



Child Protection and Safeguarding Policy

Lote Tree Primary School

September 2022

Policy last reviewed: September 2022

Reviewed by: Mariam Ashique

Agreed by governors: September 2022

Shared with staff: September

Frequency of review: Annually

Date of next review: September 2022

Head Teacher/Principal: Mariam Ashique (DSL)

Designated Safeguarding Lead Mariam Ashique

Deputy Designated Safeguarding Lead: Zubeda Khan Deputy

Named Governor for Safeguarding: Mohammed Azeem

Chair of Governors Suleman Bhayat

Vice Chair of Governors: Mohammed Azeem

Designated Lead for Looked After and Previously Looked-After Children: Zubeda Khan

Early Help Assessment Co-ordinator : Jeannette Walsh, Families for All Hub 024
7697 7991

Local Authority designated officer: Lado@coventry.gov.uk

MASH : MASH@coventry.gov.uk or 024-76788555

MASH Education Representative: Claire McElroy claire.mcelroy@coventry.gov.uk

Prevent: Prevent@coventry.gov.uk

Emergency Duty Team: 024 7683 2222

Reviewed September 2022

Review September 2023

"Those who are faithfully true to their amanah (all the duties which God has ordained, honesty, moral responsibility and trusts, etc.) and to their covenants...these indeed are the inheritors. Who shall inherit Paradise. And dwell therein forever" (Quran 23:8, 23:10-11)

Table of Contents

1 Definitions

2 Introduction

3 Roles and Responsibilities

4 Types of Abuse

5 Responding to signs of abuse

6 Record-keeping

7 Photography and Images

8 Early Help Assessment

9 Staff Training

10 Safer Recruitment

11 Allegations of abuse against staff

12 Promoting safeguarding and welfare in the curriculum

13 Children Looked After

14 Children with Special Educational Needs and Disabilities (SEND) or physical health needs

15 Use of reasonable force

16 Work Experience

17 Children staying with Host families (See Annex E KCSIE)

18 Boarding Schools and residential settings

19 Summary

Appendix A

Appendix B – Further Safeguarding information

1 Definitions

1.1 'Safeguarding' is defined in **Keeping Children Safe in Education (2022)** as:

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

1.2 'Child Protection' is the intervention that occurs when children have been significantly harmed or are at risk of significant harm.

1.3 'Child' refers to everyone under the age of 18.

1.4 'Parent' refers to birth parents and other adults in a parenting role for example adoptive parents, step parents and foster carers.

1.5 'Staff' or 'members of staff' refers to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of Lote Tree Primary.

1.6 Within this policy, we use the term 'victim', although it is recognised that not everyone considers themselves to be a victim or would want to be described in this way. We also recognise the importance of not using the terminology of 'perpetrator' in relation to children in cases where the behaviour can be harmful to both parties. The appropriate use of terminology will be determined on a case-by-case basis.

2 Introduction

2.1 We recognise that safeguarding, child protection, and promoting the welfare of children is an essential part of our duty of care to all students. As such, all staff and governors have a responsibility to provide a safe environment in which children can learn. We understand that safeguarding, child protection and promoting the welfare of all children is everyone's responsibility and that everyone has a role to play in protecting children. We recognise that our school is part of a wider safeguarding system for children and work closely with other agencies to promote the welfare of children. We maintain an attitude of 'it could happen here' and will consider what is in the best interests of each child in line and upholding the Human Rights Act 1998 and Equality Act 2010.

2.2 The purpose of this policy is to;

- Promote safeguarding and child protection and to demonstrate *Lote Tree Primary's* commitment to keeping children safe;

- Provide all members of staff with the information required to meet their safeguarding duty and protect children from harm;
- Provide stakeholders with clear information relating to *Lote Tree Primary's* safeguarding and child protection procedures;
- Ensure that staff understand, can recognise and can respond to the indicators of abuse, exploitation or neglect;
- Ensure that all staff are aware of their mandatory reporting duty in relation to Section 5B of the Female Genital Mutilation Act 2003; and
- Ensure that children are protected from maltreatment or harm.

2.3 Lote Tree Primary is committed to the following principles;

- All children have the right to be protected from harm.
- Children should feel safe and secure and cannot learn unless they do so.
- All staff are responsible for keeping children safe and have a responsibility to act if they think a child is at risk of harm.
- All staff take on a responsibility to promote children's welfare
- Providing support to families and/or children as soon as a problem emerges is essential to improving outcomes for children and families.

2.4 Safeguarding aims

2.4.1 The safeguarding aims of *Lote Tree Primary*, in line with Keeping Children Safe in Education (September 2022) are to;

- work to identify children who are suffering or likely to suffer abuse, exploitation or neglect and act to protect them;
- work with relevant services and agencies to ensure that children are protected from harm;
- provide a learning environment for children which is safe and secure;
- teach children how to keep themselves safe and provide structures for them to raise concerns if they are worried or at risk of harm;
- support children's mental health and wellbeing;
- ensure that we adhere to safer recruitment guidance and legislation, deal promptly with allegations of abuse against staff and take bullying and harassment seriously;
- train staff effectively in all safeguarding issues (including online safety) and in their responsibilities for identifying and protecting children that are or may be at risk of harm;
- have a designated safeguarding lead and designated deputies, who will provide support to staff, students and families;

- recognise that all children may be vulnerable to abuse, but be aware that some children have increased vulnerabilities due to special educational needs or disabilities or particular protected characteristics (LGBTQ+, etc);
- maintain a robust recording system for any safeguarding or child protection information;
- ensure that everyone in *Lote Tree Primary* understands the safeguarding procedures; and to
- regularly review policies and procedures to ensure that children are protected to the best of our ability.

2.5 This policy adheres to the following documents:

- Keeping Children Safe in Education (2022)
- Working Together to Safeguard Children 2018 (updated 2022)
- Guidance for Safer Working Practice for those working with children and young people in education settings (May 2019)
- Guidance for Safer Working Practice for those working with children and young people in education settings addendum (April 2020)
- What to do if you are worried a child is being abused: Advice for practitioners (2015)

2.6 We continue to work closely with the Local Authority and the Coventry Safeguarding Children Partnership to safeguard children during the Coronavirus outbreak.

2.7 Please note that there are a number of other documents (statutory and non-statutory) that inform our policy and practice. A list of these can be found in Annex B of Keeping Children Safe in Education (September 2022).

2.8 This policy should be read in conjunction with the following policies;

- Safer recruitment policy
- Behaviour policy
- Online safety policy
- Anti-bullying policy
- Child and Child Abuse Policy
- Attendance and children missing education
- Staff code of conduct
- Intimate care policy
- Reasonable force policy and guidance
- Use of mobile phones policy
- Whistleblowing policy

- Radicalisation and Extremism guidance for schools
- SEND policy
- Equality policy

Links to these policies can be found in Appendix A.

2.9 Scope

2.9.1 This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of *Lote Tree Primary*. All references in this document to 'staff' or 'members of staff' should be interpreted as relating to the aforementioned unless otherwise stated.

2.9.2 Rather than duplicating content from *Keeping Children Safe in Education* (September 2022) in this policy, it should be understood that *Lote Tree Primary* will always refer to this document as the benchmark for all safeguarding practice.

3 Roles and Responsibilities

3.1 The Role of the Governing Body and Proprietor

3.1.1 Governing bodies and Proprietors have a strategic leadership responsibility for our safeguarding arrangements. We have a senior board level lead role carried out by Mohammed Azeem who is the designated safeguarding governor. Part 2 of *Keeping Children Safe in Education* (September 2022) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will;

- Have a strategic leadership responsibility for *Lote Tree Primary* safeguarding arrangements
- Ensure all Governors and trustees receive appropriate safeguarding and child protection training (including online safety) at induction and that is regularly updated.
- Aware of the obligations under the Human Rights Act 1998 , the Equality Act 2010 and the Public Sector Equality Duty
- Ensure that they comply with their duties under legislation;
- Ensure a whole school approach to safeguarding, including the use of mobile and smart technology in school;
- Ensure that policies, procedure and training are effective and comply with the law at all times and that they allow concerns to be responded to in a timely manner;
- Ensure we consider local authority and Coventry Safeguarding Children Partnership policies and supply information as requested by the safeguarding partners (the Local

Authority, a clinical commissioning group for an area within the local authority and the chief office of police for a police area within the local authority);

- Ensure we have an effective child protection policy, that it is published on Lote Tree Primary website and review this annually;
- Ensure we have a staff behaviour policy or Code of Conduct which refers to low level concerns, allegations against staff and whistleblowing procedures alongside acceptable use of technologies;
- Ensure that all staff and governors undergo safeguarding and child protection training on induction (including online safety) and this is regularly updated;
- Ensure we contribute to multi-agency working in line with statutory guidance;
- Ensure that there are clear systems and processes in place for identifying when children may be experiencing mental health problems;
- Ensure that children are taught about safeguarding, including online safety as a whole school approach and curriculum planning but recognising that a one size fits all approach may not be appropriate for all children. See section 12 of this policy for further information;
- Put in place and follow appropriate safeguarding responses for children who go missing from education;
- Appoint an appropriate member of staff from the senior leadership team to the role of Designated Safeguarding Lead;
- Understand the local criteria for action and local protocol for assessment;
- Recognise the importance of information sharing between practitioners and local agencies but take a risk-based approach to level of information that is provided to temporary staff, volunteers and contractors;
- Ensure that appropriate filters and monitoring systems are in place to keep children safe online and share information regarding online abuse and risks including where to access advice with parents and carers;
- Respond to allegations of abuse against the headteacher whilst ensuring there are procedures in place to manage safeguarding concerns or allegations against staff (including supply staff, volunteers and contractors); and
- Ensure safer working practice is embedded and effective within policies.

3.2. The Role of the Headteacher

3.2.1 The headteacher will;

- Ensure that this policy is reviewed annually at minimum and ratified by the governing body;
- Ensure that this policy and associated procedures are adhered to by all staff;

- Ensure that all staff are made aware of the named governor for safeguarding and the Designated Safeguarding Lead;
- Ensure that the role of 'Designated Safeguarding Lead' is explicit in the role-holder's job description;
- Decide whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the Designated Safeguarding Lead;
- Organise appropriate cover for the role of Designated Safeguarding Lead for any out of hour/out of term activities;
- Appoint a 'Designated Teacher for Looked-After and Previously Looked-After Children' to promote the educational achievement of children looked after;
- Appoint a lead for online safety; (DSL will still retain ultimate responsibility for this)
- Promote a whole school approach to safeguarding;
- Promote resilience to social and emotional wellbeing, which is tailored to the needs of the children;
- Ensure that all recruitment follows the 'Safer Recruitment' guidance and a single, central record is maintained with details of all members of staff who are in contact with children;
- Respond to low level concerns and allegations of abuse against all other members of staff including supply staff, volunteers and contractors;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service and Teaching Regulation Agency as required;
- Ensure that Lote Tree Primary collaborates with Children's Services, the Police, Health services and other services to; promote the welfare of children; provide a co-ordinated offer of early help assessments when need is identified; contribute to inter-agency plans for children subject to children protection plans and to protect children from harm;
- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012); and
- Ensure that children's Services (from the host local authority or placing authority) have access to Lote Tree Primary to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per Keeping Children Safe in Education (September 2022).

3.3 The Role of the Designated Safeguarding Lead

3.3.1 The Designated Safeguarding Lead for *school name* is Mariam Ashique. Our Deputy Designated Safeguard Lead in the DSL's absence is Zubeda Khan , Tasneem Choudhury and Qualsoon Minhas (Nursery Manger)

The Designated Safeguarding Lead will;

- Take overall lead responsibility for safeguarding and child protection (including online safety);
- Liaise with the safeguarding partners and work with other agencies in line with *Working Together to Safeguard Children (2022)*;
- Always be available during term time school hours for staff in *Lote Tree Primary or college* to discuss safeguarding concerns. If they are not available, a deputy will be made available;
- Undergo training to provide them with the knowledge and skills required to carry out this role updated a minimum of biannually;
- Act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty;
- Be best placed to advise on the response to safeguarding concerns;
- Identify if children may benefit from early help;
- Act as a point of contact with the safeguarding partners;
- Make referrals to *Coventry's Multi-Agency Safeguarding Hub (MASH)* where children have been harmed or are at risk of significant harm;
- Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel;
- Support *Lote Tree Primary* with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation;
- Refer cases to the police where a crime may have been committed¹;
- Ensure all staff have read and understood Part 1 and/or Annex A of *Keeping Children Safe in Education (September 2022)*;
- Update their knowledge and skills regularly and keep up with any developments relevant to their role;
- Provide staff in school with the knowledge, skills and support required to safeguard children;
- Take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files;
- Take responsibility for the transfer of safeguarding files when a child leaves *Lote Tree Primary*;
- Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings;
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children;

- Work closely with other relevant education professionals (e.g. SENCO, Virtual School Head) to ensure children with additional vulnerabilities are safeguarded;
- Help to promote educational outcomes of child who have experienced or are experiencing safeguarding or child protection issues by sharing relevant information with teachers and Lote Tree Primary leadership team;
- Promote a 'culture of safeguarding', in which every member of *Lote Tree Primary* community acts in the best interests of the child;
- Ensuring *Lote Tree Primary* knows who its cohort of children or have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations;
- Regularly meet (every half term at a minimum) with the safeguarding link governor and/or Chair of Governors to review safeguarding in *Lote Tree Primary*; and
- Liaise with the headteacher regarding safeguarding cases and issues.
- Liaise with the senior mental health lead when safeguarding concerns are linked to mental health
- Be Aware of the requirement for children to have an Appropriate Adult - PACE code C 2019

3.3.2 Further details on the role of the Designated Safeguarding Lead can be found in Annex C of Keeping Children Safe in Education (September 2022).

3.4 The Role & Responsibilities of all Staff within School

3.4.1 School staff play a particularly important role because they are in a position to identify concerns early in order to provide help for children. All staff in *Lote Tree Primary*;

- Have a responsibility to provide a safe environment, where children can learn;
- Will be able to identify indicators of abuse, exploitation or neglect; with an awareness of safeguarding issues that put children at risk of harm and behaviours associated with these risks;
- Should know what to do if a child tells them that he/she is being abused, exploited or neglected but that children may not feel ready or know how to tell someone that they are being abuse, exploited or neglected and/or recognise their experience as harmful;
- Will be aware of indicators of child-on-child abuse and procedures to deal with this;
- All staff, but especially the DSL and deputies, will also consider whether children are at risk of abuse or exploitation in situations outside their families;
- Will be made aware of; the safeguarding and child protection policy; *Lote Tree Primary* behaviour policy; the staff behaviour policy; information about the

safeguarding response to children missing in education; the role of the designated safeguarding lead and systems in *Lote Tree Primary* that support safeguarding and child protection;

- Will be provided with a copy of Part 1/Annex A of Keeping Children Safe in Education (September 2022) annually and receive annually updated training on their safeguarding roles and responsibilities;
- Will receive regularly updated safeguarding and child protection training including online safety;
- Will receive safeguarding updates throughout the year as part of continuous professional development;
- Should be able to contribute to the development of safeguarding policy and practice;
- Will be made aware of the early help assessment process and understand their role in it;
- Should be prepared to identify children who may benefit from early help and will discuss early help requirements with the safeguarding lead in the first instance;
- May be required to support social workers and other agencies following a referral;
- Will be made aware of the process for making referrals to Children's Services (though the MASH), understand statutory assessments and the role that they may be expected to play in such assessments;
- Should be prepared to make referrals to the MASH if they have concerns about a child's welfare and understand the role that they may be expected to play in such assessments;
- Understands the referral process to the (LADO) and the role they play should they have concerns or allegations are made against any member of staff;
- Should always seek advice from the Designated Safeguarding Lead if they are unsure; and
- All teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012).

3.5 Multi-Agency Working

3.5.1 Lote Tree Primary is committed to multi-agency working and operates under Working Together to Safeguard Children (2018) and local safeguarding arrangements.

3.5.2 Lote Tree Primary will work with Children's Services the Police, Health services, local Early Help practitioners and other relevant agencies to promote the welfare of children and protect them from harm.

3.5.3 We work closely with our local Family Hub to ensure children receive appropriate, co-ordinated Early Help Assessments

Jeannette Walsh
454 Foleshill Road
Foleshill
Coventry
CV6 5LB
Tel. 024 7697 7991
E-mail

FamiliesforAllFamilyHub@coventry.gov.uk

3.5.4 The Coventry Safeguarding Children Partnership (CSCP) have designated that schools and colleges are a named 'relevant agency'. As such, Lote Tree Primary is under a statutory duty to co-operate with published CSCP arrangements.

4 Types of abuse

4.1 As outlined above, all staff will be trained in indicators of abuse, exploitation and neglect and should be able to recognise signs of these. We recognise that abuse, exploitation and neglect along with other safeguarding issues are complex and often multidimensional and therefore don't fall solely under one category. Types of abuse or harm can take many forms including directly inflicting harm on a child or failing to protect a child from harm online as well as face to face both inside and outside of Lote Tree Primary as well as the multi-faceted occurrence of factors causing emotional harm.

The four main types of abuse that staff are trained to recognise are;

- Physical abuse;
- Sexual abuse;
- Emotional abuse;
- Neglect.

4.2 Types of abuse (Taken from Keeping Children Safe in Education, 2022)

Type of abuse	Information
Abuse	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

	<p>ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. 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 another child or children.</p>
Physical abuse	<p>A form of abuse which 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.</p>
Emotional abuse	<p>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 a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including 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 of a child, though it may occur alone.</p>

Sexual abuse	<p>Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.</p> <p>The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of this and of <i>Lote Tree Primary</i> policy and procedures for dealing with this.</p>
Neglect	<p>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, for example, 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.</p>

4.3 Indicators of abuse can be found in Appendix B.

4.4 If a child is in immediate danger or at risk of harm, a referral will be made to children's services (through the MASH) and any member of staff can make this referral. A Designated or Deputy Designated Safeguarding Lead should be available at all times, but in exceptional circumstances the member of staff should speak to a member of the Senior Leadership Team or seek advice directly from Children's Service and then take appropriate action. The Designated Safeguarding Lead should be made aware as soon as possible.

4.5 Staff, parents and the wider community should report any concerns that they have about the welfare of children, however minor or seemingly insignificant. Staff should not assume that someone else will report concerns.

4.6 Lote Tree Primary recognises that any child can be the victim of abuse and may benefit from early help. However, Lote Tree Primary will be particularly vigilant to potential need for early help if a child;

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is a risk of modern slavery, trafficking, sexual or criminal exploitation;
- is misusing drugs or alcohol themselves;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is at risk of 'honour-based' abuse such as Female Genital Mutilation or Forced Marriage;
- is persistently absent from education, including persistent absences for part of Lote Tree Primary day.
- is a privately fostered child.

4.7 Lote Tree Primary recognises that abuse can take many different forms. Staff will also receive training on the following issues and action will be taken if Lote Tree Primary believes that a child is at risk of or is the victim of;

- bullying, including cyberbullying, prejudice based and discriminatory
- child criminal exploitation (including involvement in county lines);
- child sexual exploitation;
- domestic abuse;
- emotional abuse;
- fabricated or induced illness;
- faith-based abuse;
- female genital mutilation;
- forced marriage;
- gangs or youth violence;
- gender-based violence;
- hate;
- mental health;
- neglect;
- peer on peer abuse;
- physical abuse;
- radicalisation;
- relationship abuse;
- serious violence and harassment;
- sexual abuse;
- sexual violence or sexual harassment (including peer on peer abuse);
- sharing of consensual or non-consensual nude and semi-nude images/videos;
- So-called 'honour-based' abuse;
- trafficking and modern slavery.

4.8 Lote Tree Primary will also take action to protect;

- Children missing education;
- Children missing from home or care.

4.8.1 There are other familial issues that can have a detrimental impact on children.

We work with other agencies in line with Keeping Children Safe in Education (2022) to support children and families in the following circumstances;

- Children facing the court procedures and/or children in the court system;

- Children with family members in prison;
- Children who are homeless;
- Children who need a social worker.

4.9 Children potentially at greater risk of harm

4.9.1 Lote Tree Primary recognises that some children need a social worker due to abuse, neglect or complex family circumstances and that abuse and trauma can leave children vulnerable to further harm, as well as educational disadvantage.

4.9.2 The Designated Safeguarding Lead will hold information relating to social workers working with children in Lote Tree Primary.

4.9.3 This information will inform decisions about safeguarding and promoting welfare (including the provision of pastoral and/or academic support).

4.10 Children missing from Education

4.10.1 Lote Tree Primary understands that children missing from education can be a vital warning sign to a variety of safeguarding concerns including neglect, child sexual and criminal exploitation.

4.10.2 Lote Tree Primary will report information to the Local Authority when problems are first emerging and always should this result in the removal of a child from roll.

4.11 Elective Home Education

4.11.1 Lote Tree Primary recognises that many home educated children have a positive learning experience and the decision is one with the child's best interests at heart.

4.11.2 Since 2016, Lote Tree Primary has a statutory duty to inform the Local Authority of all deletions from roll. When Elective Home Education is the reason for this removal, the Local authority and other key professionals will work alongside Lote Tree Primary to coordinate a meeting with parents where possible ideally before a final decision is made.

4.12 Mental Health

4.12.1 Lote Tree Primary recognise that safeguarding and promoting the welfare of children includes preventing the impairment of children's mental health or development.

4.12.2 All staff will be aware that mental health problems may be an indicator that a child is suffering or is at risk of suffering abuse, neglect or exploitation.

4.12.3 Staff will not attempt to make a diagnosis of a mental health problem unless they are appropriately trained.

4.12.4 We recognise that staff are well-placed to observe behaviour that may indicate that a child is experiencing a mental health problem, or is at risk of developing one. There are clear systems and processes in place for identifying possible mental health problems. If staff are concerned that a child is suffering a mental health problem, they should discuss these with the DSL or DDSL who is the Mental Health Designated Lead. This will be noted and relevant advice sought. Where needed external agencies will be contacted. Staff must seek help, a diagnosis can only be made by appropriately trained professionals.

4.12.5 If staff are concerned that a child is experiencing a mental health problem that is also a safeguarding concern, they must report this to the Designated Safeguarding Lead (or deputy Designated Safeguarding Lead) immediately.

4.12.6 Mental Health lead has been appointed from the SLT ,this is Zubeda Khan (Deputy Head the designated member of staff responsible for the promotion of mental health and wellbeing across Lote Tree Primary School

4.12.7 Further information, guidance and advice regarding mental health can be found on page 44 of Keeping Children Safe in Education 2022.

4.13 Children who are Lesbian, Gay, Bi or Trans (LGBT+)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

5 Responding to signs of abuse

5.1 If a member of staff, parent or member of the public is concerned about a child's welfare, they should report it to the designated safeguarding lead as soon as possible. On occasions when the designated safeguarding lead is not available, it should be reported to the deputy safeguarding lead without delay. Although any member of staff can make a referral to Children's Services where possible there should be a conversation with the Designated Safeguarding Lead.

5.2 If anyone other than the Designated Safeguarding Lead makes a referral to Children's Services or to the police, they should inform the DSL as soon as possible.

5.3 All staff will be alert to indicators of abuse and will report any of the following to the Designated Safeguarding Lead immediately;

- Any concern or suspicion that a child has sustained an injury outside what is reasonably attributable to normal play;
- Any concerning behaviours exhibited by children that may indicate that they have been harmed or are at risk of harm, including unusual changes in mood or behaviour, concerning use of language and/or concerning drawings or stories.
- Any significant changes in attendance or punctuality;
- Any significant changes in a child's presentation;
- Any concerns relating to people who may pose a risk of harm to a child; and/or
- Any disclosures/allegations of abuse that children have shared.

5.4 There will be occasions where a child discloses/alleges abuse directly to a member of staff. If this happens, the member of staff will;

- listen carefully to the child and believe what they are saying;
- not promise confidentiality, as information may need to be passed on so the child and family can receive additional support;
- only ask for clarification if something is unclear and will not ask 'leading' questions;
- report disclosure to the designated safeguarding lead as soon as possible, certainly by the end of the day;
- only discuss the issue with colleagues that need to know about it; and
- will write up the disclosure and pass it to the designated safeguarding lead. It is likely they will have had a discussion with the DSL prior to this but delay should be avoided.

5.5 The designated safeguarding lead will make a decision about the action that needs to be taken following a member of staff raising a concern about a child, or following a direct disclosure recording a clear rationale. The DSL may consider the following options;

- Managing support for the child internally within school;
- Seek advice from the social worker advice line in the MASH;
- Instigate single agency intervention and work directly with the family to improve the situation;
- Offer an Early Help Assessment to provide multi-agency help to a family;
- In cases where children are deemed to be at significant risk of harm, the DSL will refer cases to the MASH for consideration for statutory intervention. Parental consent will be obtained wherever possible before referring cases to the MASH. However, if *Lote Tree Primary* is worried that telling parents will mean the child is at greater risk of harm, we may do this without informing them.
- If parents do not consent to a referral but *Lote Tree Primary* believes that a child is at significant risk of harm, a referral will still be made to Children's Services.

5.6 For further information about the Coventry Safeguarding Children Partnership's 'Right Help, Right Time' guidance, which is used by *Lote Tree Primary* to make decisions about protecting children, please visit <http://www.coventry.gov.uk/righthelprighttime>.

5.7 See page 24 for flowchart of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, September 2022).

5.8 In cases where members of staff become aware that Female Genital Mutilation (FGM) has been carried out on a female below the age of 18, they have a mandatory duty to report this to the police without delay and will do so. Staff should refer this to the DSL first, but the legislation requires regulated health and Children's Service professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either;

- are informed by a girl under 18 that an act of FGM has been carried out on her; or

observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

5.9 *Lote Tree Primary* have a duty to refer any children who are living in a private fostering arrangement to the local authority. Private fostering is when a child under the age of 16 (or under 18 if disabled) is cared for by someone who is not their parent or a close relative. This is a private arrangement made between a parent and a carer, expected to last 28 days or more, or *Lote Tree Primary* are aware the 28 days has been exceeded.

5.10 All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions to have "due regard" to the need to

prevent people from being drawn into terrorism. See Appendix B for further information on Lote Tree Primary's Prevent duty.

5.11 If any member of staff is unsure about signs of abuse or neglect, they should speak to the Designated Safeguarding Lead.

5.12 Child on Child Abuse

5.12.1 *Lote Tree Primary* understands that both adults and other children can perpetrate abuse, and can happen inside and outside of school, online or face to face. Child on Child abuse is taken very seriously and can include bullying (including cyber-bullying, prejudice-based and discriminatory bullying), abuse in intimate personal relationships between children, physical abuse, sharing of consensual or non-consensual images of videos, causing someone to engage in sexual activity without consent, sexual violence and/or harassment, upskirting, and initiation/hazing ceremonies. *Lote Tree Primary* recognise that safeguarding issues can manifest as child-on-child abuse.

5.12.2 All members of staff will be made aware of *Lote Tree Primary's* policy and procedures with regards to child-on-child abuse. *Lote Tree Primary* will ensure staff understand what is meant by child-on-child abuse and *Lote Tree Primary* policy on child-on-child abuse by providing training and regular updates.

5.12.3 *Lote Tree Primary* will work to prevent child on child abuse by ensuring robust procedures and reporting systems are in place. We will strive to maintain a culture which encourages vigilance at all times, including review and implementing change whenever necessary.

5.12.4 Although it is recognised that if there are no reported cases, such abuse may still be taking place. If an allegation of child-on-child abuse is made, *Lote Tree Primary* will investigate this by speaking to all those concerns and recording all concerns no matter how small and following up the actions as required. *Lote Tree Primary* School will carry out this investigation, record it and deal with the outcomes. The member of staff reporting the concern must immediately bring it to the DSL's attention. The disclosure will be recorded as soon as possible and on the same day. This will be investigated by two members of staff one who will be the DSL or DDSL and another senior staff member. All records will be made on the same day where possible. If necessary, this will then be escalated through the LSCB or police if meeting those thresholds.

5.12.5 In the event that an allegation of child-on-child abuse is made, victims, alleged perpetrators and any other children affected will be fully supported. A full investigation will take place and both the victim and the perpetrator will be supported by the school. Safeguarding measures will be put in place. An action plan and risk assessment will be

undertaken. Should the school deem staff need extra support this will be provided. Families will be supported and signposted as and referral to the MASH will be considered. Please see also see Child on Child Abuse Policy.

5.12.6 Lote Tree Primary will never pass off child on child abuse as 'banter', 'having a laugh', 'part of growing up' or other such termination that does not recognise the harm caused. This should be a Zero-tolerance approach as this could lead to a culture of unacceptable behaviours. It is recognised with this, that all child-on-child abuse is?

5.12.8 Lote Tree Primary will adhere to guidance set out in Keeping Children Safe in Education (2022) and Sexual Violence and Sexual Harassment in Schools (September 2021) when responding to incidents of child-on-child abuse.

5.12.9 All staff will be made aware that 'upskirting' is a criminal offence.

5.13 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

5.13.1 Both CSE and CCE are forms of abuse that occur when an individual or group take advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator through violence or threat of violence. CCE and CSE can affect both males and females and can include children that have been moved for the purpose of exploitation (trafficking).

5.13.2 CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing, vehicle crime, threatening violence on others or even carrying weapons.

5.13.3 Lote Tree Primary is responsible for recognising children involved in CCE are victims of exploitation and should be recognised as such due to the the harm they have experienced even if they appear to have consented to the criminal activity.

5.13.4 CSE is a form of child sexual abuse including physical contact and non-contact online activities including the internet or by phone. This can happen over time or as a one off and may happen without the child recognising this as abuse or harmful.

5.13.5 Lote Tree Primary recognises that children of the age of 16 and 17 who can legally consent to a sexual relationship may also be the victims of CSE but may not recognise this.

5.14 Sharing of consensual or non-consensual nude and semi-nude images or videos

5.14.1 "Sharing of consensual or non-consensual nude and semi-nude images or videos" refers to any sharing of youth-produced sexual imagery between children. This includes;

- A person under the age of 18 creating and sharing sexual imagery of themselves with a peer under the age of 18;
- A person under the age of 18 sharing sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
- A person under the age of 18 being in possession of sexual imagery created by another person under the age of 18.

5.14.2 Lote Tree Primary has a responsibility to educate children in the risks relating to 'sharing consensual or non-consensual nude images or videos' and how to keep themselves safe online.

5.14.3 Any incidents or suspected incidents of 'sharing consensual or non-consensual nude images or videos' should be reported to the DSL without delay.

5.14.4 Once reported to the DSL, the DSL will decide on the appropriate course of action. This could include;

- Referrals to the MASH in regards to all parties involved (also the police if an urgent response required);
- Confiscation of mobile phones in line with guidance 'Searching, Screening and Confiscation, (January 2018);
- Support for young people involved to prevent reoccurrence;
- Sanctions in accordance with the behaviour policy;

5.14.5 Any incidents of 'sharing consensual or non-consensual nude images or videos' involving the following will result in a MASH and sometimes a Police referral;

- Adult involvement;
- Coercion or blackmail;
- Children under the age of 13;
- Extreme, or violent content;
- Immediate risk of harm.

5.14.6 Staff will not view images or videos on pupil devices. Confiscated devices will be stored securely and passed to the relevant agencies.

5.14.7 We will work with parents as necessary if their child is involved in the sharing of consensual or non-consensual nude images or videos.

5.14.8 We operate a culture of safeguarding and young people should feel confident to disclose if they have sent an inappropriate image of themselves. Children will always be supported to retrieve and delete the images.

5.15 Domestic Abuse

5.15.1 Domestic abuse can be a single incident or a pattern of incidents. It can also include psychological, physical, sexual, financial or emotional acts of abuse.

5.15.2 Lote Tree Primary recognises that children can be a victim of Domestic Abuse by seeing, hearing or experiencing the effects or suffering domestic abuse in their own personal relationships. These all have a detrimental impact on children's health, well-being, development and ability to learn. At Lote Tree Primary we provide Domestic Violence training for staff and are signed up to receive city wide updates provided through Operation Encompass. We have a named domestic violence ambassador - Qualsoom Minhas who has received up to date training and works with our pupils and families within the pastoral care team.

5.16 Searching, Screening and Confiscation

5.16.1 Where necessary, searching, screening and confiscation will be used to safeguard a child/children in Lote Tree Primary.

5.16.2 Lote Tree Primary adheres to 'Searching, Screening and Confiscation: Advice for Schools (January 2018).

5.17 Online Safety

5.17.1 Lote Tree Primary recognises that in today's world, children need to be safeguarded from potentially harmful and inappropriate online material with many children having unlimited and unrestricted access to the internet via their mobile phone. The breadth of issues can be categorised currently into four areas of risk as taken from Keeping Children Safe In Education 2022:

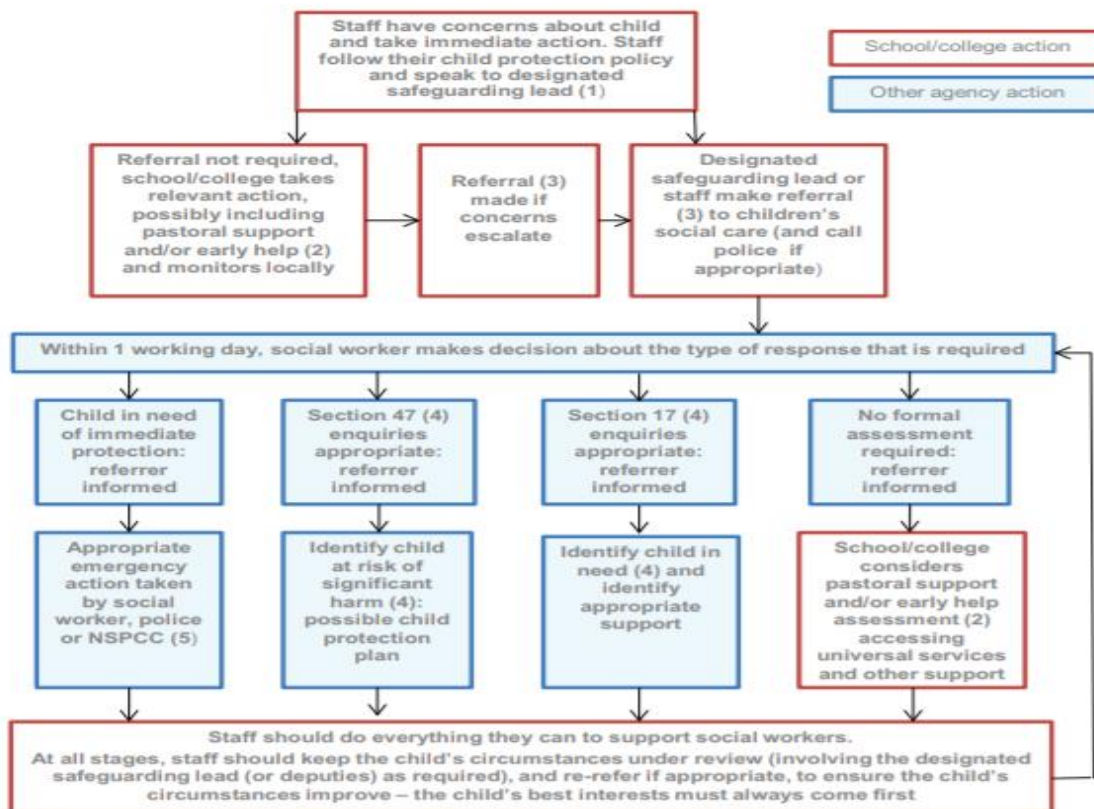
- Content - being exposed to illegal, inappropriate, or harmful content (pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism)
- Contact - being subject to harmful online interaction with other users (peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit)
- Conduct - online behaviour that increases the likelihood of, or causes, harm (making, sending and receiving explicit images)
- Commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams

5.17.2 Lote Tree Primary understand that the above can take place on a students phone or smart device (including smart watches) whilst at school/college or elsewhere. Lote Tree Primary have responded to this by having a whole school approach to online safety which aims to protect and educate students, parents and staff in their use of technology. This is

set out in our online policy, acceptable use policy, mobile and smart technology policy and online safety curriculum. See section 12 also.

5.17.3 Lote Tree Primary has also established mechanisms to identify, intervene in and escalate any concerns highlighted through our filter and monitoring systems for both staff and students. The effectiveness of this is regularly reviewed with staff aware of how to escalate concerns.

Actions where there are concerns about a child



- (1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.
- (2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.
- (3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).
- (4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).
- (5) This could include applying for an Emergency Protection Order (EPO).

5.18 To raise concerns about children, members of staff should contact the Multi-Agency Safeguarding Hub (MASH) by telephone to discuss the referral. They should then complete the online Multi-Agency Referral Form (MARF) and submit this to the MASH. Lote Tree Primary will follow up referrals if we do not receive feedback from Children's Services to ascertain the outcome of all referrals.

MASH Telephone number: 02476 788 555

MASH online referral form: <http://www.coventry.gov.uk/safeguardingchildren>

Out of hours Emergency Duty Team: 02476 832 222

Prevent/Channel Referrals: Refer to MASH (mash@coventry.gov.uk) and to CTU_GATEWAY@west-midlands.pnn.police.uk

5.18.1 If a child's situation does not appear to be improving following a referral, Lote Tree Primary may re-refer the child. We will also consider using the Coventry Safeguarding Children Partnership's Managing Professional Disagreements policy to ensure that our concerns have been addressed and that the situation improves for the child.

6 Record-keeping

6.1 All concerns, discussions and decision made will be recorded in writing and kept confidential and stored securely.

6.2 A written record of all safeguarding and/or child protection concerns, discussions and decisions made will be kept in individual children's files. This will be separate from the main school file and will only be accessed by the relevant safeguarding staff.

6.3 Lote Tree Primary keeps all safeguarding files separate to other pupils files. These are kept in locked filing in the headteacher's office.

6.4 Staff will submit all concerns in writing to the DSL at the earliest opportunity. This may be after having a verbal conversation, but conversations will also be followed up in writing.

6.5 In the event that a child moves school, the safeguarding file will be transferred to the new setting securely and separately from the main school file in a timely manner (within 5 days). Once received by the new school, this school will not retain the information.

6.6 Lote Tree Primary will seek to hold at least two emergency contacts for every child.

6.7 All data processed by Lote Tree Primary is done so in line with the General Data Protection Guidelines and the Data Protection Act (2018). Please see the following policies for additional information; GDPR policy and privacy notice.

6.8 Further information regarding information sharing and data processing in relation to safeguarding can be found in Part One of Keeping Children Safe in Education (September 2022).

7 Photography and Images

7.1 Consent from parents to photograph children at school events for promotional reasons will be sought when the child joins **Lote Tree Primary**. This is renewed annually

7.2 Parents can withdraw consent at any time and must notify Lote Tree Primary if they do not wish their child's photographs to be used.

7.3 Photographs of children used publicly will not be displayed with their name or other identifiable personal information.

7.4 Photographs of children will be processed in line with the *General Data Protection Regulation*.

8 Early Help Assessment

8.1 **Lote Tree Primary** is committed to supporting families as soon as a possible problem arises. It is more effective to support a family through early help than reacting to a problem later. Everyone who comes into contact with children and their families and carers have a role to play in safeguarding children. **Lote Tree Primary is committed to working** closely with its neighbouring family hub to work with families in the community to improve outcomes for children. As our pupils come from a wide-ranging area of Coventry and Warwickshire, **Lote Tree Primary School** works closely with city wide family hubs to work with families in the community to improve outcomes for children. We work with all hubs as our children come from across the city, including Nuneaton and Rugby, Warwickshire

Harmony Family Hub	Clifton Road, Hillfields, CV1 5GR	024 76 978030
Families for all Hub	454 Foleshill Road, Foleshill CV6 5LB	024 76 977991
Aspire Family Hub	Gosford Park Primary School, Humber Road CV1 2SF	024 76 978100
Wood Side Family Hub	Middle Ride, Willenhall , CV3 3GL	024 76 978090
Mosaic Family Hub	Jardine Crescent, Tile Hill, CV4 9PL	024 76 978160
Pathway Family Hub	Radford Primary School, Lawrence Saunders Road, Radford CV6 1HD	024 76 978130
The Moat Family Hub	Moat House Primary School, Deedmore Road, Wood End CV2 1EQ	024 76 978036
Park Edge Family Hub	Roseberry Avenue, Bell Green CV2 1 NE	024 76 977880

8.2 **Lote Tree Primary** works within the Coventry Safeguarding Children Partnership's 'Right Help, Right Time' framework, available on the CSCP website.

9 Staff training

9.1 In order for staff to be able to understand and discharge their safeguarding and child protection duties, Lote Tree Primary has committed to training staff throughout the academic year. All staff members will be made aware of Lote Tree Primary's safeguarding processes and structures and will receive training on these as part of their induction. As part of this training and their annual refresher, they will also receive;

- This 'Safeguarding and Child Protection Policy';
- The staff Code of Conduct
- Copies of Part 1 and/or Annex A of Keeping Children Safe in Education (September 2022)
- School procedures for Children Missing Education
- Lote Tree Primary Behaviour Policy

9.2 Staff at Lote Tree Primary will;

Staff at Lote Tree Primary School will receive regular updates throughout the year. These are usually shared through staff meetings, safeguarding bulletins, daily briefings as and when necessary. Staff are expected to complete level 2 training on specified content areas, Staff will complete the level 2 training on Child and Child Abuse, Online Safety, Anti- Bullying, Prevent and Safeguarding. PE staff will complete the Safeguarding in PE level 2 training. The DSL and DDSL will attend the termly LA safeguarding briefings and updates are shared with staff. We also complete the AMS safeguarding training which included extensive training on KCSIE. All governors will complete the level 2 safeguarding and Prevent training. The named governor will also complete level 2 Safer Recruitment training and Online Safety Training.

9.3 Lote Tree Primary recognise that children may engage in risky behaviours that may put them at additional risk of danger. These can include drug taking, alcohol abuse, truanting and the sharing of consensual or non-consensual nude images or videos. Staff will also be trained in these areas in order to be able to further recognise if a child is at risk of harm.

9.4 All staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

10 Safer Recruitment

10.1 Lote Tree Primary is committed to providing children with a safe environment, in which they can learn. We take safer recruitment seriously and all staff are subject to the following checks:

- Identity check;
- DBS clearance;
- Prohibition from teaching checks (where required);
- Barred List check;
- Section 128 checks (as required - leadership and management);
- Reference check (two references required);
- Professional qualifications check ;
- Right to work in the UK check;
- Further checks for those who have lived outside the UK;
- Disqualification Under the Childcare Act 2006 checks (as required); and
- Verification of the candidate's mental and physical fitness may also be sought.

10.2 A record of all checks completed for members of staff will be recorded on the Single Central Record.

10.3 All new members of staff will be required to obtain DBS clearance. Lote Tree Primary reserves the right to re-check DBS clearance for any member of staff where information is received that indicates they may pose a risk to children and may request candidates to register on the DBS update service.

10.4 At least one member of every interview panel and one governor will have undertaken Safer Recruitment training which it is recommended is refreshed every 2 years.

10.5 We take proportionate decisions on whether to check individuals above and beyond what is legally required dependant on individual circumstance.

10.6 Any visitor to Lote Tree Primary who has not been subject to the necessary checks will be supervised at all times and a risk assessment completed.

10.7 All safer recruitment practices at Lote Tree Primary comply with Keeping Children Safe in Education (September 2022). See Part 3 of Keeping Children Safe in Education (September 2022) for further information. See Safer Recruitment policy for further details.

11 Allegations of abuse against staff

11.1 Lote Tree Primary takes all safeguarding matters including low level concerns and/or allegations that harm to a child has occurred against staff (including agency, volunteers and contractors) seriously and will manage them in line with this policy, Part Four of Keeping Children Safe in Education (September 2022) and the CSCP Guidance, 'Allegations Against Staff and Volunteers'.

11.2 Allegations or concerns may include

- Staff having behaved in a way that has harmed a child, or may have harmed a child;
- Staff possibly committing a criminal offence against or related to a child;
- Staff behaving towards a child or children in a way that indicates that he or she may pose a risk of harm to children; or
- Staff behaving or possibly behaving in a way that indicates they may not be suitable to work with children (including behaviour outside of work). This is known as 'Transferable risk'.

11.3 If a concern or allegation of abuse arises against the Headteacher, or should there be a conflict of interest to the Headteacher, it must be immediately reported to the Chair of Governors

11.4 If a concern or allegation of abuse arises against any member of staff, supply teacher, volunteer or contractor other than the Headteacher, it must be reported to the Headteacher without delay.

11.5 Concerns or allegations of abuse against staff must be reported to the Headteacher or Chair of Governors as appropriate and not discussed directly with the person involved.

11.6 The Headteacher or Chair of Governors should consider if the concern or allegation meets the harms threshold for Designated Officer intervention and seek guidance/advice if unsure by emailing lado@coventry.gov.uk. 'Low-level' concern does not mean it is not significant. This is a term used for any concern (no matter how small) that an adult working with a child may have breached the staff Code of Conduct and does not meet the harm threshold. Examples of which may include:

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door.
Or;
- Humiliating pupils.

The details of the LAdo can be found at the front of this policy. Immediate referrals can be made via the following link

https://www.coventry.gov.uk/info/206/coventry_safeguarding_children_partnership/2628/local_authority_designated_officer_lado

11.7 Concerns relating to a position of trust issue will be referred to the Local Authority designated officer within 24 hours. In accordance with Keeping Children Safe in Education 2022, Lote Tree Primary will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

11.8 If a child has suffered or may have suffered abuse or harm, a MASH referral will also be made.

11.9 In the instances where an allegation is dealt with internally, the Local Authority designated officer will provide information and support to Lote Tree Primary in managing the allegation.

11.10 A referral to the Disclosure and Barring Service will be made if a member of staff is dismissed or removed from their post as a result of safeguarding concerns, irrespective of whether they have resigned.

11.11 Supply Teachers and all contracted staff

11.11.1 Although Lote Tree Primary does not directly employ supply teachers and contractors, Lote Tree Primary will ensure that any concerns or allegations are referred to LADO and the relevant agency informed as the employer.

11.11.2 Lote Tree Primary will never cease to use a supply teacher for safeguarding reasons without liaising with the Local Authority Designated Officer and reaching an agreed outcome.

11.11.3 Governing bodies/proprietors will liaise with the supply agency to determine whether to suspend or redeploy the supply teacher whilst they carry out their investigation.

11.11.4 Lote Tree Primary will inform supply agencies of its process for managing allegations, including inviting the agency's human resource manager (or equivalent) to meetings and regularly updating agencies on relevant school policies. Lote Tree Primary will usually take the lead because agencies do not have direct contact with children or staff, so will not be able to gather information.

11.12 Governors

11.12.1 If an allegation or concern is about a Governor, Lote Tree Primary/college will follow local procedures.

11.13 Volunteers

11.13.1 Risk assessments and a DBS check will be requested for all volunteers. Under no circumstances will a volunteer prior to satisfactory checks being completed be alone with children unsupervised or allowed to work in regulated activity. Please see separate policy

11.14 Whistleblowing

11.14.1 *Lote Tree Primary* operates a culture of safeguarding and all staff should report any concerns about poor or unsafe practice, or *Lote Tree Primary's* safeguarding processes to the senior leadership team.

11.14.2 Appropriate whistleblowing procedures are in place whereby the senior leadership team will take all concerns seriously.

11.14.3 In the event that a member of staff is unable to raise an issue with senior leadership in school, they should refer to Part 1 of *Keeping Children Safe in Education* for additional guidance on whistleblowing procedures.

11.15 Complaints Procedure

Lote Tree Primary operates a complaint procedure which will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by the headteacher, other members of the senior leadership team and governors.

Complaints from staff are dealt with under *Lote Tree Primary's* complaints and disciplinary and grievance procedures. (Also refer to Low level concerns)

Complaints which escalate into a child protection concern will automatically be managed under Lote Tree Primary's child protection procedures.

12 Promoting safeguarding and welfare in the curriculum

12.1 Lote Tree Primary recognises the importance of teaching children how to stay safe and look after their mental health and are committed to equipping children with the skills and knowledge to have successful and happy lives.

12.2 Lote Tree Primary will teach children about safeguarding, including online safety.

12.3 Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. Lote Tree Primary/college will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life. These will be underpinned by Lote Tree Primary/college's behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum (RSHE)

Our board of governors ensure that children are taught about how to keep themselves and others safe, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through PHSE, RHSE, SEAL, SMSC, British Values, e-safety, assemblies, approved visitors etc. It is recognised that effective education is tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

We understand that as a school we play a crucial role in preventative education.

Preventative education is most effective in the context of a whole-school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

We have a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These will be underpinned by the school behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.

Such a programme will be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). This programme will tackle at an age-appropriate stages issues such as:

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

12.3 Children at Lote Tree Primary will receive the following as part of our promotion of safeguarding across the curriculum:

Children at Lote Tree Primary School will receive the following as part of our promotion of safeguarding across the curriculum. Safeguarding is embedded within the curriculum with cross curricular links across subjects. It is delivered as a Spiral curriculum, E-safety is taught to each year group as part of the ICT curriculum and is also covered through the revised PSHE and Citizenship curriculums. Internet safety awareness days and workshops are held at different points in the year. Awareness is also raised through Anti-Bullying week. Parents workshops are also held. We also have regular updates in newsletters and awareness and reminders during assemblies. We also have E-Safety Ambassadors in each class. The new RSE curriculum has been in place since summer term and this continues to be delivered

12.4 Education at home and remote education

Lote Tree Primary continues to operate under our Education at home and remote learning policy and KCSIE and WTTSC when children are learning at home or at school. We use the school platform and school issued emails for any remote education. Children and staff have received relevant training around the potential safeguarding issues and how to keep safe on line. We have a remote learning policy and separate procedures for home learning which staff have all received training on. Parents have also received training on how to keep safe online and signposted to further information. Please see Remote Learning Policy

13 Children Looked After

13.1 The most common reason for children to be looked-after is because they have experienced abuse and/or neglect. Lote Tree Primary recognises that children looked after may have additional vulnerabilities by virtue of this. The Designated Lead for Looked-After and Previously Looked-After Children is Zubeda Khan.

13.2 Staff will receive training on how to best safeguard children who are Looked-After and who have been Previously Looked-After.

13.3 Lote Tree Primary will work with Personal Advisors when children leave care (where applicable).

13.4 Lote Tree Primary is committed to working with other agencies to ensure the best outcomes for Looked-After and Previously Looked-After children.

14 Children with Special Educational Needs and Disabilities (SEND) or physical health needs

14.1 As outlined in Keeping Children Safe in Education (2022), Lote Tree Primary is aware that children with additional needs or disabilities may be more vulnerable to abuse both online and offline and additional barriers may exist when recognising abuse and neglect. This could be because;

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEN and disabilities or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.
- Being unable to understand the difference between fact and fiction in online content

14.2 Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead and SENCO. Staff will also be trained in recognising signs of abuse in children with SEN and disabilities or certain medical conditions.

14.3 Staff will take into account the needs of a child when responding to concerns of abuse or when taking a disclosure. We recognise that some children require specialist intervention to communicate and advice from the SENCO will be sought in these circumstances.

14.4 Safeguarding learning opportunities within the curriculum will be appropriately differentiated to ensure all children can access it.

15 Use of reasonable force

15.1 There may be occasions when staff are required to use reasonable force to safeguard children. We will not use any more force than is proportionate and necessary.

Staff have completed the Use of reasonable force training level 2 training and separate training on school procedures, please see separate policy also.

16 Alternative Provision

We do not currently have alternative provision arrangements, however should this change, Lote Tree Primary will continue to be responsible for the safeguarding of Students placed with an alternative provision provider. and will be satisfied that this provider meets the needs of the pupil. Written confirmation from the provider that appropriate safeguarding checks have been carried out will be sought on individuals working at the establishment, i.e. those checks that Lote Tree Primary would otherwise perform in respect of its own staff.

16.2 The DSL will continue to have oversight of all pupils accessing any part of their learning from an alternative provider or delivery online or offsite provided by any organisation or individual not employed by Lote Tree Primary. The DSL will ensure that robust arrangements are in place for timely and effective information sharing of safeguarding information between Lote Tree Primary and alternative/external providers.

16.3 The DSL will also take responsibility for ensuring that robust procedures are in place to confirm attendance and to enable the swift reporting of non-attendance and children going missing from alternative/ external providers at any time when they should be with that provider.

19 Summary

19.1 Lote Tree Primary is committed to safeguarding children and will always make safeguarding decisions that are in the best interests of each child. For further information or if you have any queries about this policy, please contact Lote Tree Primary.

Appendix A

Lote Tree Primary's safeguarding policy is intended to be used in conjunction with the following policies:

Lote Tree Primary adheres to Coventry Safeguarding Children Partnership Policies, which can be found here:

- Allegations Against Staff or Volunteers (CSCP)
- Allegations Against Members of Staff
- Anti - Bullying Policy
- Attendance Policy
- Behaviour Policy
- Children/Young people with Medical Needs
- Children Missing in Education Procedures
- Complaints Policy
- Critical Incident Plan
- Data Protection Policy and Privacy Notice
- Equalities Policy
- Managing Professional Disagreements (CSCP)
- Health & Safety Policy
- HR & Governance Policy
- Online Safety Policy
- Intimate Care Policy
- IT Policy
- Lone Working Policy/Home visits policy
- Medicine & First Aid Policy
- Primary-Secondary Transition Policy
- PSHE Policy
- SRE Policy Self-harm/Mental Health Policy
- Safer Recruitment Policy
- Site Security Policy
- SEND Policy
- Staff Code of Conduct
- Trips and Visits Policy
- ***Positive Handling Policy (use of Reasonable Force)***
- Visitor Management ***including external speakers information*** Policy
- Whistleblowing Policy

Appendix B - Further Safeguarding Information

Types of Abuse

As outlined in paragraph 4.4, Lote Tree Primary will take action if we believe a child is at risk of or is suffering from abuse. Abuse is not limited to physical, emotional, sexual abuse and neglect. For further information on the definitions of the types of abuse below, please refer to Keeping Children Safe in Education (2022), Annex A.

See below for policy information relating to other key safeguarding issues. All decisions taken in responding to concerns of abuse will be taken in the best interests of the child.
Bullying, including cyber- or online-bullying

Lote Tree Primary takes all forms of bullying seriously and will respond sensitively and quickly to any reported bullying. Children should report any bullying to their form tutor, to the DSL or to any trusted member of staff and we will work to resolve it.

We also teach children about the dangers of bullying through our curriculum. This is covered extensively including calendar events through the year such as Anti-Bullying Week, E-Safety Focus Days and awareness workshops for parent and children also. We have a 'Playground Buddy' system, and E-Safety Champions in each class.

Bullying can take many forms and we have several policies that cover different aspects of bullying. Please see the Anti-Bullying Policy, the Behaviour Policy and paragraph 5.8 of this policy for further information.

Children and the court system

Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children.

We will recognise these vulnerabilities and offer early help where necessary for the children, young people and their families to safeguard emotional wellbeing; we will access resources as defined in Keeping Children Safe in Education Sept 2022. Child Criminal exploitation (including involvement in county lines)

Child criminal exploitation: county lines

Our staff/volunteers are aware that some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines,

working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims and their families with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others.

The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology.

Our staff have alerted to the fact that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same; however, we are aware that girls are at risk of criminal exploitation too. We know that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Some of the following can be indicators of Child Criminal Exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".'

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Further information

County Lines Guidance

County Lines Toolkit For Professionals - The Children's Society in partnership with Victim Support and National Police Chiefs' Council

Domestic abuse

Our staff/volunteers understand Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Our school is signed up to Operation Encompass. Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead (or deputy)) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures.

This protocol sets out plans for a multi-agency operation to notify schools when a pupil has experienced domestic abuse in their household, which will allow the school to provide appropriate early intervention and support in a timely manner. Our DSL will receive notifications and ensure the children receive the right help at the right time.

We have a named Domestic Abuse Champion who has received relevant up to date training. Qualsoom Minhas, our Domestic Abuse champion, will lead on and deliver staff training and provide regular briefings. She is also a DDSL and liaises with and supports families and children as part of the pastoral care team.

Homelessness

Our staff/volunteers understand that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Our designated safeguarding lead (and deputies) are aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

We are aware that indicators may be:

- household debt
- rent arrears
- domestic abuse
- anti-social behaviour
- the family being asked to leave a property

We recognise in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a level of intervention and support.

Further explanation is found at Homeless Reduction Act Factsheets [Homeless reduction factsheet](#)

Honour based abuse (forced marriage, female genital mutilation and breast ironing)

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called honour based abuse are serious (regardless of the motivation) and will be handled and reported as such.

If our staff/volunteers have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they will speak to our designated safeguarding lead (or deputies). We understand that if FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach as below.

Female Genital Mutilation

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

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 will 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

We know that where a teacher (including HLTA's and cover supervisors) discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there is a statutory duty upon that individual to report it to the police. We know teachers (including HLTA's and cover supervisors) **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless our teachers (including HLTA's and cover supervisors) have good reason not to, they will still consider and discuss any such case with our schools designated safeguarding lead (or deputies) and involve Local authority children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases i.e. where teachers (including HLTA's and cover supervisors) do not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers (including HLTA's and cover supervisors) will follow our safeguarding procedures and those set out in our local authority procedures.

Mandatory reporting of FGM factsheet

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. We can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit (FMU) has created: multi-agency practice guidelines: handling cases of forced marriage (pages 75-80 of which focus on the role of schools) and, multi-agency statutory guidance for dealing with forced marriage, which can both be found at [The right to choose: government guidance on forced marriage - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

School staff can contact the Forced Marriage Unit if they need advice or information:
Contact: **020 7008 0151** or email fm@fcdo.gov.uk.

Preventing radicalisation

Please also refer to separate policy. Our staff are aware that children can be vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of our schools safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where our staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they will discuss this with the Designated Safeguarding Lead.

Our 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.

Staff are alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff 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. 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.

Although there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology, there are **possible indicators** that should be taken into consideration alongside other factors and contexts. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability.

Recognising Extremism

Possible indicators of radicalisation or extremism may include:

Outward appearance

- Becoming increasingly argumentative
- Refusing to listen to different points of view
- Unwilling to engage with students who are different
- Becoming abusive to students who are different
- Embracing conspiracy theories
- Feeling persecuted
- Changing friends and appearance
- Distancing themselves from old friends
- No longer doing things they used to enjoy
- Converting to a new religion
- Being secretive and reluctant to discuss their whereabouts
- Sympathetic to extremist ideologies and groups
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others
-

Online behaviour

- Changing online identity
- Having more than one online identity

- Spending a lot of time online or on the phone
- Accessing extremist online content
- Joining or trying to join an extremist organisation
- online searches or sharing extremist messages or social profiles

Our school trustees, head teacher, Single Point of Contact and the designated safeguarding lead will assess the level of risk within our school and put actions in place to reduce that risk. We have risk assessments that include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

Channel

Our school's designated safeguarding lead (and any deputies) are aware of local procedures for making a Channel referral. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation.

Channel guidance

Our school refers to Educate Against Hate, a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people.

If a member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they will speak with the SPOC and to the designated safeguarding lead/ SPOC.

We have a Prevent Team which consists of Mohammed Azeem (governor) Mariam Ashique (headteacher) Tasneem Choudury and Zubeda Khan. Our SPOC is Zubeda Khan.

Fabricated or induced illness

At Lote Tree Primary staff receive training and are made aware of the serious harm and risk that children can experience if a parent or other adult fabricates or induces an illness in a child. This amounts to emotional and/or physical abuse. Suspected cases should be taken seriously and reported to the safeguarding lead who will make a MASH referral.

Gangs or youth violence

At Lote Tree Primary staff are made aware of gangs and youth violence within the context of our local area. It will consider that safeguarding should focus on both young people who are vulnerable of making the transition to gang involvement as well as those already involved in gangs. Practitioners will be made aware of particular risks to young people involved in gangs from involving violence and weapons; drugs and sexual exploitation. The safeguarding lead will report to the police and make a MASH referral if required.

Gender-based violence

"no woman should live in fear of violence, and every girl should grow up knowing she is safe, so that she can have the best start in life."(Violence Against Women and Girls) March "2016

At Lote Tree Primary School we believe that the above statement is a basic fundamental for our children to develop to become healthy young people and have healthy relationships as adults. We aim to raise awareness with our staff and through the curriculum. Gender Based violence includes modern slavery, child sexual abuse and exploitation of young girls by gangs. domestic violence, sexual violence and female genital mutilation. We aim to help young people to understand what a healthy relationship is and to consider what is not acceptable though careful curriculum planning including PSHE, RSE science and Islamic and extracurricular events and activities,

Hate

At Lote Tree Primary our "Respect" values underpin everything that we do through the curriculum and extra-curricular activities. Our PSHE, RSE, Islamic studies and curriculum mapping has been carefully designed to teach, build and revisit all aspects of this. We promote and follow the teachings of the Prophet (PBH) who has clearly stated that NO person has superiority over another according to race, colour or creed. (The last Sermon) We will tackle any form of racist, prejudiced, homophobic or other such behaviours.

Serious violence

There are a number of indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries

- Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

The likelihood of involvement in serious violence may be increased by factors such as:

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment
- having been involved in offending, such as theft or robbery.

A fuller list of risk factors can be found in the [Home Office's Serious Violence Strategy](#).

We are aware that violence can often peak in the hours just before or just after school, when pupils are travelling to and from school. These times can be particularly risky for young people involved in serious violence.

Advice for schools is provided in the Home Office's [Criminal exploitation of children and vulnerable adults: county lines](#) guidance. [The Youth Endowment Fund \(YEF\) Toolkit](#) sets out the evidence for what works in preventing young people from becoming involved in violence.

Further information

[Preventing youth violence and gang involvement](#)

Sexual violence or sexual harassment (including child-on-child abuse)

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. It can occur online and offline (both physically and verbally). It is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children who are victims of sexual violence and sexual harassment will find the experience stressful and distressing. This will affect their educational attainment. Staff will share any concerns about or knowledge of such incidents immediately with the DSL with a view to ensuring that support systems are in place for victims (and alleged perpetrators). We take these incidents seriously and ensure that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. Where necessary, we will work with relevant external agencies to address the issue, which may include a referral to MASH and reporting to the Police.

All of our staff and volunteers are aware that 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**. We know this abuse may be driven by wider societal factors beyond our school, such as everyday sexist stereotypes and everyday sexist language and adapt our curriculum as below to overcome this wherever we can.

We make it clear that there is a **zero-tolerance approach** to sexual violence and sexual harassment and it is **never acceptable**, and it will **not be tolerated** and it will never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys”.

We recognise, acknowledge, and understand the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.

All staff in our school are regularly provided with updated and appropriate safeguarding training that enables them to understand:

- Their role in preventing child-on-child abuse
- How to identify the indicators of abuse
- What to do if they have a concern about a child
- How to respond to a report of abuse
- How to offer support to the victim(s) and alleged perpetrator(s)
- Where to go if they need support
- That children can abuse other children inside and outside of school, as well as online, and that online abuse can take the form of:
 - Abusive, harassing and misogynistic/misandrist messages
 - Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups
 - Sharing of abusive images and pornography to those who don't want to receive such content

- That they need to maintain an attitude of '**it could happen here**'
- That even if there are no reports in school, **it doesn't mean it's not happening**
- The importance of challenging inappropriate, physical (potentially criminal in nature) and abusive behaviour
- That girls are more likely to be victims and boys are more likely to be perpetrators
- Children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers
- To keep in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation;
- Abuse may be a sign they have been abused themselves or a sign of wider issues that require addressing within the culture of our school

We teach our pupils:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to ask for advice or help for themselves or others, and to keep trying until they are heard
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice e.g. family, school and/or other sources
- they will be taken seriously
- never be given
- they will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment
- They will never be made to feel ashamed for making a report

Sharing of consensual or non-consensual nude images and videos

At Lote Tree Primary we will act in accordance with advice by DfE in 'Sharing nudes or semi-nudes' Advice for Education Settings working with young people (December 2020) All incidents of youth produced sexual imagery will be dealt with as safeguarding concerns. If staff become concerned about any issue in relation to a device in the possession of a student (eg, mobile phone, tablet, digital camera), the member of staff will secure the device (it should be confiscated). This is consistent with DfE advice 'Searching, screening and confiscation': advice for headteachers, school staff and governing bodies (DfE February 2014), page 11. Staff will not look at or print any indecent images. The confiscated device will be passed immediately to the DSL Please also See section 12 in policy

Trafficking and modern slavery

'Trafficking of persons' means the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the 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, for the purpose of exploitation. 'Exploitation' includes, at a minimum, sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs. Identification of trafficked children may be difficult as they might not show obvious signs of distress or abuse. Some children are unaware that they have been trafficked, while others may actively participate in hiding that they have been trafficked. Any child transported for exploitative reasons is considered to be a trafficking victim in line with the Palermo Protocol, whether or not they have been forced or deceived. This is partly because it is not considered possible for children to give informed consent. Even when a child understands what has happened, they may still appear to submit willingly to what they believe to be the will of their parents or accompanying adults. It is important that these children are protected too. As part of Lote Tree admissions procedures diligent checking processes will be undertaken including checking identity documents. As part of the admissions procedure we always contact the previous schools for records.

Children missing from education, home or care

Lote Tree Primary will also take action to protect;

- Children missing education
- Children missing from home or care

Children Missing Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Children missing from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation. We have procedures in place in response to children missing from education which support identification of such abuse and also helps prevent the risk of them going missing in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as on a child in need or child protection plan, or as a looked after child), where going missing from education may increase known safeguarding risks within the family or in the community.

We monitor attendance carefully and address poor or irregular attendance without delay. We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents are reminded to update the school as soon as possible if the numbers change.

Our school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions)
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - leave school to be home educated (see below)
 - move away from the school's location
 - remain medically unfit beyond compulsory school age
 - are in custody for four months or more (and will not return to school afterwards)
 - are permanently excluded

We know that many home educated children have an overwhelmingly positive learning experience. We expect parent's decisions to home educate to be made with their child's best education at the heart of the decision. However, we know this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

When a parent/carer has expressed their intention to remove a child from our school with a view to educating at home, we will work together with other key professionals to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker. We refer to Elective Home Education guidance to support our processes and decisions.

We will inform our Local Authority of all deletions from our admission register when a child is taken off roll.

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

Our school will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

Private Fostering

Lote Tree Primary have a duty to refer any children who are living in a private fostering arrangement to the local authority.

We will do this through a MASH referral. It is important that parents/carers inform us if a child is going to be staying at an alternative address to that of their primary care-givers for more than **28 days**.

Indicators of abuse

See below for possible indicators of abuse. (Taken from *What to do if you are worried a child is being abused*, 2015)

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

Lote Tree Primary recognises that the above list of indicators is not exhaustive and staff will receive training on indicators of abuse.