:



Steve Powell (Deputy Headteacher) – Lead DSL
spowell@wolseyhouse.leicester.sch.uk
07984 630673



Helen King (Headteacher) – DSL
headteacher@wolseyhouse.leicester.sch.uk



Julie Cooper-Marsh (Assistant Headteacher and SENDCo) -DSL and Designated LAC teacher.
Jcooper-marsh@wolseyhouse.leicester.sch.uk



Yasin Ismail (Teacher) –DSL
yismail@wolseyhouse.leicester.sch.uk



Jacqui Hayes (Attendance Officer and pastoral care) –DSL
jhayes@wolseyhouse.leicester.sch.uk



Ginny Southwell (School Business Manager) – DSL

gsouthwell@wolseyhouse.leicester.sch.uk



Leanne Watts (SENDCo) - DSL
lwatts@wolseyhouse.leicester.sch.uk



Jim Baker (ELSA)
jbaker@wolseyhouse.leicester.sch.uk



Steve Punchard – Teacher
spunchard@wolseyhouse.leicester.sch.uk

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

7.2 If a staff member feels they cannot disclose information to their DSL, Headteacher or Governor(s), they must then follow our school's whistleblowing procedures to report their concerns. **(Appendix 6)**

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

7.4 All staff will be well versed in the school's Child Missing/ Absent protocols and know and understand that any child that is regularly absent or missing can be a cause for concern and a possible indicator that the child is at risk of abuse or in need of help and support - The LSPB procedures for Children Missing/Absent in Education can be found here: http://llrscb.proceduresonline.com/chapters/p_child_miss_edu.html and the school's own systems can be read in **(Appendix 10)**

8 Designated Safeguarding Lead (DSL) – Roles and Responsibilities

8.1 Keeping Children Safe in Education September 2025, Annex C, outlines specific responsibilities of the DSL (Steve Powell – Deputy Headteacher) and their responsibilities within this role. Our DSL takes **lead**

responsibility for safeguarding and child protection (including online safety – overseen by [Emily Satchwell](#)) and their key areas of responsibilities include:-

Manage Referrals:

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

Work with Others:

- Liaise with the Headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- Act as a source of support, advice and expertise for all staff
- Act as a point of contact with the safeguarding partners
- As required, liaise with the “case manager” (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- Liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCO) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at school or college. This includes:
 - ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
 - support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes.

Information sharing and managing child protection files

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

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

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

Raise Awareness

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

Training Knowledge and Skills

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

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

In addition to the formal training set out above, our DSL(s) knowledge and skills are regularly at regular intervals to allow them to understand and keep up to date with any developments relevant to their role.

Providing support to staff

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

Understanding the views of children

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

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

Holding and sharing Information

Our DSL(s) will be equipped to:

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

Availability

- During term time the designated safeguarding lead (or a deputy) should always be available arrange adequate and appropriate cover arrangements for any out of hours/out of term activities
The out of hours contact number for a Wolsey House Primary School DSL is: **07984 630673**

8.2 Roles and responsibilities of the Headteacher)

The Headteacher of Wolsey House Primary School will ensure that:

- The policies and procedures adopted by the Governing body are fully implemented, and followed by all staff
- Specifically, the Safeguarding & Child Protection Policy, Behaviour Policy, Staff Code of Conduct, LADO Procedures, Child on Child Abuse/Sexualised Behaviour Policy, Safer Recruitment Policy and other

relevant policies are updated annually, ratified by the Governing body annually and that policies are available publicly via the school website (www.wolseyhouse.leicester.sch.uk)

- That staff undergo and attend annual Whole School Safeguarding Training (INSET)
- That all staff undergo appropriate online safety training
- That all staff receive regular updates in relation to safeguarding, child protection and online safety
- Sufficient resources and time are allocated to enable DSLs and other staff to discharge their responsibilities; including taking part in inter-agency meetings and contributing to the assessment of children
- That the Headteacher is aware of Local Authority Designated Officer (LADO) processes regarding allegations about other staff members, specifically the ‘harms’ and ‘low-level concerns’ thresholds
- That the Headteacher has attended LADO Training and refreshed no later than every 3 years
- That the Headteacher has attended Safer Recruitment Training and that training is refreshed no later than every 5 years; and that at least 1 member of the Governing body has attended Safer Recruitment Training
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children and processes, and such concerns are addressed sensitively and effectively in a timely manner. (Whole school approach, child centred practice and culture of vigilance)
- All staff consider the best interest of a child and are made aware that they have an individual responsibility for referring child protection concerns, promptly and using the proper channels.
- All staff have an understanding of Early Help and have the ability to identify children who would benefit from Early Help intervention.
- That regular external visitors/providers such as cleaners, caterers have shown the school a copy of their H & S and Child Protection guidelines as best practice and where applicable; and that the school has a statement in main reception notifying external visitors who the Schools DSL(s) are and what to do if they have any concerns about a child's welfare
- The DSLs undergo safeguarding and child protection training which is updated regularly, with advice from the LSCPB, Safeguarding in Education and in line with Keeping Children Safe in Education, September 2025, Annex C
- New members of staff, temporary or permanent including volunteers are given a full induction that includes Safeguarding and Child Protection Guidelines and names of DSL(s).
- All staff are made aware of their right to whistleblow, have a copy of the whistleblowing procedures, are well versed with the procedures and have been made aware of the NSPCC whistleblowing helpline.

(Appendix 11 – School’s Whistleblowing Policy)

8.3 Roles and responsibilities of the Governing Body Wolsey House’s Governing body have a strategic leadership responsibility for our school’s safeguarding arrangements and comply with their duties under legislation. Our governing body ensures policies, procedures and training in our school are effective and comply with the law at all times. Our Lead Governor for Safeguarding is [Matthew Peatfield](#).

The Governing body, as outlined in KCSIE 2025, will ensure online safety is a running and interrelated theme whilst implementing our approach to safeguarding, policies and procedures. This will include considering how online safety is reflected in all relevant policies and considering online safety whilst planning the curriculum, teacher training, responsibilities of the designated safeguarding lead (and deputies) and any parental engagement. This is explained in our Online Safety policy and Appendix 11 Online Safety).

We also will ensure that all our governors receive appropriate safeguarding and child protection (including online) training at induction or annually. The training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in our school are effective and support the delivery of a robust whole school approach to safeguarding. Our governors' training will be regularly updated. Furthermore, the governors of our school/college will ensure that:

- The school has a Safeguarding and Child Protection Policy and procedures in place, and the policy is made available to parents on request and available on the school website: <http://www.wolseyhouse.leicester.sch.uk/>
- That all school staff members working with children consider the best interests of children and are advised to maintain an attitude of *'it could happen here'* where safeguarding is concerned
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection, including online safety and the filtering and monitoring systems in place for the establishment.
- There are appointed deputies for child protection, in the event of the unavailability of the DSL
- Where there is a safeguarding concern, Governing Body/SLT/DSLs will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide for them
- That systems are in place, well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback (*See the school's child friendly safeguarding and complaints policies.*)
- The DSL and the appointed deputies for child protection undertakes training for designated senior persons, in addition to inter-agency child protection training, that is provided by, or to standards agreed by, LSCP, and attends refresher DSL training at two-yearly intervals
- That clear systems and processes are in place for identifying and responding to potential mental health problems of a child including routes to escalate, refer and accountability systems.
- The Headteacher, and all other staff and volunteers who work with children, undertake appropriate training which is kept up-to-date through Whole School Training (annually); and that new staff, temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities. (Through the induction process)
- There are procedures for dealing with allegations of abuse against members of staff and volunteers (LADO) and that the thresholds for allegations (Low-Level Concerns) against staff and volunteers are understood and reported appropriately by all staff members (**Appendix 3 & 6, the school's Low-Level Concerns Policy and Dealing with allegations Policy**)

- The chair of governors (or, in the absence of a chair, the vice chair) deals with any allegations of abuse made against the Headteacher, in liaison with the Local Authority Designated Officer. **(Appendix 3 & 6)**
- The governing body nor individual governors will have a role in dealing with individual cases or a right to details of cases except when exercising their disciplinary functions in respect of allegations against a member of staff
- One member of the governing body has attended LADO training and safer recruitment training as a minimum and is refreshed regularly.
- Any deficiencies or weaknesses brought to the attention of the governing body are rectified
- Policies and procedures are reviewed annually, and information is provided to the Local Authority on how the governing body discharges its duties regarding safeguarding and child protection.
- There is an individual member of the governing body, who will champion and lead on issues to do with safeguarding children and child protection within the school, liaise with the DSL, and provide information and reports to the governing body. That person is appropriately trained to discharge their responsibilities effectively. This governor is **Matthew Peatfield**.
- Will ensure that school creates a culture of safe recruitment and, as part of that, adopts recruitment procedures that help deter, reject or identify people who might abuse children (Part three: Safer Recruitment, Keeping Children Safe in Education September 2025).
- Will ensure that at least 1 member of the Governing body has attended Safer Recruitment Training delivered by Leicester City Council, HR Department and that training is regularly refreshed. This governor is **Matthew Peatfield**.
- That the Chair of the governing body completes the annual Safeguarding in Education audit with the DSL – supporting schools to exercise their duties in relation to Safeguarding & Child Protection and return the document to the local authority
- That there is a Lead Governor for Anti-bullying and behaviour in the school. Our lead is **Matthew Peatfield**.
- That there is a Lead Governor for Mental Health in the School. Our lead is **Matthew Peatfield**.
- Contact details for the Chair of Governors are: mpeatfield1@wolseyhouse.leicester.sch.uk

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

9 Supporting Children

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

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

9.1 **Our school will support all children by:**

- That child's wishes and feelings are taken into account when determining what action to take and what services to provide when dealing with a safeguarding concern
- That systems are in place, well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback
- Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum
- Identifying children who are in need of extra mental health support which includes working with external agencies
- Identifying children who are or maybe Young Carers and providing relevant support and signposting.
- Promoting a caring, safe and positive environment within the school
- Ensure children are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it such as through PSHE, Police workshops and NSPCC assemblies.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children including Early Help
- Notifying Children's Social Care as soon as there is a significant concern
- Ensuring that a named teacher is designated for Looked After Children/Children In Need (LAC & CIN) and that an up to date list of LAC/CIN is regularly reviewed and monitored. The named teacher is: **Mrs Julie Cooper-Marsh.**
- Providing continuing support to a student (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Head at the pupil's new school as a matter of urgency
- Working with partner agencies to support and safeguard children within; Early Help, Children in Need, Child Protection and Looked After Children
- The school will ensure that children are taught about safeguarding, including online safety. This will be a part of a broad and balanced curriculum and will include covering relevant issues through Relationships Education and Relationships and Sex Education
- Our Governors and school staff will ensure that children are taught about how to keep themselves and others safe, including online. We recognise that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, neglect, exploitation and children with special educational needs, disabilities and deaf/disabled children.
- Aspects include:
 - healthy and respectful relationships
 - boundaries and consent
 - stereotyping, prejudice and equality

- o body confidence and self-esteem
- o how to recognise an abusive relationship, including coercive and controlling behaviour
- o the concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and
- o what constitutes sexual harassment and sexual violence and why these are always unacceptable

10 Confidentiality

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

10.1 The Headteacher or DSL will disclose personal information about a pupil to other members of staff on a need to know basis only. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to deal with an individual student/family. A written record will be made of what information has been shared, with whom, and when.

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

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

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

11 Supporting Staff

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

11.2 We will support such staff by providing an opportunity to talk through their anxieties and concerns with the DSL and to seek further support where necessary. This could be provided by, for example, the Headteacher, by Occupational Health and/or a teacher/trade union representative as appropriate.

11.3 We understand that staff should have access to advice on the boundaries of appropriate behaviour. Guidance for safer working practice for those working with children and young people in education settings, 2019/2020 (Safer Recruitment Consortium). provides advice on this and the circumstances which should be avoided, in order to limit complaints against staff of abuse of trust, and/or allegations of physical or sexual abuse. These matters form part of staff induction and are referred to in the staff handbook/code of conduct.

11.4 We recognise that DSLs should have access to support (as in 11.2) and appropriate workshops, courses or meetings as organised or arranged through the Local Authority/LSCP. All relevant training is recorded on an in-school training log.

12 Allegations against staff

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

12.2 All staff, including supply staff, should be aware of the Whole School Behaviour Policy and Staff Code of Conduct (**Appendix 7**)

12.3 All staff should, including supply staff, be aware of the Guidance for Safer Working Practices for Adults who work with Children and Young People 2019/2020

12.4 All staff as part of their annual safeguarding training will receive Online Safety Training and will sign the Acceptable Use Agreement. This sets out responsibilities for all staff, ensuring they have an up-to-date awareness of e-safety matters and that all digital communications with students/parents/carers should be a professional level and only carried out using official school systems. Further information can be found in section 41 and 42 of this policy.

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

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

12.7 The Headteacher/senior teacher on all such occasions will immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO) and follow the process for managing the concern laid down in the LSCP Procedures (<http://llrscb.proceduresonline.com>). In addition to this, the Headteacher is aware of the harms thresholds and difference between low-level concerns and harms as set out in KCSIE 2025 and within the schools Managing Allegations Policy.

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

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

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

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

12.12 Our School staff are aware of and have an understanding of our 'Guidelines for Avoiding Allegations of Abuse' as outlined in **Appendix 4**. If our school receives an allegation relating to an incident that happened when an individual or organisation was using our premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities), as with any safeguarding allegation, where this is the case, we will follow our safeguarding policies and procedures, including informing the LADO.

12.13 Our school staff, including supply staff and volunteers understand their responsibilities in raising an allegation against another staff member; following local authority and LSCP guidance and procedures and 'Guidelines for Avoiding Allegations of Abuse' as outlined in **Appendix 4**.

13 Whistleblowing

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

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

13.3 All staff are aware of and understand how to use our school's whistleblowing procedures. (**Appendix 6**)

13.4 All staff have access to the NSPCC Whistleblowing Helpline 0800 028 0285

14 Our role in the prevention of abuse

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

14.2 The school community will therefore:

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

15 Safeguarding students who are vulnerable to extremism

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

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

15.3 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Wolsey House Primary School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern. Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in **Appendix 5**.

15.4 Wolsey House Primary School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to religious ideologies, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist extremist and Animal Rights movements. The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have. All staff undergo PREVENT awareness training every two years. We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet. Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral. We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

15.5 Local context: Whilst the school community does not seem have any issues with extremism and radicalisation, we at Wolsey House are constantly vigilant and recognise that, in relation to the local context for the Leicester Counter Terrorism Local Profile, the risks are similar to last year with some emerging new issues. There is no evidence that these impact directly on our pupils. Daesh and Al Qaeda extremist influences are still the biggest threat and highest priority (both locally and nationally). We recognise that Extreme Right Wing issues and narratives are prevalent and rising and situations like Brexit, Afghanistan, and COVID19 will definitely be influencing this. We recognise that although the risk around people travelling out to Syria is still there, it is minimal and there is now a consideration around returnees (both adults and children) and how we would support them if they were identified as attending our school. We are aware that self-initiated terrorism (previously referred to as lone actor) is also a priority and the propaganda being used by Daesh/Al Qaeda encourages this. We are aware that the online threat to young people, not just from recruiters and radicalisers, but also from hate groups, harmful content and peer to peer sharing of this content is a high risk and that the COVID19 lockdowns have meant that children and young people have been potentially exposed to this. Through teaching our pupils about critical thinking, resilience, fake news, disinformation/misinformation etc. and using Fundamental British Values as a guide, we are taking steps to address the risk of this within the community and local area and the impact this would have on pupils at Wolsey

House. We also understand the emerging risks around Mixed/Unclear and unstable ideologies and that these issues should be given the same consideration for support by Prevent as other more clear and consistent ideologies.

15.6 Risk reduction

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

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

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

15.9 Our staff have undergone Prevent Awareness Training (**August 2025**) and understand the steps to follow, via discussions with the DSL, if a referral to the Channel Programme is required. The school's SPOC is [Yasin Ismail](#).

16 Contextual Safeguarding, Assessment Of Risk Outside The Home, Extra Familial Abuse (Child Criminal Exploitation)

CCE is a form of abuse and occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into criminal activity. Safeguarding incidents and CCE can be associated with factors outside the school and/or can occur between children outside of these environments. Wolsey House Primary School staff, including our DSLs endeavour to consider the context within which such incidents and/or behaviours occur and will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. This is known as contextual safeguarding, which simply means Wolsey House staff will take into consideration wider environmental factors that may be present in a child's life that are a threat to their safety and or welfare. This way, schools and colleges are able to provide as much information as possible as part of the referral process to Children's Social Care as necessary. Environmental factors within Contextual Safeguarding include but not exclusive;

17 County Lines

17.1 Criminal exploitation of children is a widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

County Lines is a term used when drug gangs from big cities expand their operations to smaller towns, often using violence to drive out local dealers and exploiting children and vulnerable people to sell drugs.

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

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

17.4 We might not immediately think of children when we hear the words 'financial fraud.' But the reality is that more and more young people are finding themselves the victims of financial exploitation. Being groomed online to open bank accounts and launder criminal money. This is known as Child Financial Abuse. (CFB). Criminals befriend young people through social media and online games. They offer them gifts, promise easy money, gaming credits, skins or cryptocurrency. Once they've gained a young person's trust, they force them to carry out fraudulent activities, like opening a bank account for them. This is financial exploitation.

18 Serious Violence, Gang Violence & Youth Crime

Section 18 & 19 of this policy outlines the school/college responsibility in supporting children who are involved with Gangs and Knife crime. The same safeguarding procedures will apply if a child is experiencing this including contextual safeguarding. The Home Office have produced additional supporting guidance on Preventing and reducing serious violence¹ to support schools/colleges further.

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

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

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

19 Knife Crime

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

- carrying a knife or trying to buy one if you're under 18

- threatening someone with a knife
- carrying a knife that is banned
- a murder where the victim was stabbed with a knife
- a robbery or burglary where the thieves carried a knife as a weapon
- In 2020, it was reported that Leicestershire had its highest rate of knife crime in a decade. According to Police reports, there were 869 serious crimes that involved knives in 2019 (up by 5% from the year previous). In 2019, there were five killings, 13 attempted murders, eight rapes or sexual assaults, 286 robberies, 122 threats to kill, and 435 assaults involving a knife or sharp object. Overall, crime in Leicestershire is up by 2 per cent year on year, with 91,242 offences recorded in 2019.

19.2 Within Leicester City, the Home Office recorded 606 incidents of knife possession in the city in the three years to the end of March 2025. In the most recent year, 230 such crimes were committed, up from 182 in the year ending March 2024 and 194 in the year ending March 2023. Over the three years, this equates to 162.3 knife offences per 100,000 residents in the city.

19.3 Wolsey House Primary School takes such incidents very seriously and we will follow the government's procedures in dealing with such incidents. Furthermore, where a crime is being committed, our duty of care will also include contacting the Police.

20 Child Criminal Exploitation and Cybercrime Involvement

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

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

21 Child Criminal Exploitation and Child Sexual Exploitation (CSE)

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

22 Modern Slavery & Trafficking

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

Someone is in slavery if they are:

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

22.2 Human trafficking;

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

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

23 Child on child sexual violence and sexual harassment

KCSIE 2025, Part 5 is explicit in their definition of Child-on-Child Sexual Violence and Sexual Harassment and its forms. However, within the context of contextual safeguarding, child on child abuse and peer influence has a huge impact on the child and young person (CYP). If CYP are exposed to other CYP who are known for being exploited, they are more likely to experience child on child abuse and be 'influenced' / 'swayed' to participate in illegal activity, criminal activity and sexual activity. Further information on Child-on-child sexual violence and harassment is outlined in section 28 of this Policy and the school's Child on Child Abuse and sexual violence and harassment Policy.

24 Children and the court system

24.1 Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children 5-11 year olds and 12-17 year olds. [Young witness booklet for 5 to 11 year olds - GOV.UK \(www.gov.uk\)](http://www.gov.uk) and [Young witness booklet for 12 to 17 year olds - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

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

25 Children with family members in prison

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

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

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

26 Homelessness

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

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

26.3 The Homelessness Reduction Act 2017 places a new legal duty on English councils, so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances. The development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

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

26.5 Safeguarding CYP is a local and national priority and within Wolsey House Primary School, protecting children from abuse, harm and neglect is a priority. Our Safeguarding and Child Protection Policy along with

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

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

26.6 As Wolsey House Primary School staff are aware that safeguarding issues can manifest themselves in many different ways, our staff have received annual safeguarding training and additional information to better equip themselves in the knowledge of other forms of abuse as per Keeping Children Safe in Education 2025. These are outlined in **Appendix 1**.

27 Young Carers.

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

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

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

28 Other Forms of Abuse and neglect

28.1 Child Sexual Exploitation (CSE) & Trafficking. CSE is a form of abuse and occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity.

Sexual exploitation can take many forms ranging from seemingly consensual relationships to serious gang and group exploitation.

28.2 Wolsey House staff are aware that sexual exploitation can take many forms and that pupils may not exhibit external signs of abuse. Our staff are also aware that it is an offence carrying a maximum sentence of two years imprisonment where an adult (any adult) intentionally communicates (for example, by e-mail, text message, written note or orally) with a child under 16 (whom the adult does not reasonably believe to be aged 16 or over) for the purpose of obtaining sexual gratification. This act forms part of Section 67 of the Serious Crime Act 2015 (offence of Sexual Communication with a Child) and came into force on 3 April 2017.

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

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

28.5 Our school staff follow guidance and procedures as outlined in 'Safeguarding Children and Young People from Sexual Exploitation in Leicester, Leicestershire and Rutland' available on the LSCPБ website.

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

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

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

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

Grooming Models include;

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

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

28.11 Sharing Nudes or Semi Nudes/Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. This can be via child on child or other

adults. As recently as June 2017, figures show there have been more than 4,000 cases since 2013 where children have taken explicit pictures of themselves and sent them to others, the youngest being 5 years old and research from Child Line suggest six out of ten teenagers say they have been asked for sexual images or videos. It is illegal to possess, take or distribute sexual images of someone who is under 18, even if the young person under the age of 18 has taken the image themselves and passed it on themselves.

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

28.12 Wolsey House staff follow school procedures in reporting such concerns and promote E-Safety and dangers of Sharing Nudes, Sexting, Grooming and CSE through lessons, PSHE and assemblies. Our pupils are taught how to keep safe on and off line and E-Safety is promoted throughout the school and home environment. Our school have also discussed local and national cases where grooming of young children has taken place such as the Kayleigh Haywood Story/ Breck's Game to highlight the dangers.

28.13 Our Online Safety Policy is highlighted to staff, pupils and parents and is available on our school's website including our acceptable usage policy and our staff have undergone relevant online safety at induction and regularly throughout the year.

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

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

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

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

29.2 Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously

and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBTQ children are at greater risk. Some risks can be especially compounded where children who are LGBTQ lack a trusted adult with whom they can be open with. Our staff therefore understand and endeavour to reduce any additional barriers faced and provide a safe space for our children to speak out or share their concerns.

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

29.4 Our staff understand that a significant proportion of sexual related offences are committed by teenagers and, on occasion, such offences are committed by younger children. Our staff therefore understand not to dismiss some abusive sexual behaviour as 'normal' between young people and not to create high thresholds in such cases before appropriate action is taken. Staff should refer all incidences to [Steve Powell](#), who is trained in the use of the Brook Toolkit for Sexual Behaviour. This will be used to understand the difference between age-appropriate behaviours and behaviours, which may give cause for concern.

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

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

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

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

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

29.10 Our school also refers to the LSCPB procedures which are written with particular reference to sexually abusive and inappropriate behaviours. Keeping Children Safe in Education 2025 (Part 5) also makes reference to Child-on-Child Sexual Violence & Sexual Harassment and where there are serious child protection concerns, as a result of non-sexual violence by a child or young person, leading to actual or possible significant harm, our safeguarding and child protection measures will be implemented.

29.11 Our school staff understand that with regard to the alleged perpetrator(s), advice on behaviour in schools² is clear that teachers can sanction pupils whose conduct falls below the standard which could be reasonably expected of them. Disciplinary action can be taken whilst other investigations by the police and/or local authority children's social care are ongoing (if any). The fact that another body is investigating or has investigated an incident does not in itself prevent our school from coming to its own conclusion, on the balance of probabilities, about what happened, and imposing a penalty accordingly. Our DSL or deputy DSL will take a leading role with this.

29.12 In supporting children and families, our staff understand Early Help can be particularly useful to address non-violent HSB and may prevent escalation of sexual violence. Therefore, it is particularly important that our designated safeguarding lead (and their deputies) know what our local early help process is and how and where to access support.

30 Upskirting

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

30.2 At Wolsey House Primary School, all our staff are aware of the importance of:

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

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

31 Domestic Abuse & Violence between young people (Teen relationships)

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

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

² [Behaviour in schools guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/798222/behaviour-in-schools-guidance.pdf)

- psychological
- physical
- sexual
- financial
- emotional

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

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

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

31.4 If Wolsey House Primary School is made aware of children behaving this way with other children within our school, and violence is apparent between the young people’s intimate relationship; this includes issues around the use of social media and Sexting, we will view this as a significant child welfare concern and where necessary, the appropriate agencies will be informed. This includes Children Social Care and the Police.

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

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

32 Child Missing From Education

32.1 Children missing in education (CME) are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. (DFE)³ This includes children

³ [Children missing education: statutory guidance for local authorities and schools - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Children_missing_education_statutory_guidance_for_local_authorities_and_schools.pdf)

not being home educated and children who are not on school roll. In addition to CME, some children are persistently absent from education or have unexplainable absences (KCSIE 2025)

32.2 Wolsey House staff understand the differences set out in 32.1 and procedures to follow. Our staff are aware that children being absent from school for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. Our response to children's absences from school supports identifying such abuse, neglect and exploitation, and in the case of absent pupils, helps prevent the risk of them becoming a missing child in the future. This includes when problems are first emerging but also where children are already known to the local authority.⁴ To support us, we follow and make reference to the statutory guidance Working together to improve school attendance. [Working together to improve school attendance - GOV.UK](#)

32.3 Children missing from education who are persistently absent from school, are referred to in the wider LCC Educational Welfare Service Policy and LSCPB Procedures⁵ for children who go missing from School, Home or Care Education and includes Families who go missing. In addition to this, Wolsey House has its own Attendance Policy available on Schools Website, which also outlines procedures for pupil absence from our school.

32.4 Should a pupil go missing from Wolsey House, our Attendance Officer ([Jacqui Hayes](#)) will inform the DSL/SLT and contact the Educational Welfare Service. The DSL will consider further actions and/or support should it be required and ensure they help identify any risk of abuse and neglect, including sexual exploitation and to help prevent the risks of them going missing in future.

32.5 At Wolsey House, if a child is no longer coming to our school where the parent/carer has removed them for the reason of elective home education, we will ensure that we notify the LA in line with the established procedure. We will also follow procedures where a child is taken out of school to go on holiday or where a child is removed from school as the family are moving away.

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

33 Honour based Abuse (HBA)

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

⁴ [Missing Children and Adults - A cross government strategy \(publishing.service.gov.uk\)](#) (additional resources for schools/colleges)

⁵ [Procedures](#) and [School's Extranet \(leicester.gov.uk\)](#)

⁵ *FGM Revised Guidance July 2020* - <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

Forced marriage, abuse linked to faith and culture, breast ironing, inappropriate dress or make-up and even kissing in a public place.

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

34 Female Genital Mutilation

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

34.2 Definition of Female Genital Mutilation (FGM):

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

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Therefore, our staff have been briefed on the importance of FGM through our Whole School Safeguarding training on 12th September 2023, along with recent e-learning units undertaken during the last couple of years and are aware of some of the signs and symptoms.

Responding to FGM - The school will ensure;

- We raise awareness of staff in regard to the issues of FGM through Whole School Training
- Staff have a clear understanding of what FGM is and undertake the Home Office, Virtual College online training biannually.
- FGM is within the schools Safeguarding Policy
- Sex and Health curriculum supports pupils understanding of their bodies and keeping themselves safe
- Monitoring absences

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

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

34.5 Signs and symptoms include;

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the

summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

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

35 Forced Marriage

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

35.2 Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

35.3 The Government's definition of a Forced Marriage is;

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

35.4 Wolsey House staff, through induction and Whole School Training, are aware of the importance and impact on a child who is involved in such situations.

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

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

36 Abuse linked to faith, beliefs and culture

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

This kind of abuse can also include;

- Belief in concept of witchcraft, magic or voodoo
- Demons or the devil acting through children or leading them astray
- The evil eye or djinns and dakini
- Ritual or muti murders
- Breast Ironing
- Female Genital Mutilation
- Honour based violence and Forced Marriage
- Chastisement of a child in a Place of Worship

36.2 Whilst this is not an exhaustive list, Wolsey House Primary School recognises that sadly, such cases are on the increase within the community and as a school, we take such incidents as seriously as any other kind of abuse perpetrated by an adult on a child.

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

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

37 Early Help and Supporting Children and their Families

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

37.2 At Wolsey House Primary School, one of our DSLs has attended our LSCPb's Early Help and Early Help Assessment Training and our staff are prepared to identify any children who may benefit from Early Help. That member of staff is [Julie Cooper-Marsh](#).

38 Bullying and Safeguarding

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

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

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

- sexual orientation
- gender reassignment
- sex
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- age
- being married or in a civil partnership
- being pregnant or on maternity leave

38.2 Bullying is defined as 'behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally'. Repeated bullying usually has a significant emotional component, where the anticipation and fear of being bullied seriously affects the behaviour of the victim. This includes targeting a child or young person for being lesbian, gay, or bisexual. This is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are.

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

38.4 Wolsey House Primary School has a legal duty to ensure we have an Anti-Bully Policy in place and that all staff, children and parents/carers are made aware of it. This document can be accessed on our school's website <http://www.wolseyhouse.leicester.sch.uk/> and sets out clear procedures in managing such incidents within the school. We also deliver work in school about anti-bullying through assemblies and lessons and our staff are trained in appropriately dealing with such incidents.

38.5 However, at times, bullying such as child on child abuse; sexualised behaviour, serious incidents of harm, homophobic behaviours, cyber bullying and Sexting/Use of mobile phones may occur and will be taken seriously and as a serious safeguarding concern especially if the child is at risk of significant harm. In

such cases, our Designated Safeguarding Lead and the Headteacher will assess the situation and seek advice and guidance from Children's Social care or the Police especially in relation to illegal activity and outlined in section 38.1 above.

39 Local Priorities

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

39.2 Within our local community area, our priorities are:

- Priority/Awareness of Domestic Violence: Operation Encompass call logs indicate that there is a relatively high proportion of domestic violence incident in the area. At Wolsey House Primary School, we ensure that our children are aware that adults will always listen to any worries that they may have. We have 'Worry Boxes' which encourage our children to write down any concerns they might have and post them with their names on so that a member of staff can get back to them. We signpost children to Childline, our school's own helpline etc. and staff are taught the signs through whole school training and e-learning modules about domestic violence.
- Priority/Awareness of anti-social behaviour: DSLs examine the local crime map as sent by Leicestershire Police on a monthly basis in order to highlight specific crimes in the local area. Maps indicate that there is a high proportion of anti-social crime committed in our school's local area. At Wolsey House Primary School, we work closely with local police officers who deliver workshops and assemblies to our children across the age phases. We invite the fire service in to deliver workshops and assemblies at key times in the year such as during Halloween and Bonfire Night. We are committed to educating our children about the effects of anti-social crime and strive to make their communities a better place for them to live in.
- Priority/Awareness of poverty and neglect: Beaumont Leys is not in our Priority Area but within close proximity and we are mindful that it has a high level of deprivation and that this can have a negative impact on some families at Wolsey House. Our Priority Area includes the Abbey Rise estate and the school is high on the IDACI scale. At Wolsey House we offer a breakfast club and a variety of extracurricular clubs to enhance our children's life experiences, their wellbeing, and their mental and physical health. We provide annual training for all staff on spotting the signs of neglect and have robust systems in place to deal swiftly and effectively with it, when the need arises.

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

40 Private Fostering

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

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

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

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

41 Online safety

41.1 Technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face-to-face. In many cases, abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content. An effective approach to online safety empowers our school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

Wolsey House Primary School takes online safety and the well-being of staff and children seriously and all our staff are given online safety information at induction. In addition to this, all staff receive, child protection, safeguarding and online safety updates through via email, e-bulletins and staff meetings at least annually to provide them with relevant skills and knowledge to safeguard children effectively. Our approach to online

safety is reflected, as required, in all relevant policies and whilst planning the curriculum, teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement.

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

- **content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.
- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If we feel that our children or/and staff are at risk, we will report it to the Anti-Phishing Working Group

Based on the 8 topics outlined in the UKCIS “Education for a Connected World” Framework, our children are taught about ; Self-Image & Identity, Online Relationships, Online Reputation, Online Bullying, Managing Online Information, Health, Wellbeing & Lifestyle, Privacy & Security and Copyright & Ownership

41.2 Artificial Intelligence (AI) is increasingly being integrated into educational settings, offering both opportunities and challenges. To harness AI's benefits while mitigating its risks, schools must implement robust monitoring, filtering, and acceptable use policies. Under the Online Safety Act 2025 and the statutory guidance KCSIE 2025, our school has a legal duty to protect children from harmful online content and activity. This includes content generated by or accessed through AI systems. Therefore, Steve Powell, Emily Satchwell and Paula Coplin will ensure we:

- **Educate** staff on the safe and responsible use of AI tools (Use of AI Policy)
- **Educate** students on the safe and responsible use of AI tools
- **Supervise** usage of AI in the classroom and online learning platforms where possible
- **Monitor** AI interactions where possible, especially those involving personal information or open-ended chat
- **Restrict** access to unverified or non-educational AI applications
- **Update** Our Acceptable Use Policy (AUP), our Online Safety Policy and implement an AI in Schools policy.

41.3 Wolsey House takes online safety and well-being of staff and children seriously and all our staff are given safeguarding training including online safety at induction. In addition to this, all staff receive, child protection, safeguarding and online safety updates via email, e-bulletins and staff meetings at least annually to provide them with relevant skills and knowledge to safeguard children effectively. Our approach to online safety is reflected as required in all relevant policies and whilst planning the curriculum, teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement.

The school will consider a whole school approach to online safety. This will include a clear policy on the use of mobile technology in the school. Many children have unlimited and unrestricted access to the internet via 4G and 5G and the school will carefully consider how this is managed on our premises. The policy will take into consideration the use of all handheld devices and smart watches.

41.4 Staff training - The school will ensure that online safety training for staff will take place annually and will include monitoring and filtering, overview of the Online Safety Act 2025, information and guidance on AI and that it is aligned with and considered as part of the overarching safeguarding approach in school.

42 Monitoring and Filtering

42.1 Monitoring and filtering play crucial roles in the responsible use of the internet. With the vast amount of information available online, these tools help ensure a safe and productive online environment. Monitoring involves tracking internet activities to prevent illegal or harmful content, protecting users from cyber threats, and enforcing compliance with policy and guidance. Filtering, on the other hand, enables the customisation of internet access, allowing schools and colleges to block inappropriate content and prioritise educational resources. Both monitoring and filtering are essential in schools, colleges, and homes to safely foster positive internet experience for all users.

42.2 It is the responsibility of our Lead DSL Steve Powell (in conjunction with Emily Satchwell) to ensure online safety and understanding the filtering and monitoring systems and processes in place for Wolsey House. Our Lead DSL will also ensure ALL our staff receive appropriate training and understand the expectations, roles and responsibilities in relation to filtering and monitoring, which also ties in with Teachers Standards and staff Code of Conduct Policy and our Governing Body will regularly review its effectiveness. (KCSIE 2025 Annex C, Role of DSL)

42.3 Our establishment further understands the importance of regular contact with parents and carers. Where appropriate, these communications will be used to reinforce the importance of children being safe online as it is likely that supporting parents and carers will find it helpful to understand what systems we use to filter and monitor online use. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online. For additional information on monitoring filtering within our establishment, please see **Appendix 11**

[Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges-filtering-and-monitoring-standards-for-schools-and-colleges)

43 Mental health and the links to safeguarding.

All staff at Wolsey House Primary school are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern. Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead or a deputy.

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

44.1 Where risk factors are present but there is no evidence of a particular risk, then our DSL/SLT advises us on preventative work that can be done within school to engage the student into mainstream activities and social groups. The DSL may well be the person who talks to and has conversations with the student's family, sharing the school's concern about the young person's vulnerability and how the family and school can work together to reduce the risk.

45 Alternative Provision

45.1 If Wolsey House places a pupil with an alternative provision provider, we will continue to be responsible for the safeguarding and welfare of that pupil and will be satisfied that the placement meets the pupil's needs in addition to knowing where a child is based during school hours. We will obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment (i.e., those checks that our school perform on our own staff).

45.2 As outlined in 45.1, the pupils in Alternative Provision often have complex needs, it is therefore also important that governing bodies and proprietors of these settings are aware of the additional risk of harm that their pupils may be vulnerable to. Where safeguarding concerns arise, the placement will be immediately reviewed, and terminated, if necessary, unless or until those concerns have been satisfactorily addressed. Alternative Provision aims to ensure that every child receives an education that meets their individual needs, supporting their personal and academic development and as such, staff in our school and the staff within the Alternative Provisions are aware of the government's statutory guidance in relation to Alternative Provision:

- Alternative Provision DFE statutory guidance: [Additional health needs guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/additional-health-needs-guidance.pdf)
- Education for children with health needs who cannot attend school - [Arranging education for children who cannot attend school because of health needs \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/arranging-education-for-children-who-cannot-attend-school-because-of-health-needs.pdf)

46 Policy review

The Lead DSL, Headteacher and Governing Body of our school will review the Safeguarding and Child Protection Policy annually.

47 Other Relevant Policies

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

- Children's behaviour management, including drug/alcohol use
- Staff behaviour and management (Code of Conduct; Safer Working Practice; competency **Appendix 7**)
- Parents behaviour and management (Code of conduct when in and around school)
- Racist incidents and Homophobic Behaviour
- Anti-bullying Policy

- Sexual Violence and Sexual Harassment between children in schools and colleges
- Physical interventions/restraint
- Special Educational Needs, Mental Health Issues and Disabled Children
- Educational visits and school trips
- First aid and the administration of medicines
- Medical Conditions
- Intimate care
- Health and safety & Site security
- Sex and Relationship Education/Underage Sexual Activity (Healthy Relationships and Domestic Violence in Young People)
- Recruitment, selection and appointments
- Online safety, including on and offline and acceptable usage
- Extended School Activities
- School access audit and accessibility plan
- Mobile technology (digital equipment)
- LAC Policy
- Recruitment, selection and appointments policy
- Visitor Policy
- Managing Allegations Policy
- Remote Learning Policy
- Low-Level Concerns Policy
- Child on child sexual violence and harassment Policy
- Whistleblowing Procedures (**Appendix 6**)

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

48. Useful contact numbers and links

Leicestershire Police	999 / 0116 222222
<p>Childrens Assessment, Support and Prevention – CASP Email: casp-team@leicester.gov.uk Duty & Advice (Includes out of hours) das.team@leicester.gov.uk Early Help & Support/early-help@leicester.gov.uk</p> <p>If you are experiencing any issues completing the MARF form, or require it in an alternative format please email early-help-coordinators@leicester.gov.uk. Please note: alternative formats of the MARF will need to be sent securely to das-team@leicester.gov.uk.</p>	0116 454 1004
Children's Safeguarding Unit	0116 454 2440
<p>Safeguarding in Education Julie Chapaneri Safeguardingineducation@leicester.gov.uk</p>	0116 454 2440
<p>Local Authority Designated Officer (LADO) Katherine Lockwood</p>	0116 454 2440
<p>Leicester Safeguarding Childrens Partnership Board (LSCPb) LSCPb Home (lcitylscb.org)</p>	0116 454 6520
<p>Prevent (Advice / Referral) City: Ailsa Coull – Ailsa.coull@leicester.gov.uk</p>	0116 454 6923 07519 069833
<p>UAVA – United against violence and abuse (Domestic Violence, Abuse between Teenagers and Domestic Violence in BME community) info@uava.org.uk</p>	0808 80 200 28
<p>Forced Marriage Unit fmufco.gov.uk</p>	020 7008 0151
<p>Female Genital Mutilation Helpline fgmhelp@nspcc.org</p>	0800 028 3550
<p>NSPCC Whistleblowing Advice Line help@nspcc.org.uk</p>	0800 0280285

Useful websites and links

www.thinkuknow.co.uk

www.disrespectnobody.co.uk

www.saferinternet.org.uk

www.internetmatters.org

www.pshe-association.org.uk

www.educateagainsthate.com

www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation [children](#)
[Forced Into Opening Criminal Bank Accounts | The Children's Society \(childrensociety.org.uk\)](#)

APPENDIX 1 - DEFINITION AND INDICATORS OF ABUSE

Overview

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

1. NEGLECT

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

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

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

- Constant hunger
- Fabricated or Induced Illnesses (Munchausen Syndrome by Proxy)
- Stealing, scavenging and/or hoarding food
- Frequent tiredness or listlessness
- Frequently dirty or unkempt
- Often poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviour
- Illnesses or injuries that are left untreated
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers

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

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

2. PHYSICAL ABUSE

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

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

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

3. SEXUAL ABUSE

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

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

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

3a. SEXUAL EXPLOITATION

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

The presence of any significant indicator for sexual exploitation should trigger a referral to children’s social care. The significant indicators are: (not an exhaustive list)

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

5. EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may

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

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

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

6. Sexual Harassment and Sexual Violence⁶

Sexual violence

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

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

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

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

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

Sexual harassment

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

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- Sexual "jokes" or taunting
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.¹⁰⁸ It may include:
 - Non-consensual sharing of sexual images and videos
 - Sexualised online bullying
 - Unwanted sexual comments and messages, including, on social media; and
 - Sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

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

6. RESPONSES FROM PARENTS

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

- Delay in seeking treatment that is obviously needed
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)

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

7. SEND CHILDREN (Special Educational Needs and Disabilities)

Wolsey House Primary School is an inclusive school that welcomes all students, including those with special educational needs and disabilities (SEND), as well as deaf and disabled children and young people, whenever possible and appropriate. We are committed to providing every opportunity for our students to reach their full potential while promoting their self-esteem and valuing their individuality

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

Key issues for safeguarding children with disabilities include:

- Social isolation
- Reliance on others for personal care
- Impaired capacity to resist or report abusive behaviour
- Reduced access to someone to tell
- Especially vulnerable to bullying and intimidation
- More frequently away from home, e.g. in hospital, respite care or residential living

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

Some indicators concerns could include:

- A bruise in a site that might not be of concern on an ambulant child, such as the shin, might be of concern on a non-mobile child
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation

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

Wolsey House Primary School has a specific SEND Policy in place which is reviewed annually and we also make reference to the SEND Code of Practice Guidance. All our staff have access to this policy and key staff members are also aware of the LSCP Procedures online and NSPCC advice on protecting children with SEN, and deaf/disabled children and young people. As best practice our school will ensure we:

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

APPENDIX 2 - PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD: FOR ALL STAFF MEMBERS

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

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

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

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

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

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

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

LISTEN - Listen carefully to the child. Take what he or she says seriously as it is rare for a child to make entirely false allegations.

REASSURE - Reassure the child that he or she was right to tell and is not to blame for what happened, but do not promise confidentiality.

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

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

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

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

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

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

For a flowchart on reporting concerns, see **Appendix 11**.

APPENDIX 3 - ALLEGATIONS ABOUT A MEMBER OF STAFF/VOLUNTEERS

As per KCSIE 2025, it is the responsibility of Wolsey House Primary School to ensure procedures are in place for dealing with concerns and/or allegations against those working in or on behalf of schools and colleges in a paid or unpaid capacity, including, members of staff, supply teachers, volunteers and contractors. Our procedures are consistent with local safeguarding procedures and practice guidance and KCSIE 2025.

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

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

2. Our school staff (including supply staff and volunteers) understand they have a duty care to raise any concerns or allegations made about another member of staff who pose a risk of harm to children.

3. KCSIE 2025 states that LADO procedures are categorised in to 2 main areas;

1. Allegations that may meet the harms threshold (**Part Four - Section one of KCSIE 2025**)
2. Allegation/concerns that do not meet the harms threshold – referred to as ‘low level concerns’.

Allegation

Behaviour which indicates that an adult who works 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 towards a child or children in a way that indicates they may pose a risk of harm to children.

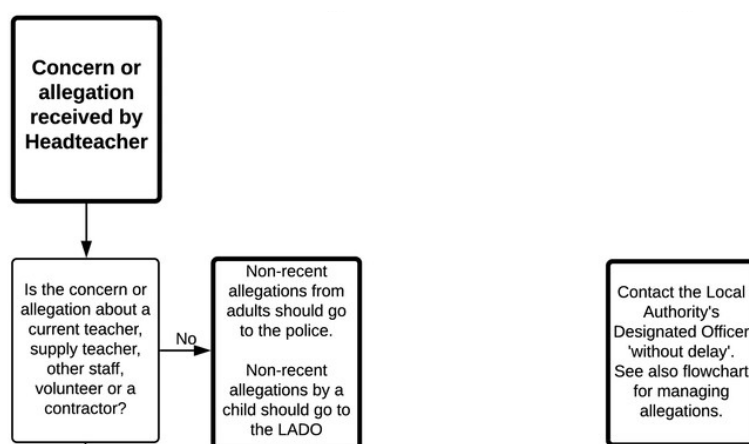
Low-Level Concern

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

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

Appropriate Conduct

Behaviour which is entirely consistent with the organisation’s Code of Conduct, and the law.



For allegations, which meet the harms threshold, staff should follow the guidance set out here, in the school's Dealing with Allegations Policy. For allegations or concerns that do not meet the harms threshold, then the school's Low-Level Concerns Policy should be followed.

If a staff member is unable to raise a concern about the inappropriate behaviour of another staff member, or any other safeguarding concern, all staff are aware of Wolsey House Primary School's Whistleblowing Procedures (**Appendix 6**)

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

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

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

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

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

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

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

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

APPENDIX 5 - INDICATORS OF VULNERABILITY TO RADICALISATION

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

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

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

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

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred, which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
- Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the student’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration; and
 - Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
- Being in contact with extremist recruiters;
 - Accessing violent extremist websites, especially those with a social networking element;
 - Possessing or accessing violent extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;

- Justifying the use of violence to solve societal issues; and
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and/or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis

APPENDIX 6 – WHISTLE BLOWING POLICY



Reporting illegal or improper conduct

(Disclosures under the Public Interest Disclosures Act 1998)
or concerns about safeguarding children & young people

1 Introduction

This policy applies to all employees, volunteers and governors. Other individuals performing functions in relation to the organisation, such as agency workers and contractors, should have a copy of this also or have least read a copy; to this end, a copy is made available on the school website.

It is important to Wolsey House Primary School that any fraud, misconduct or wrongdoing by employees, volunteers or governors of the school is reported and properly dealt with. The Governing Body will, therefore, respond to all individuals who raise any genuine concerns that they may have about the conduct of others in the school, **which are in the public interest**. This policy sets out the way in which individuals may raise any concerns that they have and how those concerns will be dealt with.

1.1 Wolsey House Primary School expects the highest standards of conduct from all employees, volunteers and governors and will treat seriously any concern raised about illegal or improper conduct.

1.2 Any individual covered by this policy will be expected, through agreed procedures and without fear of recrimination, to bring to the attention of the Headteacher (or the Chair of Governors if the concerns relate to the Headteacher) any serious impropriety or breach of procedure.

1.3 Employees and volunteers who do not follow the steps identified in this procedure or other agreed internal procedures, and take their concerns to other outside sources (e.g. the press), may be subject to a formal disciplinary investigation.

1.4 Employees who feel no action has been taken after following their school's whistleblowing procedure or, feel that following the school's whistleblowing procedure could increase the risk of harm to a child/adult, can contact the following organisations for information and support:

Leicester City Safeguarding Children's Unit or LADO	01164542440
Children's Social Care, Duty and Advice	01164541004
NSPCC Whistleblowing Help Line	0800 028 0285

Don't think, "What if I'm wrong?" – Think, "What if I'm right?"

2 Background

The law provides protection for employees and volunteers who raise legitimate concerns about specified matters. These are called 'qualifying disclosures'. A qualifying disclosure is one made in the public interest by the employee who has a reasonable belief that:

- A criminal offence
- A miscarriage of justice
- An act creating risk to health and safety
- An act causing damage to the environment
- Corruptly receiving any gift or advantage, thus failing to comply with the Bribery Act 2010
- Allowing private interests to override the interests of the school
- A breach of any legal obligation; or
- concealment of any of the above is being, has been, or is likely to be, committed. It is not necessary for the employee to have proof that such an act is being, has been, or is likely to be committed,- a reasonable belief is sufficient. The employee has no responsibility for investigating the matter; it is the school's responsibility to ensure that an investigation takes place.

2.1 Where the concerns are about **safeguarding children or young people**, the school's Designated Safeguarding Lead for Child Protection should be notified (See section 7.2).

2.2 It is a procedure in which the Headteacher or Chair of Governors will be expected to act swiftly and constructively in the investigation of any concerns in accordance with the school's disciplinary procedure.

2.3 Concerns about a colleague's professional capability should **not** be dealt with using this procedure (but see section 7 below).

3 When should it be used?

This procedure is for disclosures about matters other than a breach of an employee's own contract of employment. If an employee is concerned that his/her own contract has been, or is likely to be, broken he/she should use the school's Grievance procedures.

Where a disclosure is merely an expression of opinion that fails to show that a legal obligation has been or is likely to be breached, it **cannot** amount to a protected or qualifying disclosure for the purposes of the whistle blowing legislation

3.1 So this procedure is not designed to replace or be used as an alternative to the grievance procedure, which should be used where an employee is only aggrieved about his/her own situation. Nor should this policy apply where the employee simply disagrees with the way the school is run.

3.2 Employees and volunteers must have reasonable grounds for believing the information they have is accurate and not just idle gossip or rumour.

3.3 An employee who makes such a protected disclosure has the right not to be dismissed, subject to any other detriment, or victimised, because he/she has made a disclosure, provided it has not been made maliciously. Any employee who uses this procedure will not be penalised for doing so. The employer will not tolerate harassment and/or victimisation of any employee raising concerns.

3.4 An employee who is not sure whether the conduct he/she is concerned about does constitute illegal or improper conduct or is unsure about how to proceed may contact the Leicester City Council HR Department – 0116 454 4310 or email: hrpolicy@leicester.gov.uk or their Professional Association/Trade Union.

3.5 Financial regulations require that any suspicion of fraud, corruption or other financial irregularity is reported to Internal Audit for possible investigation. Normally an employee must first report any suspicion of such an irregularity to the Headteacher or Chair of Governors (but see 5), who will in turn report it to Internal Audit. Similar principles apply to Academies where the funding agency must be informed.

4. Principles

4.1 Any matter raised under this procedure will be investigated thoroughly, promptly and confidentially, and the outcome of the investigation reported back to the employee who raised the issue.

4.2 No employee will be victimised for raising a matter under this procedure. This means that the continued employment and opportunities for future promotion or training of the employee will not be prejudiced because he/she has raised a legitimate concern.

4.3 Victimisation of a worker for raising a qualified disclosure will be a disciplinary offence.

4.4 If misconduct is discovered as a result of any investigation under this procedure the matter will be considered under the disciplinary procedure, in addition to any appropriate external measures.

4.5 Maliciously making a false allegation is a disciplinary offence.

4.6 An instruction to cover up wrongdoing is in itself a disciplinary offence. If told not to raise or pursue any concern, even by a person in authority, employees and volunteers should not agree to remain silent.

5. Procedure

This process is summarised as a Flowchart at **APPENDIX 1**

5.1 In the first instance, unless the employee reasonably believes his/her Headteacher to be involved in the wrongdoing, any concerns should be raised with the employee's Headteacher. If he/she believes the Headteacher to be involved, then the employee should proceed straight to the Governing Body or point 5.3 below. Ideally put your concerns in writing (using the form provided at **APPENDIX 2**), outlining the background and history, giving names, dates and places where you can.

5.2 The Headteacher/Chair of Governors will arrange an investigation into the matter (either by investigating the matter herself or immediately passing the issue to someone in a senior position). The investigation may involve the employee and others involved giving written statements. Any investigation will be carried out in accordance with the principles set out above. The employee's statement will be taken into account and he/she will be asked to comment on any additional evidence obtained.

Employees or volunteers who want to use the procedure but feel uneasy about it may wish to consult their Professional Association/Trade Union initially and bring a colleague or Professional Association/Trade Union Representative along to any discussions, so long as the third party is not involved in the issue.

Where anonymity is requested, efforts will be made to meet the request where appropriate but that might not always be possible. The earlier and more open the expression of concern the easier it will be to take appropriate action.

5.3 The Headteacher (or the person who carried out the investigation) will then report to the Chair of Governors/Governing Body who will take the necessary action, including reporting the matter to any appropriate department or regulatory agency. If disciplinary action is required this will be taken forward by the Headteacher/Chair of Governors/Governing body in consultation with the School's HR Advisory Team. On conclusion of any investigation, the employee will be told the outcome of the investigation and what the next steps will be. If no action is to be taken, the reason for this will be explained.

If the employee is concerned that his/her Headteacher is involved in the wrongdoing, has failed to make a proper investigation or has failed to report the outcome of the investigation, he/she should inform the Local Authority Investigations Team on 0116 252 7415 or via email at investigations@leicester.gov.uk. Details will be presented to the monitoring officer, who will take any necessary urgent action, taking into account the circumstances and any evidence and will determine how to respond to the disclosure. The Monitoring Officer is currently the Service Director for Legal Services.

Employees or volunteers who feel unable to follow this route, for whatever reason, have the option of contacting one of the following:

- HM Revenue and Customs
- The Financial Services Authority
- The Office of Fair Trading
- The Health and Safety Executive

- The Environment Agency
- The Director of Public Prosecutions
- The Serious Fraud Office
- The Education Funding Agency
- The Department for Education
- The National College for Teaching and Leadership

What happens next?

The Headteacher/Chair of Governors will arrange an investigation into the matter (either by investigating the matter himself/herself or immediately passing the issue to someone in a senior position). The investigation may involve the employee and others involved giving written statements. The employee's statement will be taken into account and he/she will be asked to comment on any additional evidence obtained. An individual will not be expected to prove the truth of an allegation but will need to demonstrate sufficient grounds for the concern.

Preliminary inquiries may be made to help decide how best to respond in the public interest. Depending on the nature of the issue raised, the response may be one or more of the following:

- management investigation;
- internal audit investigation;
- disciplinary investigation;
- referral for consideration under another Council procedure;
- referral to the police;
- referral to the District Auditor;
- an independent investigation;
- amend procedures;
- no action due to lack of sufficient evidence.

The employee raising the concern should be given information on how the matter is likely to be dealt with within **10 working days** of making the disclosure (so far as legally possible and subject to rights of confidentiality).

Employees who want to use the procedure but feel uneasy about it may wish to consult their Professional Association/Trade Union initially and bring a colleague or Professional Association/Trade Union Representative along to any discussions, so long as the third party is not involved in the issue. If a Trade Union/Professional Association representative raises the concern on someone else's behalf, they will be automatically afforded the same protection from detriment. In addition, the independent charity Protect provides advice to individuals on whistleblowing in the public interest on a strictly confidential basis (<https://protect-advice.org.uk/> / 020 3117 2520).

Where anonymity is requested, efforts will be made to meet the request where appropriate but that might not always be possible. The earlier and more open the expression of concern, the easier it will be to take appropriate action. Anonymous disclosures will be considered to the extent that it is reasonable and practicable to do so, although the need to confirm or follow up evidence may make this difficult.

6 What should be done if an issue is raised with a member of staff?

6.1 If a member of staff, other than the Headteacher, is approached by a colleague on a matter of concern as defined in this document, he/she is advised to take the matter to the Headteacher as above point 5.

7 Safeguarding Children and Young People

7.1 All employees and volunteers have a duty to report concerns about the safety and welfare of pupils/pupils.

7.2 Concerns about any of the following should be reported to the Designated Safeguarding Lead for Child Protection (DSL):

- physical abuse of a pupil/pupil
- sexual abuse of a pupil/pupil
- emotional abuse of a pupil/pupil
- neglect of a pupil/pupil
- issues relating to Female Genital Mutilation, Child Missing from Education, Child Sexual Exploitation & Radicalisation
- an intimate or improper relationship between an adult and a pupil/pupil
- improper behaviour or conduct of staff towards children

Wolsey House Primary School DSLs are; Steve Powell, Helen King, Julie Cooper-Marsh, Yasin Ismail, Emily Satchwell, Jim Baker, Ginny Southwell, Leanne Watts, Jacqui Hayes and Steve Punchard.

7.3 The reason for the concern may be the actions of a colleague (including a more senior colleague), a Governor, another pupil/pupil or someone outside the school. Whatever the reason, concerns must be reported. Failure to report a Child Protection related allegation will be in itself, a disciplinary matter.

Law Relating To This Document

Employment Rights Act 1996

Public Interest Disclosures Act 1998 (Whistleblowing)

Human Rights Act 1998 (Duty of care)

The legislation protecting individuals who makes a protected disclosure applies not only to employees, but also to any person who undertakes to do or perform personally (or otherwise) any work or service for the employer, regardless of the nature of the contractual relationship between them.

A Whistleblowing Policy should establish the procedure for an employee to follow if he/she has a genuine concern about a colleague's conduct or the organisation's practices. The Whistleblowing Policy should make clear what sort of allegations will count as a protected disclosure and should allow for the employee to raise these concerns with a nominated person and set out the steps that the employer will take in response.

A qualifying disclosure means any disclosure of information that in the reasonable belief of the worker is made in the public interest. The requirement that a whistleblower make a qualifying disclosure 'in good faith' has been removed. Therefore, while the employer can seek a declaration from the whistleblower that he or she is not knowingly making a false allegation, disciplinary action is likely to be appropriate only where there is clear

evidence that the employee has misused the whistle blowing procedure. A consequence of the requirement that a disclosure be made in the public interest is that an employee will generally be precluded from being able to 'blow the whistle' about breaches of his or her employment contract.

Section 43J of the Employment Rights Act 1996 provides that a Settlement Agreement made between an employee and employer cannot prevent future protected disclosures.

Any confidentiality obligations in contracts of employment that would prevent an employee making a protected disclosure will be void.

Contacts

Leicester City Council HR Department

E mail address

Tel: 0116 454 4310

Email: hrpolicy@leicester.gov.uk

Leicester City Council, Safeguarding Children's Unit

Tel: 0116 454 2440

Duty and Advice

0116 454 1004

LADO – Local Authority Designated Officer, Katherine Lockwood.

0116 454 2440

Head Teacher of School – Mrs Helen King

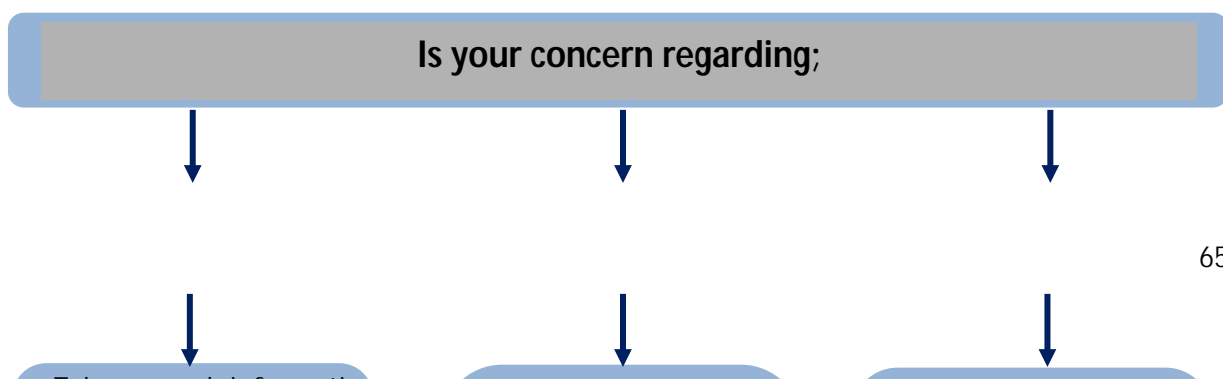
Tel: 01162 667 566

Chair of Governors – Mr Matthew Peatfield

mpeatfield1@wolseyhouse.leicester.sch.uk

Public Interest Disclosure Act 1998 (whistleblowing) protects workers in private, public and voluntary organisations, if in the public interest they blow the whistle on wrongdoing.

If you want to raise a concern in your school and wish to whistle blow for wrongdoing, in the first instance, use the following diagram for guidance;



A Child

Headteacher

Other staff

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- reports such as the annual report to parents and Headteacher reports to the Governing Body

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - the school's whistleblowing procedures
- Confidentiality
- Safeguarding and Child Protection
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

Reviewed: September 2025

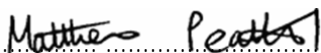
Review: September 2026

Signed.....
(Headteacher)



Date: 16.09.25

Signed.....
(Chair of Governors)



Date: 16.09.25

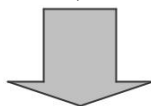
APPENDIX 1 - THE WHISTLEBLOWING PROCESS

Stage 1- Making a disclosure

Approach your Manager, Headteacher, DSL or LADO and share your concerns. You can do this verbally or in writing.

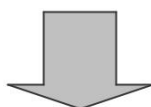
You may be asked to consider making a written or verbal statement. In such cases, a brief summary of the interview will be made and agreed by both parties.

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



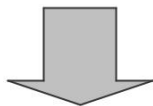
Stage 2 – Initial Response to the Disclosure

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



Stage 3 – Launch a Management Investigation

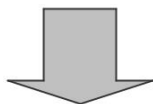
Where a Management Investigation is deemed necessary, a senior manager will be appointed as an investigating officer.



Stage 4 – Deciding whether further action is necessary

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

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



Stage 5 - Confirmation of the Outcome

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

APPENDIX 2 - WHISTLE BLOWING POLICY - REPORTING FORM

Referral Form to be completed by Individual identifying a concern under the Public Interest Disclosure Act 1998

DETAILS OF PERSON RAISING CONCERNS AND ISSUE RAISED

Nature of Concern:

--

Background (please provide dates where possible):

--

Who is involved?

--

Reasons for the concern:

--

Name :	Date (dd/mm/yy) : / /
Contact No.	Time (mm:hh) : :

Meeting Date (dd/mm/yy): / /	Time (mm:hh): :
----------------------------------------	------------------------

INVESTIGATION OF CONCERN

Concern Received By:	Investigations Audit Team : HR:
----------------------	----------------------------------------

Action :

Signature:.....

Time: (mm:hh): :

ADDITIONAL INFORMATION

Comments/Additional information:

Code of Conduct for Employees



INTRODUCTION

As an employer, the Governing Body is required to set out a Code of Conduct for all school employees. All staff are expected to be conscientious and loyal to the aims and objectives of the school. All staff employed under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the 'Teachers' Standards' and in relation to this policy, Part 2 of the Teachers' Standards - Personal and Professional Conduct. This code follows "Guidance for safer working practice for those working with children and young people in education settings 2023"

Staff should be aware that a failure to comply with the following Code of Conduct could result in disciplinary action including dismissal.

We have a duty to safeguard and to promote the welfare of all pupils by protecting them from maltreatment, preventing impairment of their health or development, ensuring that they grow up in circumstances consistent with the provision of safe and effective care and to take appropriate action enabling them to have the best outcomes.

We believe we have a duty to safeguard and to promote the welfare of pupils and to protect school personnel by creating a whole school culture that is safe and inclusive. We want to maintain a whole school culture by having in place the principles of respect, understanding rights and responsibilities, fairness, tolerance and understanding for all.

We value and respect all pupils and understand that we have a key role to play in identifying child protection concerns as the safeguarding of children and their welfare is paramount. Therefore, we must ensure all school personnel (and volunteers) are appointed following the safer recruitment guidelines and procedures, Disclosure and Barring Service checked, trained in child protection procedures, understand their roles and comply with the code of conduct.

We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend. We believe we will achieve this by ensuring that the behaviour and safety of pupils, and the leadership and management at this school is of a very high standard.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

AIMS

- To safeguard and to promote the welfare of pupils.
- To create and maintain an ethos of mutual respect, openness and fairness.
- To work with other schools and the local authority to share good practice in order to improve this policy.

1. SPECIFIC RESPONSIBILITY FOR ROLES AND PROCEDURE.

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure that all school personnel are aware of the School Code of Conduct for safeguarding children and that the Headteacher is the Designated Child Protection Teacher;
- delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy;
- delegated powers and responsibilities to the Headteacher to ensure:
 - compliance with procedures and practice of the Local Authority and the Local Safeguarding Partnership Board (LSCP)
 - procedures are in place to deal with allegations against school personnel and volunteer helpers
 - allegations against school personnel or volunteer helpers are referred to the local authority designated officer (LADO)
 - compliance with their legal duty of referring to the Disclosure and Barring Service (DBS) if a member of the school personnel or volunteer helper has been dismissed due to safeguarding concerns
- responsibility for ensuring that the Chair liaises with the Local Authority and complies with all procedures and practices when dealing with an allegation of abuse against the Headteacher;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

The Headteacher will:

- ensure that all school personnel are aware of their responsibilities that are outlined in this policy;
- ensure that all school personnel are aware of Safeguarding and Child Protection policy and all other associated school policies;

- ensure all school personnel and volunteer helpers are aware that the Headteacher is the Designated Child Protection Teacher;
- ensure the Safer Recruitment policy and procedures are in place and up to date;
- ensure Disclosure and Barring Service checks are in place for all school personnel, governors and volunteer helpers;
- ensure all school personnel, governors and volunteer helpers undertake annual safeguarding training;
- work closely with the link governor;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all new staff, new governors and new volunteer helpers;
- monitor the effectiveness of this policy;

The Designated Safeguarding lead will:

- ensure the implementation of this policy;
- ensure everyone connected with the school is aware of this policy;
- work closely with the Headteacher and the nominated governor;
- be trained in child protection policy procedures;
- renew training every two years in order to;
 - understand the assessment process
 - understand the procedures of a child protection case conference and child protection review conference
 - understand the specific needs of children in need
 - understand the specific needs of children with special educational needs and those of young carers
 - have in place a secure and accurate record system of all concerns and referrals
- take the lead in dealing with child protection issues;
- keep a confidential Child Protection Register of all those pupils known to be at risk and only if it is confirmed by social services that the child is at risk;
- be trained in working with all agencies;
- familiarise school personnel with the policy and procedures;
- investigate and deal with all cases of suspected or actual problems associated with child protection;
- ensure parents are aware that referrals about suspected abuse or neglect may be made;
- make child protection referrals;
- record all child protection referrals;
- co-ordinate action within the school;
- liaise and seek advice from the Local Authority Designated Officer (LADO) when the need arises;
- liaise with social care and other agencies;
- transfer the child protection file of any pupil leaving to join another school;
- provide support for any child at risk;
- not promise confidentiality to any child but always act in the interests of a child;

- act as a source of advice within the school;
- help create a culture within the school of listening to children;
- keep up to date with all new guidance on safeguarding children;
- keep all school personnel up to date with any changes to procedures;
- organise appropriate training for school personnel and governors;
- ensure all incidents are recorded, reported and kept confidential;
- keep all paperwork up to date;
- report back to the appropriate school personnel when necessary
- annually review the policy with the Headteacher and Chair of Governors

School personnel must:

- behave professionally in and outside school;
- exercise confidentiality;
- be trained in Child Protection procedures;
- understand their role in child protection procedures;
- be aware of the signs of abuse and neglect;
- report their concerns of abuse and neglect;
- work together to create a school culture that is based on mutual and appropriate respect;
- ensure pupils understand and are aware of child protection procedures;
- not initiate any physical contact with a child;
- only exercise physical restraint as a last resort;
- avoid being in a room alone with a child and with the door shut;
- speak with a child with the door open or with another adult present;
- treat other school personnel with respect;
- be aware of the Local Authority's guidelines on handling money;
- create and maintain a good and open relationship with parents;
- create a positive classroom environment where all children are respected and valued;
- be aware of how to record and report concerns about another member of staff;
- take care of their physical and mental well-being by maintaining a healthy work-life balance;
- be aware of counselling and support systems in school and through the Local Authority

1. SETTING AN EXAMPLE

1.1 All staff who work in schools set examples of behaviour and conduct, which can be copied by pupils/pupils. Staff must therefore avoid using inappropriate or offensive language at all times.

1.2 All staff must, therefore, demonstrate the highest standards of conduct in order to encourage our pupils/pupils to do the same.

1.3 All staff must also avoid putting themselves at risk of allegations of abusive or unprofessional conduct. This includes ensuring that;

- They are not over-friendly with children;
- They do not have favourite children and do not treat children differently from one another;
- They do not engage with a child on a one-to-one basis in a secluded area or behind a closed door;
- They do not use inappropriate sexualised, intimidating or offensive language.

1.4 This Code helps all staff to understand what behaviour is and is not acceptable.

1.5 All staff must refrain from making comments about the personal lives of other members of staff. Comments relating to relationships, parenthood and the protected characteristics in the Equality Act 2010 can be hurtful and are unacceptable.

1.6 All staff should model effective wellbeing practices and help to contribute to the whole school ethos of supporting mental health. This includes ensuring that all members of the school community feel able to talk openly about their mental health, with no fear of stigma.

1.7 Staff must ensure that they do not smoke on school grounds or within the sight of children on school grounds.

2. SAFEGUARDING PUPILS/PUPILS

2.1 Staff have a duty to safeguard pupils/pupils from:

- physical abuse
- sexual abuse
- emotional abuse
- neglect

2.2 The duty to safeguard pupils/pupils includes the duty to report concerns about a pupil/pupil to the school's Designated Safeguarding Lead (DSL) for Child Protection.

2.3 The school's Lead DSL is **Steve Powell** (DHT)

The school's additional DSLs are: Helen King (HT), Julie Cooper-Marsh (AHT), Jacqui Hayes (Office), Ginny Southwell (Office), Yasin Ismail (Teacher – SLT), Jim Baker (ELSA), Leanne Watts (SENDCo) and Steve Punchard (Teacher)

2.4 Staff are provided with personal copies of the school's Safeguarding and Child Protection Policy and Whistleblowing Procedure and staff must be familiar with these documents. Copies of these are available on 'staffshare' and all staff are emailed a copy, signing to say that they have read and understood the documents.

2.5 Staff must not demean or undermine pupils, their parents or carers, or colleagues.

2.6 Staff must take the upmost care of pupils/pupils under their supervision with the aim of ensuring their safety and welfare.

2.7 Staff must not use their mobile phone as a camera in school. Any photograph/video must be taken using school equipment. Staff must only save images on school computers.

2.8 Staff have read and understood the relevant sections of KCSIE September 2025.

2.9 All staff are subject to a DBS check. Staff are expected to inform the Headteacher should they be investigated in any other aspect of the lives or arrested.

2.10 All staff are expected to show professional curiosity and ensure they understand their

role in safeguarding children.

3. RELATIONSHIPS WITH STUDENTS

3.1 Staff must declare any relationships that they may have with pupils outside of school; this may include mutual membership of social groups, tutoring, or family connections. Staff should not assume that the school are aware of any such connections. An example declaration form can be found in **Appendix 2** of this document.

3.2 Relationships with pupils must be professional at all times; physical relationships with pupils are not permitted and may lead to a criminal conviction.

3.4 Contact with pupils must be through authorised school mechanisms. At no time should personal telephone/mobile numbers, email addresses or communication routes via personal accounts on social media platforms be used to communicate with students.

3.4 If contacted by a pupil by an inappropriate route, staff should report the contact to the Headteacher immediately.

4. PUPIL/PUPIL DEVELOPMENT

4.1 Staff must comply with school policies and procedures that support the well-being and development of pupils.

4.2 Staff must co-operate and collaborate with colleagues and with external agencies where necessary to support the development of pupils.

4.3 Staff must follow reasonable instructions that support the development of pupils.

4.4 Staff must be prepared to identify those children who would benefit from Early Help intervention.

5. HONESTY AND INTEGRITY

5.1 Staff must maintain the highest standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities.

5.2 All staff must comply with the Bribery Act 2010. A person may be guilty of an offence of bribery under this act if they offer, promise or give financial advantage or other advantage to someone; or if they request, agree or accept, or receive a bribe from another person. If you believe that a person has failed to comply with the Bribery Act, you should refer to the Whistleblowing procedure for schools.

5.3 Gifts from suppliers or associates of the school must be declared to the Headteacher, or to the Chair of Governors if the Headteacher is the recipient, with the exception of "one off" token gifts from pupils or parents. Personal gifts from individual members of staff to pupils are inappropriate and could

be misinterpreted. Any reward given to a pupil should be given in accordance with the school's behaviour policy.

6. CONDUCT OUTSIDE WORK

6.1 Staff must not engage in conduct outside work which could seriously damage the reputation and standing of the school or the employee's own reputation or the reputation of other members of the school community. Any such conduct could lead to dismissal.

6.2 In particular, criminal offences that involve violence or possession or use of illegal drugs or sexual misconduct are likely to be regarded as unacceptable and could lead to dismissal.

6.3 Staff must exercise caution when using information technology and be aware of the risks to themselves and others. Staff must not use social media e.g. Facebook with pupils or former pupils.

6.4 Staff must not engage in inappropriate use of social network sites e.g. Twitter which may bring themselves, the school, school community or employer into disrepute.

6.5 Staff must only use their school email account when communicating electronically with pupils, parents and colleagues.

6.6 Staff may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interests of the school and is not to a level, which may contravene the working time regulations or affect an individual's work performance.

6.7 All members of staff must declare any business interests outside of school that may be connected either to the supply of goods / services to the school or be rewarded through association with the school.

7. E-SAFETY AND INTERNET USE.

7.1 Staff must exercise caution when using information technology and be aware of the risks to themselves and others. Regard should be given to the schools' E-Safety and ICT Acceptable Use Policy at all times both inside and outside of work. This includes the dangers around 'Grooming' and 'Sexting' as outlined in Keeping Children Safe in Education 2021.

7.2 Staff must not engage in inappropriate use of social network sites, which may bring themselves, the school, school community or employer into disrepute. Staff should ensure that they adopt suitably high security settings on any personal profiles they may have.

7.3 Staff should exercise caution in their use of all social media or any other web-based presence that they may have, including written content, videos or photographs, and views expressed either directly or by 'liking' certain pages or posts established by others. This may also include the use of dating websites where staff could encounter pupils either with their own profile or acting covertly.

7.4 Contact with pupils should only be made via the use of school email accounts, school learning platforms (e.g. Seesaw) or telephone equipment when appropriate.

7.5 Photographs/stills or video footage of pupils should only be taken using school equipment, for purposes authorised by the school. Any such use should always be transparent and only occur where parental consent has been given. The resultant files from such recording or taking of photographs must be stored in accordance with the school's procedures on school equipment.

7.6 During a complete or partial closure of the school, teachers are expected to have regular contact with the children in their class, usually via TEAMS, email or by phone. Staff must always follow the expectations set out by the Senior Leadership Team with regard to these, to ensure the safety of the children and to protect the member of staff. No contact should be made with children without explicit parental consent.

7.7 Staff should not use their mobile phone during lesson time (or during their working hours for cleaners and midday staff). If there is an urgent reason a member of staff needs to use their phone, such as expecting a call relating to a family emergency, then this should be cleared with their team leader. Mobile phones may be used to call for first aid or support if there is an emergency in class. 7.8 Teachers are responsible for checking relevant permissions from parents and carers, for example before taking photos for learning journals, before use of computer equipment and before class photographs.

8. COMMUNICATION PROTOCOLS

8.1 **All staff** must check their emails at least once per week. For teaching staff and those staff who cover classes, the expectation is that emails will be checked daily, or on every working day.

8.2 Staff are encouraged not to use their emails in the evenings or at weekends. However, where staff prefer to do this, they are not expected to read or respond to them.

8.3 If an email needs to be read by staff by the following working day, it should have been sent before 3:30pm on the previous working day. Effective communication should not require staff to check their emails outside of working hours. If there is a need for an urgent communication, this should be done via other means as agreed by SLT.

8.4 Staff are encouraged not to access their work email on their personal devices. If they decide to do this, they are encouraged to turn off notifications, particularly outside of working hours, for their own wellbeing.

9. CONFIDENTIALITY

9.1 Where staff have access to confidential information about pupils or their parents or carers, staff must not reveal such information except to those colleagues who have a professional role in relation to the pupil.

9.2 All staff are likely at some point to witness actions, which need to be confidential. For example, where a pupil is bullied by another pupil (or by a member of staff), this needs to be reported and dealt with in accordance with the appropriate school procedure. It must not be discussed outside the school, including with the pupil's parent or carer, nor with colleagues in the school except with a senior member of staff with the appropriate role and authority to deal with the matter.

9.3 However, staff have an obligation to share with their manager or the school's Designated Safeguard Lead any information, which gives rise to concern about the safety or welfare of a pupil. Staff must **never** promise a pupil that they will not act on information that they are told by the pupil. Staff should never promise a pupil confidentiality or 'keep a secret' as this may ultimately not be in the best interest of a child.

10. DRESS AND APPEARANCE.

10.1 All staff must dress in a manner that is appropriate to a professional role and promoting a professional image (No denim should be worn by teaching or support staff, unless attending a trip or by prior arrangement. Midday Meals staff and cleaners can wear denim jeans due to the nature of their role).

10.2 Staff should dress in a manner that is not offensive, revealing or sexually provocative.

10.3 Staff should dress in a manner that is absent from political or other contentious slogans.

11. DISCIPLINARY ACTION

All staff need to recognise that failure to meet these standards of behaviour and conduct may result in disciplinary action, including dismissal.

12. COMPLIANCE

12.1 All staff must complete the safeguarding receipt when they first receive this Code of Conduct to confirm they have read, understood and agreed to comply with the code of conduct. This receipt should then be signed, dated and then passed on to the office, where it will be filed. Staff will receive a copy of this Code of Conduct on an annual basis and will be made aware of any and all changes.

Professional Responsibilities

For your own protection when using any form of ICT, whether in and outside school, Wolsley House Primary School advises that you:

- Ensure all electronic communication with pupils, parents, carers, staff and others is compatible with your professional role and in line with school policies
- Do not talk about your professional role in any capacity when using social media such as Facebook, Twitter, Instagram and YouTube etc.
- Do not engage in any inappropriate mobile phone communication via instant messaging/sexting with pupils or parents
- Do not put online any text, image, sound or video that could upset or offend any member of the whole school community or be incompatible with your professional role
- Use school ICT systems and resources for all school business. This includes your school email address, school mobile phone and school video camera/camera
- Do not disclose any passwords and ensure that any personal data is kept secure and used appropriately
- Only take images of pupils and/or staff for professional purposes, in accordance with

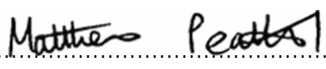
school policy, with the knowledge of SLT and using school equipment only

- Do not browse, download, upload or distribute any material that could be considered offensive, illegal or discriminatory
- Ensure that your online activity, both in school and outside school, will not bring the school or your professional role into disrepute
- You have a duty to report any E-Safety incident which may impact on you, your professionalism or the school to a DSL, ICT technician or a member of the SLT

Reviewed: September 2025

Review: September 2026

Signed.......... Date: 17.09.25
(Headteacher)

Signed.......... Date: 17.09.25
(Chair of Governors)

Appendix 1 – aide memoire for all staff

When we speak to others we will:

- use a positive statement rather than a negative one so that children can learn what we expect of them in any situation.
- use a calm tone of voice at all times, to explain something to or instruct the children, so that they can follow our words without feeling threatened or uncomfortable.
- avoid using sarcastic words or phrases as these demean children and prevent them from developing high self-esteem.
- speak respectfully to other adults at all times, even if we disagree with them.

As professionals we will:

- avoid workplace gossip and negativity as it breeds resentment and becomes a roadblock to effective communication and collaboration. We all have a duty to take active steps to divert conversations away from this if we come across it.
- maintain confidentiality about anything that we see or hear in the school, so that parents and children can trust us, and as a way of showing respect to our fellow professionals.
- work as part of a team, contributing as well as learning from others and helping to build up a strong workforce so that we can provide the best possible learning opportunities for the children.
- work within the school's policies and practices, so that what we do is consistent with what has been agreed between all members of the staff and the governors.
- treat everyone with respect.
- dress appropriately, so that we set a good example for the children and to show that we are here to work.
- behave in a positive way despite any personal problems that we may have, especially in front of the children.

Appendix 2



Relationships with students outside of work declaration

It is recognised that there may be circumstances whereby employees of the school are known to students outside of work. Examples include membership of sports clubs, family connections, or private tutoring.

Staff must declare any relationship outside of school that they may have with students:

Employee Name	Child's Name	Relationship

I can confirm that I am fully aware of the code of conduct relating to contact out of school with pupils in line with this policy.

If I am tutoring a pupil outside of school, I am aware that the following must be adhered to:

- I do not, at any point, teach the child in question as part of my daily timetable - this is a stipulation of such tutoring
- I emphasise to parents that this is done completely independently of the school
- No monies come through the school at any point, informally (e.g. via the child) or formally
- No private tutoring is to take place on the school premises

I confirm that if these circumstances change at any time I will complete a new form to ensure the school are aware of any relationships.

Signed.....Date.....

Once completed, signed and dated, please return this form to the Headteacher



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School Safeguarding Record of Concern Form– CONFIDENTIAL

Childs Name (in full):		DOB	
Male <input type="checkbox"/> Female <input type="checkbox"/>	Disability: Yes <input type="checkbox"/> No <input type="checkbox"/>	Class:	Religion:
Date of Concern:		Time of concern:	
Child's account of disclosure (What did the child say-in their own words/disclose/how/demeanour – use a separate piece of paper if needed)			
Your response (What did you, the member of staff/adult , do/say following the concern? What were your Observations? Body Map required?)			
Your Name and position:		Date and time:	Your signature:

THE REST OF THIS FORM SHOULD ONLY BE COMPLETED BY A QUALIFIED DSL. YOU WILL BE UPDATED AS AND WHEN NECESSARY.

Action and response of DSL (What steps have you taken? Referral to DAS or Early Help?/Monitor in school/Parents informed-if appropriate?)

Information fed back to relevant staff, as and when necessary. Yes / No

Action Required: Next steps and reasoning behind them:	Timescale:	Name & position of person(s) responsible:	Date of audit and initials:
			Oct
			Dec
			Feb
			Apr
			May
			Jul

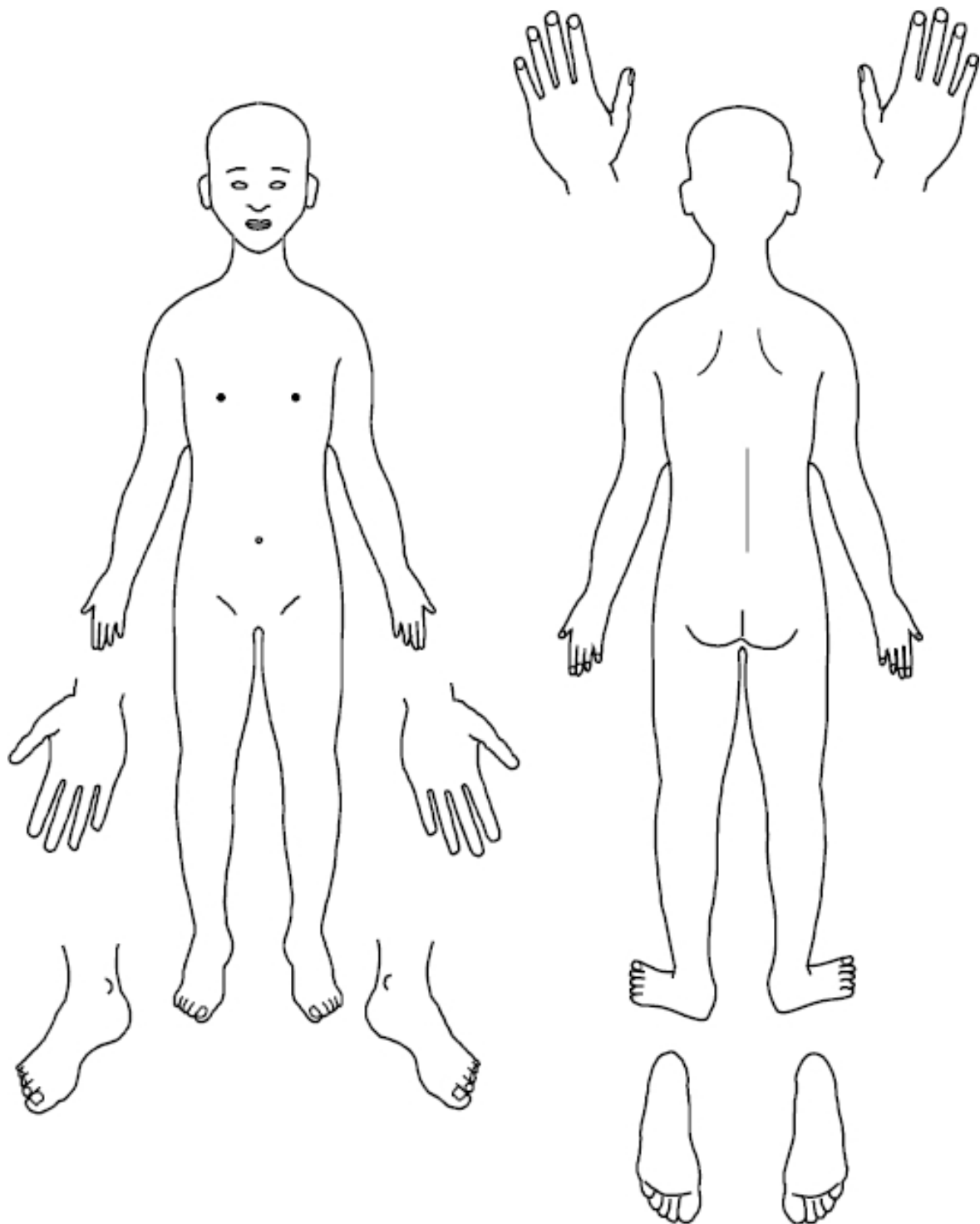
(DSL who dealt with the disclosure):

Date:

(DSL second opinion) - Agreed by:

Date:

Wolsey House Primary School Body Map.





Child's name:

Date:

Time:

Name and role of member of staff completing the map;

.....

Additional information:

.....

.....

.....

Please take this, along with a Record of Concern to the nearest DSL.



APPENDIX 9

Children Missing From Education Procedures.

Children attending school but missing sessions regularly:

When a child is regularly absent from school, often with no reason given for their absence, this could be a potential indicator of abuse and neglect.

Any staff member noticing a pattern in a child's absences should make their concerns known to the Attendance Officer & DSL with responsibility for Children Missing in Education (CME), Jacqui Hayes.

Jacqui meets regularly with the Education Welfare Officer (EWO) linked with the school, Fiona Ferguson and flags up any children who are causing a concern. They discuss whether there has been any reason given for irregular attendance and if there has been any evidence provided to support the reasons. If the EWO is not satisfied with the reasons given or if there are any other underlying concerns, an Attendance Panel Meeting will be arranged to which the parent(s)/carer(s) of the child(ren) will be invited.

If parents or carers claim that absences are due to illness, the EWO, with the consent of the parent/carers, can request access to the child's medical records to verify this.

Where the reason for absence is due to the other issues of the child or a family member (mental health, financial, truancy/school refusal) it may be appropriate for a referral to Early Help, again with the consent of the family.

If the parent(s)/carer(s) are not able to offer a valid reason for the regular absences, the EWO will advise them of their legal obligations and that failure to ensure regular attendance at school, unless medical evidence is provided, could result in prosecution.

The school and the EWO will then continue to closely monitor the attendance.

Children on roll but no longer attending the school:

When a child stops attending school, Jacqui will attempt to contact the parent to establish the reason why. If the family have moved to another area within the Local Authority and have applied for a school transfer but no school places are available, an Annex C referral form should be completed and passed on to the EWO. The EWO will investigate and when she is satisfied that the child is safe and well, will give permission for the safe removal from roll. She will then monitor the situation until the child has been admitted to another school.

If the child has moved to another Local Authority, Jacqui will contact the Admissions Team in the new Local Authority to verify that an application has been made for a school transfer.

If she is unable to verify this or if an application has not yet been made, she will complete an Annex B form for referral to the EWO. Jacqui will then also contact the CME Team in the new Local Authority to make them aware of a child in their area not in school.

When the EWO is satisfied that she has the relevant information she will give permission for the safe removal from roll and will then be responsible for monitoring the child until they are admitted to a new school.

If we have been informed that a child is leaving the Country, we will try and gather as much information from the parents as possible before they leave. We will ask the parents to write a letter informing us of their intent to withdraw their child from the school and explain their reasons.

Jacqui will complete an Annex B form and refer it to the EWO. The EWO will investigate and, when satisfied, will give authorisation for the safe removal of the child from roll.

If we do not know the location of the child, or if the child is still resident but not attending school, Jacqui will complete an EWS 20 form and refer it to the EWO. If the child is still living at the same address but not attending school the EWO may carry out a home visit to establish the reason for non-attendance. The parents may also be invited to a meeting. The EWO will then work with the school & family to support the child in returning to school.

If the family have left their address but have not disclosed their destination to the school, the EWO will investigate. If after several weeks she has been unable to locate the child she may give consent for the removal from roll of the child, however this will remain an open case to the EWS and investigations will continue.

Children Missing in Education are only taken off roll in the following circumstances:

- They have been admitted to another school
- A referral has been made to the EWS due to non-attendance and they have given permission to remove the child from roll.
- The child has been withdrawn from school to be home educated – School would need to be in receipt of a letter from the parent to confirm this and EWS would have been informed.

Appendix 10

Guidance on child on child sexual violence and sexual harassment.

KCSIE 2025 states that child on child sexual violence and sexual harassment forms part of the statutory guidance about how schools should respond to all reports and concerns of child on child sexual violence and sexual harassment, including those that have happened outside of the school or college premises, and or online.

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

Whilst our school strictly follows statutory guidance and information from the government **Sexual Violence and Sexual Harassment Between Children in Schools and Colleges**, the following measures are in place at Wolsey House in order to support children and staff if such incidents are reported and received in our school. These can be found here, as part of the [Wolsey House Child on Child Abuse Policy](#) and relevant extracts are detailed below;

6.1 Sexual violence and sexual harassment

This must always be referred immediately to the Designated Safeguarding Lead

The DSL will follow the DfE Guidance: Sexual violence and sexual harassment between children in schools and colleges Sept 2021

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/99239/SVSH_2021.pdf

with consideration of

- Managing internally 64, page 28
- Early Help 66 page 29
- MARF referral 66 page 29
- Reporting to the police 66 page 29

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as to the young person it is intended towards.

Sexually harmful behaviour may include

- inappropriate sexual language
- inappropriate role play
- sexual touching
- sexual assault/abuse.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them
- **Upskirting:** where someone takes a picture under a person’s clothing (not necessarily a skirt) without permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

8. Recognising child on child abuse

An assessment of an incident between peers should be completed and consider:

- Chronological and developmental ages of everyone involved
- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
- All alleged physical and verbal aspects of the behaviour and incident
- Whether the behaviour involved inappropriate sexual knowledge or motivation
- What was the degree of physical aggression, intimidation, threatening behaviour or bribery
- The effect on the victim
- Any attempts to ensure the behaviour and incident is kept a secret
- The child’s motivation or reason for the behaviour, if they admit that it occurred
- Whether this was a one-off incident, or longer in duration

It is important to deal with a situation of child on child abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. Avoid language that may create a ‘blame’ culture and leave a child labelled.

Staff will talk to the children in a calm and consistent manner. Staff will not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters.

8.1 Taking Action

- Always take complaints seriously

- Gain a statement of facts from the pupil(s)
- Assess needs of victim and alleged perpetrator
- Consider referral to Police or Social Care (in consultation with a DSL)
- Contribute to multi-agency assessments
- Convene a risk management meeting
- Record all incidents and all action taken

8.2 Recording sexualised behaviour

- Be clear, explicit and non-avoidant, and avoid vague statements or euphemisms
- Record as soon as possible, as you can quickly forget or confuse detail
- Follow the prompts on your safeguarding and child protection lilac recording form
- Use proper names for body parts, but record exactly any language or vocabulary used by the child. Use the child's exact words in quotation marks.
- Note where and when the incident happened and whether anyone else was around.

8.3 Gather the Facts

Speak to all the children involved separately, gain a statement of facts from them and use **consistent language** and **open questions** for each account. Ask the children to tell you what happened. Use open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?). **Do not interrogate or ask leading questions.**

8.4 Consider the Intent

Has this been a deliberate or contrived situation for a child to be able to harm another?

8.5 Decide on your next course of action

If you believe any child to be at risk of significant harm you must report to the Designated Safeguarding Lead immediately; they will follow the school's Safeguarding and Child Protection Policy.

If MARF and the police intend to pursue this further, they may ask to interview the children in school or they may ask for parents to come to school to be spoken to. It is important to be prepared for every situation and the potential time it may take.

8.6 Informing parents/carers

The best way to inform parents/carers is face to face. Although this may be time consuming, the nature of the incident and the type of harm/abuse a child may be suffering can cause fear and anxiety to parents/carers whether their child is the child who was harmed or who harmed another.

9. Points to consider

9.1 What is the age of the children involved?

How old are the children involved in the incident and is there any age difference between those involved? In relation to sexual exploration, children under the age of 5, in particular 1-4 year olds who are learning toileting skills may show a particular interest in exploration at around this stage. This, however, should not be overlooked.

9.2 Where did the incident or incidents take place?

Was the incident in an open, visible place to others? If so, was it observed? If not, is more supervision required within this particular area?

9.3 What was the explanation by all children involved of what occurred?

Can each of the children give the same explanation of the incident and also what is the effect on the children involved? Is the incident seen to be bullying for example, in which case regular and repetitive? Is the version of one child different from another and why?

9.4 What is each of the children's own understanding of what occurred?

Do the children know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch? Is the child's explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the child have an understanding of the impact of their behaviour on the other person?

9.5 Repetition

Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

10. Next Steps

Once the outcome of the incident(s) has been established, it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved

10.1 For the child who has been harmed

The support a child requires, depends on the individual child. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends; in which case it is necessary that this child continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the child may need support in improving peer groups/relationships with other children, or some restorative justice work with all those involved may be required.

Other interventions that could be considered may target a whole class or year group for example a speaker on online bullying, relationship abuse etc. It may be that through the

10.2 For the child who has displayed harmful behaviour

It is important to find out why the child has behaved in such a way. It may be that the child is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary.

Particular support from identified services may be necessary through an Early Help referral and the child may require additional support from family members.

Once the support required to meet the individual needs of the child has been met, it is important that the child receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the child they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the child to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing it may be that this child cannot be educated on site until the investigation has concluded. In which case, the child will need to be provided with appropriate support and education elsewhere.

It may be that the behaviour that the child has displayed may continue to pose a risk to others, in which case an individual risk assessment may be required. This should be completed via a multi- agency response to ensure that the needs of the child and the risks towards others are measured by all of those agencies involved including the child and their parents. This may mean additional supervision of the child or protective strategies if the child feels at risk of engaging in further inappropriate or harmful behaviour.

The school may also choose a punishment as a consequence such as exclusion or internal seclusion for a period of time to allow the child to reflect on their behaviour.

10.3 After care

It is important that following the incident the children involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the children do not engage in any further harmful behaviour

either towards someone else or to themselves as a way of coping (e.g. self-harm). For this reason, regular reviews with the children following the incident(s) are imperative.

Appendix 11

Monitoring and Filtering, Online Safety, Cyber Crime and Artificial Intelligence – Additional information

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

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

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

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

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

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

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

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

Our Governing body will review the standards and discuss with our IT staff and service providers what more needs to be done to support their establishment in meeting this standard.

Additional guidance on 'appropriate' filtering and monitoring can be found at:

Additional resources:

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

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

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

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

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

Cybercrime

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

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

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

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

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

Remote Education

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

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

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

Important conversations with parents, carers and children

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

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

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

Artificial Intelligence

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

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

Within our school/college, AI tools may be used for:

- Personalised learning
- Marking or feedback
- Educational chatbots
- Lesson planning

NOTE: The above is not an exhaustive list

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

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

Reviewing online Safety

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