

Rose Education Provision



Safeguarding & Child Protection Policy

September 2026

Safeguarding and promoting the welfare of children means providing help and support to meet the needs of children as soon as problems emerge, protecting children from maltreatment, whether that is within or outside the home, including online, preventing impairment of children's mental and physical health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care, promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children, taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

1. Aims

At Rose Education Provision, our aim is to ensure that:

- › appropriate action is taken in a timely manner to safeguard and promote children's welfare
- › all staff are aware of their statutory responsibilities with respect to safeguarding
- › staff are properly trained in recognising and reporting safeguarding issues

2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2026\)](#) and [Working Together to Safeguard Children \(2026\)](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- › Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of students.
- › [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to be trained in safer recruitment techniques.
- › [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children.
- › Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- › [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.
- › [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children.
- › Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children.
- › [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.
- › [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR).
- › [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and the Principal should carefully consider how they are supporting their students with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting students (where we can show it's proportionate). This includes making reasonable adjustments for disabled students. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment.

- › [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve student outcomes. Some students may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination.
- › [Searching, screening and confiscation at school 2018](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)

At Rose Education Provision we acknowledge that multi-agency working is of paramount importance in order to safeguard our students. The following three safeguarding partners are identified in “Keeping Children Safe in Education” (2026): The local authority; Integrated Care Systems (ICSs) (previously known as clinical commissioning group for an area within the local authority); and the Chief Officer of Police for a police area in the local authority area. They will plan to work together to safeguard and promote the welfare of our children, including identifying and responding to their needs, and we will work with them.

3. Definitions

Safeguarding and promoting the welfare of children means:

- › Protecting children from maltreatment
- › Preventing impairment of children’s mental and physical health or development
- › Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- › Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. **Appendix 1** defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

Children includes everyone under the age of 18.

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, at Rose Education Provision we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, at Rose Education Provision we will think carefully about what terminology we use as, in some cases, abusive behaviour can be harmful to the perpetrator too. At Rose Education Provision we will decide what’s appropriate and which terms to use on a case-by-case basis.

4. Equality statement

At Rose Education Provision we acknowledge that some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children’s diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

At Rose Education Provision, we give special consideration to children who:

- › have special educational needs (SEN) or disabilities or health conditions (see section 10)
- › are young carers
- › may experience discrimination due to their race, ethnicity or religion

- › are LGBTQIA+ and may experience discrimination due to their gender identity or sexual orientation
- › have English as an additional language
- › are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- › are at risk of Female genital mutilation (FGM), sexual exploitation, forced marriage, or radicalisation
- › are asylum seekers
- › are at risk due to either their own, or a family member's, mental health needs
- › are looked after or previously looked after
- › are missing from education for prolonged periods and/or repeated occasions
- › have family members in prison
- › whose parent/carer has expressed an intention to remove them from school to be home educated

5. Roles and responsibilities

At Rose Education Provision, safeguarding is our number one priority. We strongly believe that safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff and volunteers in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities. Where services or activities are provided separately by another body, Rose Education Provision will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with Rose Education Provision on these matters where appropriate.

Rose Education Provision plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing students for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. This is underpinned by our:

- › Behaviour policy
- › Pastoral support system
- › Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling 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
 - What constitutes sexual harassment and sexual violence and why they are always unacceptable

5.1 All staff

At Rose Education Provision, we understand that our responsibility to safeguard children requires that we all appropriately share any concerns as soon as a staff member or volunteer suspects/knows of a concern that we may have about children. The first point of contact is the DSL (Sheree Curtis). If the concern is regarding the Head of School, then the first point of contact is the Local Authority Designated Officer (LADO).

All staff will:

- › Read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#) (2026), and review this guidance at least annually
- › Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance
- › Reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
- › Provide a safe space for students who are LGBTQIA+ to speak out and share their concerns

All staff will be aware of:

- › our systems at Rose Education Provision which support safeguarding, including this Child Protection and Safeguarding policy, the Staff Code of Conduct, the role and identity of the Designated Safeguarding Lead (DSL), the Behaviour policy, and our Children Missing in Education for prolonged periods and/or repeated occasions procedures
- › the Early Help assessment process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- › the process for making referrals to Local Authority Children's Social Care and for statutory assessments that may follow a referral, including the role they might be expected to play
- › what to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as Female Genital Mutilation (FGM) and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- › the signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- › the importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- › the fact that children can be at risk of harm inside and outside of their home, at school and online
- › the fact that children who are (or who are perceived to be) LGBTQIA+ can be targeted by other children
- › what to look for to identify children who need help or protection

Appendix 4 of this policy outlines in more detail how staff are supported to do this.

5.2 The Designated Safeguarding Lead (DSL)

The designated safeguarding lead is a member of the Senior Leadership Team. Our DSL is Sheree Curtis. The DSL takes lead responsibility for child protection and wider safeguarding in the school. This includes e-safety and data protection.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

Out of school hours, the DSL can be contacted on email or by telephone. Their telephone number is **07435 679998**

In the event of the absence of the DSL is absent, the Deputy Safeguarding Lead (Elacia Curtis) will act as cover.

The DSL will be given the time, funding, training, resources and support to:

- › provide advice and support to other staff on child welfare and child protection matters
- › take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- › contribute to the assessment of children

- › refer suspected cases, as appropriate, to the relevant body (Local Authority Children's Social Care, Channel programme, Disclosure and Barring Service, and/or Police), and support staff who make such referrals directly
- › Have a good understanding of harmful sexual behaviour
- › Have a good understanding of the filtering and monitoring systems and processes in place at Rose Education Provision

The DSL will also:

- › keep the Head of School informed of any issues
- › liaise with local authority case managers and designated officers for child protection concerns as appropriate
- › discuss the local response to sexual violence and sexual harassment with police and Local Authority Children's Social Care colleagues to prepare the school's policies
- › be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- › be aware that children must have an 'appropriate adult' to support and help them in the case of a Police investigation or search

The full responsibilities of the DSL are as follows:

Availability - The DSL and/or a deputy should always be available (during school or college hours) for staff in the school to discuss any safeguarding concerns in person. In exceptional circumstances availability via phone, and or Skype or other such media is acceptable.

Managing referrals - The Designated Safeguarding Lead is expected to:

- refer cases of suspected abuse and neglect to the local authority children's social care as required;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required

Work with others - The Designated Safeguarding Lead is expected to:

- Act as a source of support, advice and expertise for all staff
- act as a point of contact for the 3 safeguarding partners
- liaise with the head of school to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations; **this should include being aware of the requirement for children to have an appropriate adult**
- as required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college and mental health leads) on matters of safety and safeguarding and welfare (including online and digital safety)
- liaise with the Mental Health Support Team such as CAMHS to promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- work with relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:
 - ensure that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and

- support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes

Information Sharing and managing the child protection file - The DSL is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome

Where children leave the school or college (including in year transfers) the DSL should ensure their CP file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term.

In addition to the child protection file, the DSL should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving.

Raise awareness – to all other staff - The Designated Safeguarding Lead should:

- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part-time staff
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff

Training - The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out below, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation

- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them

Providing support to staff - Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

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

Understanding the views of children - Children should feel they are heard and understood. Therefore, the DSL should be supported in developing knowledge and skills to:

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

5.3 The Head of School

The Head of School at Rose Education Provision is responsible for the implementation of this policy, including:

- › ensuring that staff (including temporary staff) and volunteers:
 - are informed of our systems which support safeguarding, including this policy, as part of their induction
 - understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- › communicating this policy to parents/carers when their child joins the school and via the school website
- › ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- › ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly
- › acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (**see appendix 3**)
- › making decisions regarding all low-level concerns, in collaboration with the DSL

5.4 Virtual school heads

Virtual school heads have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of students with a social worker.

They should also identify and engage with key professionals, e.g. DSLs, SENCOs, social workers, mental health leads and others.

6. Confidentiality

At Rose Education Provision we recognise that all matters relating to child protection are confidential and the best interests of a child should be considered at all times. However, The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purpose of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

- › The Head of School or DSL will disclose personal information about a student to other members of staff on a need-to-know basis only. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to deal with an individual student/family. A written record will be made of what information has been shared, with whom and when.
- › All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- › All staff must be aware that they cannot promise a child to keep secrets or keep anything in confidence which might compromise the child's own safety or well-being, or that of another child as this may ultimately not be in the best interest of the child.
- › We will always undertake to share our intention to refer a child to Children's Social Care with their parents/carers consent unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with the Children's Social Care Duty and Advice Service.
- › If a victim asks the school not to tell anyone about the sexual violence or sexual harassment we may still lawfully share the information if there's another legal basis under the UK GDPR that applies.
- › Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made this will be referred to the Police.
- › Regarding anonymity, all staff will:
 - be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
 - do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved
 - consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities

Confidentiality is also addressed in this policy with respect to record-keeping in Section 14, and allegations of abuse against staff in Appendix 3.

7. Recognising abuse and taking action

At Rose Education Provision, staff and volunteers must follow the procedures set out below in the event of a safeguarding issue. Teachers and support staff are in a unique position to identify and help children who may be being abused. Although all schools are required to have a named designated teacher with responsibility for co-ordinating child protection, this should not diminish the role all teachers have in protecting children. Child abuse usually comes to the attention of teachers and support staff by either a direct allegation from the child being abused, a third party (e.g. friend, classmate), through the child's behaviour or through observation of an injury to the child.

7.1 If a child is suffering or likely to suffer harm, or in immediate danger

At Rose Education Provision, we will make a referral to Children's Social Care and/or the Police **immediately** if we believe a child is suffering or likely to suffer from harm, or is in immediate danger.

If, in exceptional circumstances, a member of staff has had to make a referral directly the DSL must be informed immediately and it must be recorded on the internal safeguarding log.

7.2 If a child makes a disclosure

If a child makes a disclosure (either low-level or a serious concern), or when concerns are received from other sources you need to do the following:

- › Listen attentively. Allow them time to talk freely and do not ask leading questions.
- › Stay calm.
- › Do not communicate shock, anger or embarrassment.
- › Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner.

- › NEVER enter into a pact of secrecy with the young person. Assure the young person that you will try to help but let the young person know that you will have to tell a member of the safeguarding team and why.
- › Tell the young person that you believe them. Young people very rarely lie about abuse, but they may have tried to tell others and not been heard or believed.
- › Tell the young person that it is not their fault.
- › Check that you have understood correctly what the young person is trying to tell you.
- › Praise the young person for telling you. Communicate that they have a right to be safe and protected.
- › Do not tell the young person that what they have experienced is dirty, naughty or bad.
- › Don't make any comments about the alleged offender. It is inappropriate to do this. The young person may love her/him/them and reconciliation maybe possible.
- › Do not speak with anyone to whom the allegations are made against. This is even if the allegations are made against a colleague.
- › Be aware that the young person may retract what they have told you. It is essential to record all that you have heard or observed on the internal safeguarding log.
- › At the end of the conversation, tell the young person who you are going to tell and why these people need to know.
- › Make a detailed record of the conversation using the child's own language and immediately record the concern on the internal safeguarding log and attach any written documents. Include any questions you may have asked. Do not add any opinions or interpretations.

At Rose Education Provision we fully recognise the importance of ensuring students feel safe and comfortable to come forward and report any concerns and/or allegation. Our reporting systems are well promoted in assemblies, during tutor times, in PSHE sessions. They are easily accessible to and for all students.

Be mindful that some children may:

- › Not feel ready, or know how to tell someone that they are being abused, exploited or neglected.
- › Not recognise their experiences as harmful.
- › Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers.

None of this should stop 'professional curiosity' and speaking to the DSL or a Deputy Safeguarding Lead if you have concerns about a child.

7.3 If you discover that FGM has taken place or a student is at risk of FGM

Keeping Children Safe in Education 2026 explains that Female Genital Mutilation (FGM) comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a student has already been subjected to FGM, and factors that suggest a student may be at risk, are set out in **Appendix 4** of this policy.

Any teacher who either:

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

Must immediately report this to the police, personally. This is a **mandatory statutory duty**, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL or a Deputy Safeguarding Lead and involve Children's Social Care as appropriate. It should also be recorded immediately on the internal safeguarding log.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **student under 18** must speak to the DSL or a Deputy Safeguarding Lead and follow the college's safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a student is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine students.

Any member of staff who suspects a student is *at risk* of FGM or suspects that FGM has been carried out, or discovers that a student **aged 18 or over** appears to have been a victim of FGM, should speak to the DSL or a Deputy Safeguarding Lead and follow the college's safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is known to have been carried out. Staff should not examine pupils.

7.4 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

If you have a concern about a child, as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger, you must report your concerns immediately on A member of the internal safeguarding log. The safeguarding team will pick the concern up, speak to the young person(s) and act accordingly.

Early help assessment

Early Help and prevention is about how different agencies work together to help children, young people and their families at any point in their lives to prevent or reduce difficulties. This means providing support as soon as a problem emerges at any point in a child's life, from the foundation years to the teenage years. If Early Help is appropriate, the DSL or a Deputy Safeguarding Lead will liaise with other agencies and attend an inter-agency assessment meeting. The DSL (or deputies) will support and work with other agencies and professionals in the Early Help process. In some cases, the DSL will act as the lead practitioner. This will be done by attending TAF (Team around the family) meetings and/or any other support meetings and feedback appropriate information to relevant pastoral staff. The DSL will constantly review the case and the college will consider a referral to the Local Authority Children's Social Care if the situation does not seem to be improving.

Referral

If it is appropriate to refer a case to Local Authority Children's Social Care or the Police, the DSL or a Deputy Safeguarding Lead will make the referral.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the Local Authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

7.5 If you have concerns about extremism

At Rose Education Provision we take all concerns about extremism very seriously. If a child is not suffering or likely to suffer from harm, or in immediate danger, record the concern immediately on our internal log and a member of the safeguarding team will act accordingly.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to the deputy DSL.

Where there is a concern, the DSL or Deputy Safeguarding Lead will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the Local Authority Children's Social Care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which can be called to raise concerns about extremism with respect to a student. The following email address can also be used counter.extremism@education.gov.uk. This is not to be used in emergency situations.

In an emergency, 999 will be called or the confidential anti-terrorist hotline on 0800 789 321 if:

- › Someone is in immediate danger
- › Someone may be planning to travel to join an extremist group
- › See or hear something that may be terrorist-related

This call will be made by the DSL or a Deputy Safeguarding Lead or the Principal in the DSL's absence.

7.6 If you have a mental health concern

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, record the concern immediately on the internal log and a member of the safeguarding team will act immediately and take appropriate action.

If you have a mental health concern that is **not** also a safeguarding concern, the DSL must be spoken to, to agree a course of action to support the young person.

7.7 Concerns about a staff member, supply teacher, volunteer or contractor

If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, you must speak to the DSL or Head of school immediately. If the concerns/allegations are about the Head of school, you must contact LADO. (Local Authority Designated Officer)

7.8 Allegations of abuse made against other students

At Rose Education Provision, we recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for students.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of students hurting other students will be dealt with under Rose Education Provision's Behaviour policy (*Behaviour Policy*) but this Child Protection and Safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- › is serious, and potentially a criminal offence
- › could put students in the school at risk
- › is violent
- › involves students being forced to use drugs or alcohol
- › involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, up skirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

See appendix 4 for more information about child-on-child abuse.

Procedures for dealing with allegations of child-on-child abuse

If a student makes an allegation of abuse against another student:

- › You must record the allegation immediately on the internal log. **Do not take statements.** Concerns reported are treated on a case by case basis
- › If the concern reported includes an on-line element, devices will be confiscated by the college and handed to the Police. Illegal images of a child must not be viewed
- › The DSL or a Deputy Safeguarding Lead will contact the Local Authority Children's Social Care team and follow its advice, as well as the Police if the allegation involves a potential criminal offence

- › The DSL or a Deputy Safeguarding Lead will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s)
- › The DSL or Deputy Safeguarding Lead will liaise with external agencies and be led by them
- › Where a report of rape, assault by penetration or sexual assault is made the DSL or Deputy Safeguarding Lead will contact the Police immediately
- › The DSL will contact the Children and Adolescent Mental Health Services (CAMHS), if appropriate

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the Police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the Police if we have any questions about the investigation.

Students involved will be monitored daily by the safeguarding team and discussed in the two weekly safeguarding team meeting.

Creating a supportive environment in school and minimizing the risk of child-on-child abuse

At Rose Education Provision, we recognise the importance of taking proactive action to minimize the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- › challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- › be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys
- › ensure our curriculum helps to educate students about appropriate behaviour and consent
- › ensure students are able to easily and confidently report abuse using our reporting systems (*as described in section 7.10 below*)
- › ensure staff reassure victims that they are being taken seriously
- › be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- › support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- › consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment
- › ensure staff are trained to understand:
 - how to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
 - that even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
 - that if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to
 - A friend may make a report
 - A member of staff may overhear a conversation
 - A child’s behaviour might indicate that something is wrong

- that certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation and gender identity
- that a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- the important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- that they should speak to the DSL or a Deputy Safeguarding Lead if they have any concerns
- that social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

Any disciplining of the alleged perpetrator(s) will be done in accordance with our current behaviour policy. We will provide support at the same time as taking any disciplinary action.

We will carry out any disciplinary action while other investigations are going on, e.g. by the Police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent the school from coming to its own conclusion about what happened and imposing a consequence accordingly. We will consider these matters on a case-by-case basis, considering whether:

- › taking action would prejudice an investigation and/or subsequent prosecution The DSL or a Deputy Safeguarding Lead will liaise with the Police and/or LA Children's Social Care to determine this
- › there are circumstances that make it unreasonable or irrational for the college to reach our own view about what happened while an independent investigation is ongoing

7.9 Sharing of nudes and semi-nudes ('sexting')

Sharing nudes and semi-nudes (sexting) means the sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums.

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must log the concern on the internal immediately. A member of the safeguarding team will deal with the concern and take appropriate action.

Staff must **not**:

- › view, copy, print, share, store or save the imagery, or ask a student to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL immediately
- › delete the imagery or ask the student to delete it
- › ask the student(s) who are involved in the incident to disclose information regarding the imagery. The DSL or a Deputy Safeguarding Lead will do this
- › share information about the incident with other members of staff, the student(s) it involves or their, or other, parents and/or carers
- › say or do anything to blame or shame any young people involved

You must explain that you need to report the incident, and reassure the student(s) that they will receive support and help from the DSL or a Deputy Safeguarding Lead.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident, the Head of School and the safeguarding team that deal with safeguarding concerns. The purpose of this meeting is to consider the initial evidence and aim to determine:

- › whether there is an immediate risk to student(s)
- › if a referral needs to be made to the Police and/or Children's Social Care

- › if it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- › what further information is required to decide on the best response
- › whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- › whether immediate action should be taken to delete or remove images or videos from devices or online services
- › any relevant facts about the students involved which would influence risk assessment
- › if there is a need to contact another school, college, setting or individual
- › whether to contact parents or carers of the students involved (in most cases parents/carers should be involved)

The DSL or a Deputy Safeguarding Lead will make an immediate referral to Police and/or Children's Social Care if:

- › the incident involves an adult
- › there is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
- › what the DSL or Deputy Safeguarding Lead knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- › the imagery involves sexual acts and any student in the images or videos is under 13
- › the DSL or Deputy Safeguarding Lead has reason to believe a student is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL or a Deputy Safeguarding Lead, in consultation with the DSL and/or Principal and other members of staff as appropriate, may decide to respond to the incident without involving the Police or Children's Social Care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If, at the initial review stage, a decision has been made not to refer to Police and/or Children's Social Care, the DSL or a Deputy Safeguarding Lead will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the students involved (if appropriate).

If, at any point in the process, there is a concern that a student has been harmed or is at risk of harm, a referral will be made to Children's Social Care and/or the Police immediately.

Informing parents/carers

The DSL or a Deputy Safeguarding Lead will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the student at risk of harm.

Referring to the police

If it is necessary to refer an incident to the Police, this will be done by ringing 101

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in Section 14 of this policy also apply to recording these incidents.

Monitoring incidents

Any student, both the victim and the perpetrator, if both attend Rose Education Provision, will be very closely monitored on a daily basis by the safeguarding team and will be discussed in the two weekly safeguarding team meeting.

Curriculum coverage

Students are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our Personal Development (PD) programme taught from Years 7 to 11. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- › What it is
- › How it is most likely to be encountered
- › The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- › Issues of legality
- › The risk of damage to people's feelings and reputation

Students also learn the strategies and skills needed to manage:

- › Specific requests or pressure to provide (or forward) such images
- › The receipt of such images

Information in this policy on the sharing of nudes and semi-nudes will also be shared with students so they are aware of the processes the school will follow in the event of an incident.

7.10 Reporting systems for our students

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring students feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we:

- › put systems in place for students to confidently report abuse.
- › ensure our reporting systems are well promoted, easily understood and easily accessible for students. We do this in assemblies and during PD lessons.
- › make it clear to students that their concerns will be taken seriously, and that they can safely express their views and give feedback.

8. Online safety and the use of mobile technology

We recognise the importance of safeguarding children from potential harmful and inappropriate online material. The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation; technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

To address this, at Rose Education Provision we aim to:

- › have robust processes in place, including filtering and monitoring systems, to ensure the online safety of students, staff, volunteers
- › protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- › set clear guidelines for the use of mobile phones for the whole school community
- › establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- › **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism
- › **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- › **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- › **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above we will do everything that we reasonably can to limit children's exposure to the above risks from the college's IT system. In addition, we will:

- › Educate students about online safety as part of our curriculum. For example:
 - The safe use of social media, the internet and technology
 - Keeping personal information private
 - How to recognise unacceptable behaviour online
 - How to report any incidents of cyber-bullying, ensuring students are encouraged to do so, including where they are a witness rather than a victim
- › Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year.
- › Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety.
- › Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when students are not present
 - Staff will not take pictures or recordings of students on their personal phones or camera
- › Make all students, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology.
- › Explain the sanctions we will use if a student is in breach of our policies on the acceptable use of the internet and mobile phones.
- › Make sure all staff, students and parents/carers are aware that staff have the power to search students' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#).
- › Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.
- › Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community.
- › Provide regular safeguarding and child protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively.
- › Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly.

At Rose Education Provision we consider a whole college approach to online safety. At Rose Education Provision we do not allow mobile phones to be used during teaching sessions.

8.1 Artificial Intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. At Rose Education Provision we recognise that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of “deepfakes” where AI is used to create images, audio or video hoaxes that look real. At Rose Education Provision we will treat any use of Artificial Intelligence to access harmful content or bully pupils in line with this policy and our Anti-Bullying and Behaviour policies.

Staff will be aware of the risks of using Artificial Intelligence tools whilst they are still being developed and should carry out risk assessments for any new Artificial Intelligence tool being used by the school.

9. Notifying parents or carers

Where appropriate, we will discuss any concerns about a child with the child’s parents or carers. The DSL or a Deputy Safeguarding Lead will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL or a Deputy Safeguarding Lead.

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the Local Authority Children’s Social Care team before doing so and/or the Police.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved if we have been informed that it is safe to do so by the Local Authority Children’s Social Care team and/or the Police. We will think carefully about what information we provide about the other child involved, and when. We will work with the Police and/or Local Authority Children’s Social Care to make sure our approach to information sharing is consistent.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- › meet with the victim’s parents or carers, with the victim, to discuss what’s being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed and to draw up a safety/ support plan and risk assessment
- › meet with the alleged perpetrator’s parents or carers to discuss support for them, and what’s being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s) and to draw up a safety/support plan

10. Students with special educational needs, disabilities or health issues

We recognise that students with special educational needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges, and are 3 times more likely to be abused than their peers. Additional barriers can exist when recognising abuse and neglect in this group, including:

- › assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s condition without further exploration
- › students being more prone to peer group isolation or bullying (including prejudice-based bullying) than other students
- › the potential for students with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- › communication barriers and difficulties in managing or reporting these challenges

We offer extra pastoral support for these students. This includes support from:

The school’s counsellor and social worker: Simon Groschl

Teaching Assistants – Elacia Curtis

PSHEE teacher- Sheree Curtis

When any form of abuse or a safeguarding concern arises for any of our SEN students, the DSL and Deputy Safeguarding Leads liaise very closely with the college's SENDCo and Deputy SENDCo.

11. Safeguarding members of the LGBTQIA+ community

There are no issues under child protection or safeguarding law, or practice specific LGBTQIA+ students aside from what is in place to keep all children and young safe. However, at Rose Education Provision we acknowledge that there may be safeguarding issues that occur for a LGBTQIA+ student. If an issue of a safeguarding nature arises our safeguarding procedures will be strictly adhered to.

At Rose Education Provision we follow a whole college approach to support LGBTQIA+ students. We do this in the following ways:

- By acknowledging that there will be LGBTQIA+ students within the college community as parents and carers, staff, governors and young people and that they will positively enrich the school community
- By ensuring that LGBTQIA+ issues, including transphobia are acknowledged across the school framework
- Through the close monitoring of all areas of the curriculum and resources to ensure that they do not contain gender stereotypes or transphobic material
- By ensuring that the curriculum, and in particular the Personal Development curriculum, is used to challenge gender stereotypes, support the development of a positive sense of gender identity, develop understanding of trans issues and prevent transphobia
- By effectively challenging, recording and dealing with any form of homophobic and transphobic abuse, harassment and bullying (e.g. name calling, banter, derogatory jokes, graffiti, unacceptable or unwanted behaviour or intrusive questions), monitoring incidents of homophobic and transphobic abuse, harassment and bullying and then using this information to inform whole college developments.
- By including trans and gender questioning issues in equality training for staff and volunteers
- To ensure that all staff and students, whatever their gender identity, feel equally welcome and valued
- By providing appropriate support to students who identify as LGBTQIA+ and refer them, and their families if appropriate, when needed to external agencies.

A support process is in place for any LGBTQIA+ student at Rose Education Provision which is as follows.

If a staff member has a concern about a student who is questioning their sexuality/gender.

- The staff member informs the DSL and the concern is logged on our internal log
- The DSL or DDSL then speaks with the student who is questioning their sexuality and/or gender and offers support. Support includes signposting to support organisations such as LGBT Leicester, Stonewall or Mermaids

11.1 Confidentiality and information sharing for LGBTQIA+ students

11.2 LGBTQIA+ students have a right to privacy. At Rose Education Provision we refer to "The Gillick competency and Fraser guidelines" when working with students, in order to balance the need to listen to children's wishes with the responsibility to keep them safe. Therefore, if a LGBTQIA+ student wishes to be known by their preferred name and/or wishes to have their personal data changed and recognised on the college IT system, and the student is capable of making this decision under the Gillick competency and Fraser guidelines, then this will be respected and accommodated.

11.3 In accordance with the Equality Act 2010 we will not inform a parent or carer about a Student's sexual orientation or gender identity.

11.4 Confidential information will not be shared with the parents and carers without a student's permission, unless there are safeguarding reasons for doing so.

11.5 If a student wishes to be known by their preferred name that is in accordance with their gender choice, a conversation will take place with the student and the Head of School about the implications of this i.e. the student would have to be referred to by their biological gender, legal name and pro nouns at parent's evenings, during telephone conversations and in parental meetings. Letters sent home would also refer to the student by their legal name.

11.6 We will not pass a young person's sexual orientation or gender status on to other professionals without the young person's direct consent.

11.7 Staff at Rose Education Provision will not discuss trans or gender questioning students outside of college with their families and friends as this may compromise confidentiality.

Names and pronoun change

11.8 At Rose Education Provision we respect that a student's request to change name and pronouns is a pivotal part of supporting and validating that young person's identity. Preferred pronouns and names will consistently be used in order to protect a student's confidentiality.

11.9 If a trans or gender questioning student requests to be known by a preferred name, their legal name will remain on the school database and their preferred name will be recorded on the student's individual record.

11.10 Examination certificates will bear the legal name of the trans or gender questioning student only. Those wishing to change their name by deed poll must provide evidence of a legal name change to the Rose Education Provision.

Physical Education

11.11 Any student, regardless of their sexual orientation or gender identity at Rose Education Provision will have the same right to Physical Education as other young people. Where lessons are segregated by gender, a trans or gender questioning student should be able to participate in the activity which corresponds to their gender identity if this is what they request.

Changing room facilities

11.12 Appropriate changing room facilities for LGBTQIA+ students will be provided. When competing at another school or outside venue, school staff will ensure that there is appropriate sensitive provision available.

Residential trips

11.13 Careful consideration and preparation will be taken for an LGBTQIA+ student who is taking part in a residential trip. Appropriate sleeping arrangements will be made.

12. Students with a Social Worker

Students may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL, Deputy Safeguarding Leads and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a student has a social worker, the DSL and Deputy Safeguarding Leads will always consider this fact to ensure any decisions are made in the best interests of the student's safety, welfare and educational outcomes. For example, it will inform decisions about:

- › Responding to unauthorised absence or missing education where there are known safeguarding risks

- › The provision of pastoral and/or academic support

13. Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- › Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- › The DSL and Deputy Safeguarding Leads have details of children's social workers and relevant Virtual School Heads
- › work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans
- › work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children

14. Complaints and concerns about school safeguarding policies

14.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (*see appendix 3*).

14.2 Whistle-blowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the Local Authority Designated Officer.

All staff are aware of and understand how to use our college's whistleblowing procedures.

All staff have access to the NSPCC Whistleblowing Helpline.

15. Record-keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL or a Deputy Safeguarding Lead.

Records will include:

- › a clear and comprehensive summary of the concern
- › details of how the concern was followed up and resolved
- › a note of any action taken, decisions reached and the outcome

Concerns and referrals will be kept in a separate child protection file for each child.

Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded as soon as possible, securely, and separately from the main student file.

To allow the new school/college to have support in place when the child arrives, this should be within:

- › **5 days** for an in-year transfer, or within
- › **The first 5 days** of the start of a new term

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

Our safeguarding records are paper based and electronic. Paper based safeguarding records are kept in a locked safeguarding cupboard in the Head of School's office. The Head of School and the DSL are the only key holders

16. Training

16.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect.

This training will be regularly updated and will:

- › be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- › be in line with advice from the 3 safeguarding partners
- › include online safety, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring
- › have regard to the Teachers' Standards to support the expectation that all teachers:
 - manage behaviour effectively to ensure a good and safe environment
 - have a clear understanding of the needs of all students

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates, including on online safety, as required.

Volunteers will also receive safeguarding training when they become a volunteer and ongoing throughout the academic year.

16.2 The DSL and Deputy Safeguarding Leads

The DSL and Deputy Safeguarding Leads will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually). The DSL will also attend DSL Forum's that run throughout the academic year.

They will also undertake Prevent awareness training.

16.3 Recruitment – interview panels

At Rose Education Provision, at least 1 person conducting any interview for any post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of Keeping Children Safe in Education 2026, and will be in line with local safeguarding procedures.

See **Appendix 2** of this policy for more information about our safer recruitment procedures.

16.4 Staff who have contact with students and families

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

17. Private Fostering

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

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

It's a legal duty (Children Act 1989) for parents or the private foster carer to notify the Local Authority of whenever a child is not living with a close relative. This should be done 6 weeks before the arrangement takes place, or immediately if it is unplanned or already happening. This is so the Local Authority can work with private foster carers to keep children safe and also support anyone who is privately fostered.

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

18. Monitoring arrangements

This policy will be reviewed annually by the Head of School and DSL.

19. Links with other policies

This policy links to the following policies and procedures:

- › Behaviour Policy
- › Staff Code of Conduct
- › Complaints Policy and procedures
- › Health and Safety Policy
- › Attendance Policy
- › E-Safety Policy
- › Equalities and Cohesion Policy
- › First Aid Policy
- › SEN Policy
- › Whistleblowing Policy
- › Anti-Bullying Policy

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Date:	September 2026		
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Appendix 1: Definition and Indicators of Abuse

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 ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by 1 definition label. In most cases, multiple issues will overlap.

Physical abuse: 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.

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

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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse 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
- › Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- › 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
- › Seeing or hearing the ill-treatment of another
- › Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Some situations where children stop communication suddenly (known as traumatic mutism) can indicate maltreatment.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- › Physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- › Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

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

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

Once a child is born, neglect may involve a parent or carer failing to:

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

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

The following may be indicators of neglect:

- Constant hunger
- Fabricated or induced illnesses (Munchausen Syndrome by Proxy)
- Stealing, scavenging and/or hoarding food
- Frequent tiredness or listlessness
- Frequently dirty or unkempt
- Often poorly or inappropriately clad for the weather

- Poor school attendance or often late to school
- Poor concentration
- Affection or attention seeking behaviour
- Illnesses or injuries that are left untreated
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings
- The child is regularly not collected or received from school or
- The child is left at home alone or with inappropriate carers

Neglect is a priority for Leicester, Leicestershire and Rutland LSCPB. Neglect has been identified as a feature in national and local serious case reviews (SCR's), local learning reviews and multi-agency audits. Our local LSCPB have developed a Neglect Toolkit to support practitioners identify neglect earlier in families. Key staff members, DSL and Deputy DSL's at Rose Education Provision are versed with this document and understand when to use it.

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

Appendix 2 Safer recruitment and DBS checks – policy and procedures

Recruitment and selection process

At Rose Education Provision, to make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

Advertising

When advertising roles, we will make clear:

- › Our school's commitment to safeguarding and promoting the welfare of children
- › That safeguarding checks will be undertaken
- › The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children
- › Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account

Application forms

Our application forms will:

- › Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)
- › Include a copy of, or link to, our Child Protection and Safeguarding policy and our policy on the employment of ex-offenders

Shortlisting

Our shortlisting process will involve at least 2 people and will:

- › Consider any inconsistencies and look for gaps in employment and reasons given for them
- › Explore all potential concerns

Once we have shortlisted candidates, we will ask shortlisted candidates to:

- › Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:
 - If they have a criminal history
 - Whether they are included on the barred list
 - Whether they are prohibited from teaching
 - Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
 - Any relevant overseas information
 - Sign a declaration confirming the information they have provided is true

We will also consider carrying out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online. Shortlisted candidates will be informed that we may carry out these checks as part of our due diligence process.

Seeking references and checking employment history

We will obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references, we will:

- › Not accept open references
- › Liaise directly with referees and verify any information contained within references with the referees
- › Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the Principal as accurate in respect to disciplinary investigations
- › Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- › Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children
- › Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- › Resolve any concerns before any appointment is confirmed

Interview and selection

When interviewing candidates, we will:

- › Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- › Explore any potential areas of concern to determine the candidate's suitability to work with children
- › Record all information considered and decisions made

Pre-appointment vetting checks

We will record all information on the checks carried out in the school's Single Central Record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- › Verify their identity
- › Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken
- › Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- › Verify their mental and physical fitness to carry out their work responsibilities
- › Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- › Verify their professional qualifications, as appropriate
- › Ensure they are not subject to a prohibition order if they are employed to be a teacher
- › Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. These could include, where available:
 - For all staff, including teaching positions: [criminal records checks for overseas applicants](#)
 - For teaching positions: obtaining a letter from the professional regulating authority in the country where the applicant has worked, confirming that they have not imposed any sanctions or restrictions on that person, and/or are aware of any reason why that person may be unsuitable to teach

Regulated activity means a person who will be:

- › Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- › Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- › Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- › There are concerns about an existing member of staff's suitability to work with children; or
- › An individual moves from a post that is not regulated activity to one that is; or
- › There has been a break in service of 12 weeks or more

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- › We believe the individual has engaged in [relevant conduct](#); or
- › We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- › We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- › The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- › An enhanced DBS check with barred list information for contractors engaging in regulated activity
- › An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

Volunteers

We will:

- › Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- › Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- › Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment

Appendix 3: Allegations of abuse made against staff

Section 1: Allegations that may meet the harms threshold

This section is based on '*Allegations that may meet the harms threshold*' in part 4 of *Keeping Children Safe in Education 2026*.

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, has:

- › Behaved in a way that has harmed a child, or may have harmed a child, and/or
- › Possibly committed a criminal offence against or related to a child, and/or
- › Behaved towards a child or children in a way that indicates they may pose a risk of harm to children, and/or
- › Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school

At Rose Education Provision, if we're in any doubt as to whether a concern meets the harm threshold, we will consult our Local Authority Designated Officer (LADO).

We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

A 'case manager' will lead any investigation. This will be the Head of School or LADO where the Head of School is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

If we received an allegation of an incident happening while an individual or organisation was using the school premises to run activities for children, we will follow our safeguarding and child protection policy and procedures and inform the LADO.

Suspension of the accused until the case is resolved

Suspension of the accused will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- › Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- › Providing an assistant to be present when the individual has contact with children
- › Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- › Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents/carers have been consulted
- › Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the local authority

If in doubt, the case manager will seek views from the college's HR adviser and the LADO (Local Authority Designated Officer), as well as the Police and Children's Social Care where they have been involved.

Definitions for outcomes of allegation investigations

- › **Substantiated:** there is sufficient evidence to prove the allegation
- › **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation
- › **False:** there is sufficient evidence to disprove the allegation

- › **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- › **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the case manager will take the following steps:

- › Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below
- › Discuss the allegation with the Designated Officer at the Local Authority (LADO). This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the Police and/or Children's Social Care services. (The case manager may, on occasion, consider it necessary to involve the Police *before* consulting the Designated Officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the Designated Officer as soon as practicably possible after contacting the Police)
- › Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the Designated Officer (and the Police or Children's Social Care services, where necessary). Where the Police and/or Children's Social Care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- › Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the Designated Officer, Police and/or Children's Social Care services, as appropriate
- › Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to Children's Social Care
- › **If immediate suspension is considered necessary**, agree and record the rationale for this with the Designated Officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- › **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the Designated Officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- › **If it is decided that further action is needed**, take steps as agreed with the Designated Officer to initiate the appropriate action in school and/or liaise with the Police and/or Children's Social Care services as appropriate
- › Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. Support can also be obtained through union representatives or the counselling service we use.
- › We inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with Children's Social Care services and/or the Police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- › We keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)

- › We make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

At Rose Education Provision, if we are made aware that the Secretary of State has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the Police are involved, wherever possible we will ask the Police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Additional considerations for supply teachers and all contracted staff

If there are concerns or an allegation is made against someone not directly employed by the school, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard procedures.

- › We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome
- › The Principal will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation
- › We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required
- › We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Timescales

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

- › Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week
- › If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days
- › If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the Local Authority's Designated Officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the Police and/or Children's Social Care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated, unfounded, false or malicious reports or allegations

If a report or allegation is:

- › Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation needs help, or the allegation may have been a cry for help, a referral to Children's Social Care may be appropriate
- › Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Confidentiality and information sharing

At Rose Education, we will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the LADO, Police and Children's Social Care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case.

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, decisions reached and the outcome
- A declaration on whether the information will be referred to in any future reference

In these cases, the school will provide a copy to the individual, in agreement with Children's Social Care or the Police as appropriate.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other

records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

References

When providing employer references, we will:

- › Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious
- › Include substantiated allegations, provided that the information is factual and does not include opinions

Learning lessons

After any cases where the allegations are *substantiated*, the case manager will review the circumstances of the case with the Local Authority's Designated Officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

Non-recent allegations

Abuse can be reported, no matter how long ago it happened.

At Rose Education Provision we will report any non-recent allegations made by a child to the LADO in line with our Local Authority's procedures for dealing with non-recent allegations.

Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the Police.

Section 2: concerns that do not meet the harm threshold

The section is based on 'Concerns that do not meet the harm threshold' in part 4 of Keeping Children Safe in Education 2023.

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold.

Concerns may arise through, for example:

- › Suspicion
- › Complaint
- › Safeguarding concern or allegation from another member of staff
- › Disclosure made by a child, parent or other adult within or outside the school
- › Pre-employment vetting checks

At Rose Education Provision, we recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- › is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**
- › does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the Designated Officer at the Local Authority

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

- › 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
- › Humiliating students

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- › Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- › Empowering staff to share any low-level concerns as per Section 7.7 of this policy
- › Empowering staff to self-refer
- › Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- › Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- › Helping to identify any weakness in the school's safeguarding system

Responding to low-level concerns

If the concern is raised via a third party, the Head of School will collect evidence where necessary by speaking:

- › Directly to the person who raised the concern, unless it has been raised anonymously
- › To the individual involved and any witnesses

The Head of School will use the information collected to categorize the type of behaviour and determine any further action, in line with the college's staff code of conduct. The Head of School will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

Details about Rose Education Provision's response to low level concerns is stated in our ***Low Levels Concern Policy***.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- › Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- › Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in Section 1 of this appendix, we will refer it to the Designated Officer at the Local Authority

- › Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- › The concern (or group of concerns) has met the threshold for referral to the Designated Officer at the Local Authority and is found to be substantiated; and/or
- › The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

Appendix 4: Specific safeguarding issues

Children who are absent from education for prolonged periods and/or repeated occasions.

A child being absent from education for prolonged periods and/or repeated occasions can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- › Are at risk of harm or neglect
- › Are at risk of forced marriage or FGM
- › Come from Gypsy, Roma, or Traveller families
- › Come from the families of service personnel
- › Go missing or run away from home or care
- › Are supervised by the youth justice system
- › Cease to attend a school
- › Come from new migrant families

Should a student be absent from Rose Education Provision without reason the college's "Children who are absent from education for prolonged periods and/or repeated occasions" procedures are followed (**see Appendix 5**). This is to help identify the risk of abuse and neglect, including sexual exploitation, and to help to prevent the risks of going missing in the future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points. The DSL or Deputy Safeguarding Lead will consider further actions and/or support should it be required and to ensure they help identify any risk of abuse and neglect, including sexual exploitation and to help prevent the risks of them going missing in future.

At Rose Education Provision, if a child is no longer coming to our college where the parents/carer has removed them, we will ensure that appropriate steps are taken and measures are in place. i.e. we will follow Rose Education Provision's guidelines in monitoring those parents/carers home tutoring, follow procedures where a child is taken out of school to go on holiday, where a child is removed from school as the family are moving away.

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

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm or is in immediate danger.

Child Criminal Exploitation (CCE)

Child criminal exploitation is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- › Appearing with unexplained gifts or new possessions
- › Associating with other young people involved in exploitation
- › Suffering from changes in emotional wellbeing
- › Misusing drugs and alcohol
- › Going missing for periods of time or regularly coming home late
- › Regularly missing school or education
- › Not taking part in education

If a member of staff suspects CCE, they will record their concern on MyConcern and the safeguarding team will act immediately and accordingly. The DSL or a Deputy Safeguarding Lead will trigger the local safeguarding procedures, including a referral to the Local Authority's Children's Social Care team and the Police, if appropriate.

Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- › Having an older boyfriend or girlfriend
- › Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will record their concern on MyConcern and a member of the safeguarding team will act immediately and accordingly. The DSL will trigger the local safeguarding procedures, including a referral to the Local Authority's Children's Social Care team and the Police, if appropriate. Rose Education Provision staff follow guidance and procedures as outlined in "Safeguarding Children and Young People from Sexual Exploitation in Leicester, Leicestershire and Rutland" available on the LSCPB website.

Child-on-child abuse

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online, and can occur simultaneously between the two.

Our school has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are no reports, that doesn't mean that this kind of abuse isn't happening.

Child-on-child abuse is most likely to include, but may not be limited to:

- › Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)

- › Abuse in intimate personal relationships between children (this is sometimes known as ‘teenage relationship abuse’)
- › Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- › Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- › Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- › Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- › Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- › Upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- › Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Where children abuse their peers online, this can take the form of, for example, abusive, harassing and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don’t want to receive such content.

If staff have any concerns about child-on-child abuse, or a child makes a report to them then our safeguarding procedures will be followed immediately.

When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma, and will offer them appropriate support.

Sexual violence and sexual harassment¹ 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, online and face to face. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBTQ children are at greater risk.

Rose Education Provision takes Child on Child Sexual Violence & Harassment seriously and we understand that some children are more vulnerable to physical, sexual and emotional bullying and abuse by their peers. In our school, this kind of abuse will always be taken as seriously as abuse perpetrated by an adult and as seriously as a child who is suffering or likely to suffer significant harm.

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

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

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

Our school also refers to the LSCPB procedures² which are written with particular reference to sexually abusive and inappropriate behaviours. Keeping Children Safe in Education 2026 also makes reference to Child on Child Sexual Violence & Harassment and where there are serious child protection concerns, as a result of non-sexual violence by a child or young person, leading to actual or possible significant harm, our safeguarding and child protection measures will be implemented.

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in Section 7 of this policy, as appropriate. In particular, Section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma, and will offer them appropriate support.

Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others – for example, the impact of all forms of domestic abuse on children.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.

Older children may also experience and/or be the perpetrators of domestic abuse and/or violence in their own personal relationships. This can include sexual harassment.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn.

If Police are called to an incident of domestic abuse and any children in the household have experienced the incident, the Police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. This is the procedure where police forces are part of Operation Encompass. Operation Encompass 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 DSL or Deputy Safeguarding Lead, 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.

Homelessness

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

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

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

Furthermore, the staff at Rose Education Provision, also promote Early Help and Support (Section 24) so that children and families can be identified and supported at an early stage. If a parent or carer and/or their children find themselves in this situation, we strongly urge you to speak to our DSL or one of our deputy DSLs so that support can be provided.

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

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

As staff at Rose Education Provision are aware that safeguarding issues can manifest themselves in many different ways, our staff have received annual safeguarding training and additional information to better equip themselves in the knowledge of other forms of abuse as per Keeping Children Safe in Education 2026.

So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing. Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

FGM

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

Definition of Female Genital Mutilation³ (FGM): FGM comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons. FGM is illegal in the UK and a form of child abuse with long lasting, harmful consequences. It is also known as female genital cutting, circumcision or initiation.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Therefore, our staff are briefed on the importance of FGM and are aware of some of the signs and symptoms.

Responding to FGM - The college will ensure:

- We raise awareness of staff in regard to the issues of FGM through Whole School Training
- Staff have a clear understanding of what FGM is
- FGM is within the schools Safeguarding Policy
- Sex and Health curriculum supports students understanding of their bodies and keeping themselves safe
- Monitoring absences

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a student is at risk of FGM.

Indicators that FGM has already occurred include:

- › A student confiding in a professional that FGM has taken place
- › A mother/family member disclosing that FGM has been carried out
- › A family/student already being known to social services in relation to other safeguarding issues
- › A girl:
 - Having difficulty walking, sitting or standing, or looking uncomfortable
 - Finding it hard to sit still for long periods of time (where this was not a problem previously)
 - Spending longer than normal in the bathroom or toilet due to difficulties urinating
 - Having frequent urinary, menstrual or stomach problems
 - Avoiding physical exercise or missing PE
 - Being repeatedly absent from school, or absent for a prolonged period
 - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
 - Being reluctant to undergo any medical examinations
 - Asking for help, but not being explicit about the problem
 - Talking about pain or discomfort between her legs

Potential signs that a student may be at risk of FGM include:

- › The girl's family having a history of practicing FGM (this is the biggest risk factor to consider)

- › FGM being known to be practiced in the girl's community or country of origin
- › A parent or family member expressing concern that FGM may be carried out
- › A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- › A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
 - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
 - Being unexpectedly absent from school
 - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Forced marriage

Forcing a person into marriage is a crime. 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.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the '1 chance' rule, i.e. we may only have 1 chance to speak to the potential victim and only 1 chance to save them.

Disclosures and concerns relating to Forced Marriage/Honour based abuse will be reported directly to the DSL and deputy DSL. The DSL or a Deputy Safeguarding Lead will contact the police due to the impact it could have on the child/student in the wider community. Information will be sought from Children's Social Care Duty and Advice and where appropriate the Forced Marriage Unit on 020 70080151 or fmu@fco.gov.uk

Preventing radicalisation

- › **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups
- › **Extremism** is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces
- › **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 of terrorism 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.

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society
- Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
- Personal Circumstances – migration; local community tensions; and events affecting the student's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration; and
- Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our students to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in students' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a student is being radicalised can include:

- › Refusal to engage with, or becoming abusive to, peers who are different from themselves
- › Becoming susceptible to conspiracy theories and feelings of persecution
- › Changes in friendship groups and appearance
- › Rejecting activities they used to enjoy
- › Converting to a new religion
- › Isolating themselves from family and friends
- › Talking as if from a scripted speech
- › An unwillingness or inability to discuss their views
- › A sudden disrespectful attitude towards others

- › Increased levels of anger
- › Increased secretiveness, especially around internet use
- › Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- › Accessing extremist material online, including on Facebook or Twitter
- › Possessing extremist literature
- › Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

If staff are concerned about a student, they will follow our procedures set out in Section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Sexual violence and sexual harassment between children in schools

Sexual violence refers to sexual offences under the Sexual Offences Act. For example - rape, assault by penetration and sexual assault.

Sexual harassment means unwanted conduct of a sexual nature that can occur online and offline.

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

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

Sexual violence and sexual harassment can occur:

- › Between 2 children of any age and sex
- › Through a group of children sexually assaulting or sexually harassing a single child or group of children
- › Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.

When supporting victims, staff will:

- › Reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them
- › Regularly review decisions and actions, and update policies with lessons learnt
- › Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns

- › Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again
- › Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence, and show sensitivity to their needs

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and LGBTQIA+ children are at greater risk.

Staff should be aware of the importance of:

- › Challenging inappropriate behaviours
- › Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- › Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, staff should follow our safeguarding reporting procedures for sexual violence and sexual harassment.

Bullying and Safeguarding

Forms of bullying that are illegal will be reported to the Police.

Bullying is defined as 'behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally' – **Several Times on Purpose**. Repeated bullying usually has a significant emotional component, where the anticipation and fear of being bullied seriously affects the behaviour of the victim. It can be inflicted on a child by another child or an adult. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Rose Education Provision has a legal duty to ensure we have an Anti-Bully Policy in place and that all staff, children and parents/carers are made aware of it. This document can be accessed on our website www.roseeducationprovision.co.uk and sets out clear procedures in managing such incidents within our school. We also deliver work about anti-bullying through assemblies and lessons and our staff are trained in appropriately dealing with such incidents.

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

Gang violence and Youth Crime

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

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

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

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- › Increased absence from school

- › Change in friendships or relationships with older individuals or groups
- › Significant decline in performance
- › Signs of self-harm or a significant change in wellbeing
- › Signs of assault or unexplained injuries
- › Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

- › 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

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a student being involved in, or at risk of, serious violence, they will report the concern on MyConcern and the DSL or Deputy Safeguarding Lead will act immediately and accordingly.

Knife Crime

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

- carrying a knife or trying to buy one if you're under 18
- threatening someone with a knife
- carrying a knife that is banned
- a murder where the victim was stabbed with a knife
- a robbery or burglary where the thieves carried a knife as a weapon

Modern Slavery and Trafficking

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

Someone is in slavery if they are:

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

Human trafficking

Recruitment, transportation, transfer, harbouring or receipt of persons by means of threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person; (where a child is involved, the above means are irrelevant).

For the purposes of exploitation, which includes (but is not exhaustive):

- Prostitution
- Other sexual exploitation
- Forced labour

- Slavery (or similar)
- Servitude etc
- Removal of organs

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. There are two age appropriate guides to support children 5-11-year old's and 12-17-year old's. <https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds> and <https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds>.

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

Children with family members in prison

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

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

Approximately 200,000 children have a parent sent to prison each year and as such, the staff at Rose Education Provision will support children and their family members if children from Rose Education Provision have family members in prison. In such cases, Rose Education Provision, will remain non-judgmental and supportive towards the child and family so that they can achieve the best whilst in our environment. Furthermore, if a parent or carer finds themselves in this situation, we encourage you to speak with our DSL or our deputy DSLs so that support can be put into place.

County Lines

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

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

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

People exploited in this way will quite often be exposed to physical, mental and sexual abuse, and in some instances will be trafficked to areas a long way from home as part of the network's drug dealing business. County Lines criminal exploitation is also synonymous with Child Sexual Exploitation. Criminal activity and Gang Association can lead into CSE through situations such as initiation, peer pressure in addition to sexual favours. Although county lines is mainly criminal, all our staff are aware of the definitions of CSE, signs and impact on vulnerable children.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge. Visitors will be given a card by one of our main receptionists stating our safeguarding procedures at Rose Education Provision.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- › Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- › The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out (if this is provided, we will not ask to see the DBS certificate)

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise students or staff.

Non-collection of children

Departure & Collection

Students cannot depart from the session until the finish time and only with the express permission of the Head of School. Students will not be allowed to leave until a parent/guardian has collected them, or they are collected by their nominated transportation, or they have signed permission allowing them to leave on their own.

If a Student, identified as being collected, is subsequently not collected 15 minutes following the end of the session, these actions must be taken:

- The Head of School must make contact with the Student's parents/guardians and emergency contacts immediately in an attempt to resolve the problem
- If after 60 minutes and the Head of School has failed to make contact with the Students parents/guardians the Head of School will contact the Head of Safeguarding.
- The Head of Safeguarding will follow their own policy and keep in liaison with the Head of School.
- The Head of School must supervise the student at all times

Missing Student

If a student has been registered into the session and then at some later point, leaves the session without having properly departed the session with the consent of the Head of School they will be classed as a 'Missing Student'.

- The Head of School must be notified and then instigate a thorough search of the school site in order to rule out the student being on-site but out of sight
- If the student remains unfound then the Head of School must make contact with the Student's parents/guardians and emergency contacts immediately. The Head of Safeguarding must also be notified at this stage.
- If, after one hour, confirmation from the student's parents/guardians, has not been received, with regards the student's location, the Head of School must in collaboration with parents/guardians, notify the police.
- An Incident Report Form must be completed (treating it as 'Major'; if the Student is found then the report will be downgraded to 'Minor'
- If, after 24 hours, confirmation from the student's parents/guardians, has not been received of the Students location the DSL will then make contact with LADO

Appendix 5 – “Children who have unexplainable and/or persistent absences from education” procedures

Student not thought to be at risk



- Our staff will report the absence to the students' school. Our staff will make contact every day the student is due at the provision to check on your child's recovery.
- When a student fails to arrive at the planned start time, staff must inform the Head of school immediately.
- The Head of school will then take steps to contact the parent/carer and/or school/LA within 15 minutes of the expected arrival time, to advise of the late arrival and to find out if there is a known reason for the delay
- Where a suitable response is NOT received - eg parents/carers cannot be contacted or if the school believes that they should have arrived by now, then the Head of school will raise the absence with the Designated Safeguarding Lead who will then take appropriate action to ascertain and ensure the safety of the student and according to Safeguarding Policy.

Student thought to be at risk



Day 1 of Absence

Safeguarding call by a member of the safeguarding team to the Children's original school.

Call then made to Children's Duty and Assessment, or the to allocated social worker or family support worker if a child has one.

Safeguarding team make calls to CASP and/or the allocated Social worker or Family Support worker if a child has one, each day a student is absent without reason.

Social worker/Family Support Worker will be contacted by a member of the safeguarding team daily to update them.

Appendix 6

Useful contact numbers and links

Leicestershire Police	999 or 101 or 0116 2222222
One Front Door (Duty and Advise team and Early Team) CASP (includes out of hours) casp-team@leicester.gov.uk	0116 454 1004
Children's Safeguarding Unit	0116 454 1004
Safeguarding in Education Julie Chapaneri and Mohammed Patel Safeguardingineducation@leicester.gov.uk	0116 454 2440
Local Authority Designated Officer (LADO)	0116 454 2440 Leicester 0116 3054141 Leicestershire
Leicester Safeguarding Children's Board (LSCPB) www.lcityLSCPB.org	0116 454 6520
Prevent (Advice/Referral) City: Ailsa Coull- Ailsa.coull@leicester.gov.uk	0116 454 6923 07519 069833
UAVA- United against violence and abuse (Domestic Violence, Abuse between Teenagers and Domestic Violence in BME community) info@uava.org.uk	0808 80 200 28
Forced marriage unit fmu@fco.gov.uk	020 7008 0151
Female Genital Mutilation Helpline fgmhelp@nspcc.org	0800 028 3550
NSPCC Whistleblowing Advice Line help@nspcc.org.uk	0800 0280285
Mermaids www.mermaids.org.uk	0808 8010400
LGBT Leicester www.leicesterlgbtcentre.org	0116 2547412

Useful websites and links

www.thinkuknow.co.uk	www.ceop.police.uk/Safety-Centre
www.disrespectnobody.co.uk	www.educateagainsthate.com
www.saferinternet.org.uk	
www.internetmatters.org	
www.psheassociation.org.uk	
www.gov.uk/government/publications/the-use-of-social-media-for-onlineradicalisation	
www.stonewall.org.uk	