



Safeguarding and Child Protection Policy

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Safeguarding is defined as protecting children from maltreatment, whether inside or outside the home and including online; preventing the impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Sima Odedra Headteacher Date

Ratified by Governing Body:

Steve Martin Chair of Governors Date

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Safeguarding staff members of Herrick Primary School

Safeguarding staff Members	Responsibilities
Steve Martin	• Chair of Governors • Safeguarding Lead governor
Arzu Aydin	• Deputy Headteacher & Designated Safeguarding Lead • Designated Teacher for Looked After Children • Designated Teacher for SEND and Mental Health • Senior leader responsible for filtering and monitoring
Sima Odedra	• Headteacher • Deputy Designated Safeguarding Lead
Shani Kaur	• Assistant Headteacher • Deputy Designated Safeguarding Lead
Firza Suleman	• Business Manger • Deputy Designated Safeguarding Lead • Designated Attendance Officer / Welfare Officer

1. Introduction

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

The aim of this policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate and our staff members working with pupils to maintain an attitude of 'it could happen here' where safeguarding is concerned. This policy sets out how the school and the governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school.

Safeguarding and promoting the welfare of children (as per Keeping Children Safe in Education 2026) is defined as:

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

Child protection is part of safeguarding and promoting the welfare of children and is defined in Working Together to Safeguard Children 2026 as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Effective safeguarding means practitioners should understand and be sensitive to factors, including economic and social circumstances, ethnicity, and families' previous experiences of services, which can impact children and families' lives and their willingness to engage. Working Together to Safeguard Children 2026 sets stronger expectations on anti-racist and anti-discriminatory practice: staff are expected to be able to identify and challenge racism and discrimination, not simply to be aware of it, and leaders are responsible for creating an inclusive culture through practice, policy, training and external engagement.

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

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

- This means our staff consider, at all times, what is in the best interest of the children/young people.
- Children/young people need support which matches their individual needs, including those who may have experienced abuse.
- All children/young people have the right to speak freely and voice their values and beliefs.
- All children/young people must be encouraged to respect each other's values and support each other.
- All children/young people have the right to be supported to meet their emotional and social needs as well as their educational needs – a happy, healthy, sociable child/young person will achieve better educationally.
- The staff within our school are prepared to identify children and young people who may benefit from Early Help or Family Help intervention.
- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk-taking behaviours.
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

1.3 Herrick Primary School will fulfil local and national responsibilities and accepted best practice as laid out in the following documents. Where a document is revised, the current version applies:

- Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE 2026, in force 1 September 2026)
- Working Together to Safeguard Children 2026
- Statutory Framework for the Early Years Foundation Stage (September 2026)
- What To Do If You Are Worried a Child Is Being Abused
- Information sharing advice for safeguarding practitioners (DfE)
- The Children Act 1989 and 2004
- The Education Act 2002 s175/s157
- Children and Families Act 2014
- Children and Social Work Act 2017
- Crime and Policing Act 2026 (including changes to regulated activity and DBS requirements)
- Education and Training (Welfare of Children) Act 2021
- The School Staffing (England) Regulations 2009 & Amended Regulations 2015; Safer Recruitment in Education
- Guidance for Safer Working Practice for those working with children and young people in education settings (Safer Recruitment Consortium)
- Counter Terrorism and Security Act 2015 and Prevent duty guidance for England and Wales (issued September 2023, in force 31 December 2023)
- Prevent duty: safeguarding learners vulnerable to radicalisation (DfE)
- Safeguarding Vulnerable Groups Act 2006
- Sharing Nudes and Semi Nudes: how to respond to an incident (UK Council for Internet Safety)

- Mobile phones in schools (DfE statutory guidance, applying from 1 September 2026)
- Generative artificial intelligence (AI) in education (DfE, August 2025)
- Meeting digital and technology standards in schools and colleges – filtering and monitoring standards
- Searching, screening and confiscation at school; Behaviour in schools
- Working together to improve school attendance; Children missing education
- Mental Health and Behaviour in Schools: Departmental Advice (DfE)
- Sexual Offences Act 2003 (Position of Trust offence); Serious Crime Act 2015 s67; Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021; Modern Slavery Act 2015
- Female Genital Mutilation Act 2003 and multi-agency statutory guidance on FGM
- Homelessness Reduction Act 2017
- Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Data Protection Act 2018 and UK GDPR; DfE data protection guidance for schools
- Leicester Safeguarding Children Partnership (LSCP) multi-agency safeguarding and child protection procedures
- Safeguarding & Child Protection education procedures in Leicester, notes, information and training for Designated Safeguarding Leads
- PACE Code C: Code of Practice for the detention, treatment and questioning of persons by Police Officers

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

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

1.6 All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. 'Staff' covers all adult staff on site, including temporary, supply and ancillary staff, trainee teachers, and volunteers working with children. Keeping Children Safe in Education 2026 makes clear that trainee teachers are treated in the same way as supply and contracted staff for safeguarding purposes, including where an allegation is made.

2. Overall Aims

- Providing help and support to meet the needs of children as soon as problems emerge and protecting children from maltreatment, whether that is within or outside the home, including online.
- Contributing to safeguarding our students and promoting their welfare and mental health by supporting the child's development in ways that will foster security, confidence and resilience, at the same time considering the best interest of the child.
- Providing an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.

- Raising the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Ensuring our staff identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.
- Providing a systematic means of monitoring children known or thought to be at risk of harm, and ensuring we contribute to assessments of need and support plans for those children, including children missing or persistently absent from education.
- Acknowledging the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.
- Developing a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- Developing effective working relationships with all other agencies involved in safeguarding children, including Early Help and Family Help services.
- Working within the curriculum to raise awareness of and promote safeguarding to our children and young people, including online safety inside and outside of the establishment.
- Ensuring that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities.

3. Key Processes

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately. Our school procedures for safeguarding children are in line with the Leicester Safeguarding Children Partnership (LSCP) Multi Agency Child Protection and Safeguarding Procedures, available through the Leicester, Leicestershire and Rutland procedures manual at llrscb.trixonline.co.uk, in addition to the statutory requirements as outlined in 1.3.

Working Together to Safeguard Children 2026 requires relevant information to be shared lawfully, proactively and in a timely way between agencies, and recognises that children often experience multiple, overlapping harms at the same time. Referrals from our school will therefore describe the whole picture rather than a single presenting issue.

4. Expectations

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

- Staff will have access to, a copy of, and be well versed in this Safeguarding and Child Protection Policy, which will also form part of their induction and be revisited annually through Whole School Safeguarding Training.
- All staff must read Part one of Keeping Children Safe in Education in full. Annex A, the condensed version of Part one, has been withdrawn in Keeping Children Safe in Education 2026 and can no longer be used as an alternative. Staff will also be issued with a briefing note summarising the 2026 changes.
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, trainee teachers, contractors or volunteers.
- For those regular external visitors/providers such as cleaners and caterers, to have shown the school a copy of their health and safety and child protection guidelines as best practice and where applicable; and that the school has a statement in main

reception notifying external visitors who the school's DSL is and what to do if they have any concerns about a child's welfare.

- Be involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans.
- Be alert to signs and indicators of possible abuse (Appendix 1 – Definitions and indicators of abuse).
- Staff understand that 'harm' can include 'witnessing harm to others', for example in cases of domestic abuse.
- Record concerns/disclosures and give the record to the DSL the same day.
- Deal with a disclosure of abuse from a child in line with our school procedures; informing the DSL immediately and providing a written account as soon as possible.
- Record safeguarding information using school procedures, whether electronic (CPOMS) or in paper form (staff note) to be given to the DSL.

4.2 Reporting concerns

In our school, if a staff member or visitor needs to make a referral to our Designated Safeguarding Lead (DSL), these are the steps we take:

- Listen to what is being said without displaying shock or disbelief. Accept what is being said.
- Allow the child to talk freely; listen rather than ask direct questions.
- Reassure the child that you will listen to them but do not promise to keep what they tell you a secret.
- Do not interrogate the child or ask leading questions. Reassure the child that it is not their fault.
- Stress that it was right to tell.
- Make them aware that their disclosure will be reported only to those that need to know and can help.
- Record details of the disclosure immediately, including wherever possible the exact words or phrases used by the child. Sign and date the record.
- Report your concerns and give your written record to the DSL/Deputy DSL to enable the matter to be dealt with in the most appropriate way.
- It is important to remember that children's details and names must remain confidential and any discussion that you feel you need to undertake does not allow the child to be identified to anyone else.

If the DSL and deputies are not available, staff must still act the same day and must not wait. Our cover arrangements are set out at 8.1. In an emergency, staff should contact the Duty and Advice Service on 0116 454 1004, or the police on 999, and inform the DSL as soon as possible afterwards.

4.3 All parents will be familiar with this safeguarding policy

- Parents/carers will have access to the Safeguarding and Child Protection Policy as part of initial information given to prospective and existing parents/carers and it will be available through our school's website. Additional copies will be issued as and when required, including notifying parents of changes within the document, i.e. the revised annual policy.

- Parents and carers have the responsibility to inform the school if a child in their care is a young carer. Our establishment understands the stigma for some parents and carers in raising this; however, we are an inclusive school, and every effort will be made to support the child and family with this. See point 27 of this policy for further information.
- Keeping Children Safe in Education 2026 places greater emphasis on involving parents and carers in the response to safeguarding concerns. Where the DSL is considering whether a concern can be managed through support within school, the DSL will consider whether to inform the child's parents or carers, provided that doing so would not place the child at additional risk.

4.4 Communicating with parents

In addition to section 4.3 above, the following statement is highlighted and provided to parents to ensure they are aware of the school's responsibilities:

'Our school ensures children learn in a safe, caring and enriching environment. Children are taught how to keep themselves safe, on and offline, to develop positive and healthy relationships and how to avoid situations where they might be at risk including by being exploited. Our school has a statutory responsibility to share any concerns it might have about a child in need of protection with other agencies and in particular police, health and children's services. Schools are not able to investigate concerns but have a legal duty to refer them. In most instances, the school will be able to inform the parents/carer of its need to make a referral. However, sometimes the school is advised by Children's Social Care or police that the parent/carer cannot be informed whilst they investigate the matter. We understand the anxiety parents/carers understandably feel when they are not told about any concerns from the outset. The school follows legislation that aims to act in the best interests of the child.'

5. Extended School and Before and After School Activities

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

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

5.3 Where an allegation is made relating to an incident that occurred while an individual or organisation was using our premises for the purposes of running activities for children, we will follow this policy in full, including informing the Local Authority Designated Officer. See also sections 12 and 43.

6. Procedures

6.1 Herrick Primary School will ensure that:

- The governing body understands and fulfils its safeguarding responsibilities.
- We have a Designated Safeguarding Lead and Deputy Designated Safeguarding Leads for child protection and safeguarding, who have undertaken DSL training delivered by Safeguarding in Education, Leicester City Council; their training will be refreshed every two years.

- All members of staff are provided with opportunities annually to receive Safeguarding Training by the Safeguarding in Education team in order to develop their understanding of safeguarding and child protection, in particular the signs and indicators of abuse.
- All members of staff, volunteers and governors know how to respond to a pupil who discloses abuse, and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.
- All parents/carers are made aware of the school's responsibilities regarding child protection procedures through publication of this policy and reference to it in our prospectus and home school agreement.
- Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.
- Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures.
- Herrick Primary School is committed to safer recruitment as outlined in Keeping Children Safe in Education 2026. The school will ensure all appropriate checks are carried out for all staff and volunteers including online searches as part of due diligence. Appropriate checks will be recorded on the Single Central Record which will be audited termly by S Odedra, Headteacher, and the DSL, Arzu Aydin. The school will ensure at least one person who is safer recruitment trained will be part of the recruitment process. All volunteers will undergo a risk assessment. See also the Safer Recruitment Policy and guidance.
- The Crime and Policing Act 2026 has removed the 'supervision exemption' from DBS checking. An individual who teaches, trains, instructs, cares for or supervises children frequently – three days or more in a 30-day period, or overnight – is engaged in regulated activity regardless of whether they are supervised, and requires an enhanced DBS check with a children's barred list check. This applies to volunteers, including existing volunteers. Where an individual is not engaged in regulated activity, the school will consider whether an enhanced check without the barred list, or a basic check, is appropriate. Volunteers will be referred to the Disclosure and Barring Service where the harm threshold is met, in the same way as staff.
- All governors will undergo a DBS check and a Section 128 direction check as outlined in Keeping Children Safe in Education 2026.
- The name of any member of staff or volunteer considered not suitable to work with children will be notified to either the Disclosure and Barring Service or the relevant government department or agency, depending on the nature of the concern, with the advice and support of the Local Authority Designated Officer (LADO), and that a member of our SLT has attended LADO training and understands the harm threshold and low-level concerns threshold as set out in Keeping Children Safe in Education 2026.
- Our procedures will be annually reviewed, updated and ratified by the Governing Body.
- The names of the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads will be clearly shown in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse, neglect and exploitation (reception, staff room, website).

- All adults, including supply teachers, trainee teachers, non-teaching staff and volunteers, new to our school will be given or directed to a copy of: this Safeguarding and Child Protection Policy; the Staff Code of Conduct; the behaviour policy; the school's child absent and missing protocols; the booklet 'What To Do if You're Worried A Child is Being Abused'; Keeping Children Safe in Education 2026 Part one (in full), Part five and Annexes A and B; the online safety policy; the low-level concerns policy; and the name, identity and contact details of the Designated Safeguarding Lead and deputies, which will be explained as part of their induction into the school. In addition, all such staff and volunteers will be made aware of the 'Guidance for safer working practice for those working with children and young people in education settings' (Safer Recruitment Consortium).

6.2 Early Years Foundation Stage

Keeping Children Safe in Education 2026 confirms that the Early Years Foundation Stage statutory framework applies to our Reception provision. The revised EYFS framework, which also applies from 1 September 2026, strengthens welfare and safeguarding requirements. In particular, Ofsted must be notified of allegations of harm, which is a lower threshold than the previous 'serious harm'; enhanced criminal record checks are required for volunteers; and an individual must not begin working or volunteering until the school has received both the children's barred list check and the enhanced DBS certificate. This is a stricter requirement than the general position in Keeping Children Safe in Education, and our Safer Recruitment Policy distinguishes between the two.

7. Responsibilities

7.1 All our staff understand that children may not feel ready or know how to disclose that they are being abused, neglected or exploited, and may not even recognise their experiences as harmful. Our staff act as the 'eyes and ears' for our children and young people, meaning it is their responsibility to recognise signs and indicators of abuse and respond accordingly, rather than waiting for the child to disclose. Children might feel embarrassed, humiliated or threatened, possibly due to their vulnerability, disability, sexual orientation or language barriers. This does not deter our staff from maintaining professional curiosity and speaking to the DSL if they have concerns about a child. Our staff are also committed to building trusted relationships with children and young people to facilitate open communication and support the child.

We understand that our responsibility to safeguard children requires that we all appropriately share any concerns as soon as a staff member or volunteer suspects or knows of a concern. The first point of contact is the DSL or other members of the Safeguarding Team in their absence. The DSL will inform the Headteacher of any referrals to be made. If the concerns are regarding the conduct of a staff member, the report is made to the Headteacher. If the concerns are regarding the Headteacher, then the Chair of Governors should be informed.

7.2 If a staff member feels they cannot disclose information to their DSL, Headteacher or governors, they must then follow our school's whistleblowing procedures to report their concerns (Appendix 2 – School Whistleblowing procedures), and may contact the local authority, the LADO or the NSPCC.

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

7.4 All staff will be well versed in the Child Missing/Persistently Absent from Education procedures and know and understand that any child that is regularly absent or missing can be a cause for concern and a possible indicator that the child is at risk of abuse or in need of help and support (Appendix 3). Keeping Children Safe in Education 2026 clarifies that being absent from education, as well as being missing from education, can be a warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation and child criminal exploitation. Attendance data is treated as safeguarding information and is reviewed jointly by the DSL and the Attendance Officer.

8. Designated Safeguarding Lead (DSL) – Roles and Responsibilities

8.1 Keeping Children Safe in Education 2026, Annex B, outlines the specific responsibilities of a DSL (a member of the school's leadership team). Our lead DSL will take lead responsibility for safeguarding and child protection, including online safety and the school's filtering and monitoring systems. This is also explicit in their job description. We also have deputy designated safeguarding leads who are trained to the same standard and provide the same level of support. Their key areas of responsibility include:

Manage Referrals

- Refer cases of suspected abuse, neglect and exploitation to children's social care and the police.
- Support staff who make referrals to the local authority.
- Refer to the Channel programme where there is a radicalisation concern, using the Prevent national referral form, and support staff with this.
- Refer cases in relation to allegations against staff members to the LADO, including disclosure and barring.
- Refer cases where any crime may have been committed to the police.
- Consider a referral to the National Referral Mechanism where a child is identified as a victim of child criminal exploitation or child sexual exploitation. Keeping Children Safe in Education 2026 makes clear that both may constitute modern slavery.
- Ensure that all staff – not only the DSL – are aware of the criteria for referring a case to community-based Family Help, for an assessment under section 47 of the Children Act 1989, and of the other processes that apply to vulnerable children.

Working with Others

- Act as a source of support, advice and expertise for all staff.
- Act as a point of contact with the safeguarding partners.
- Liaise with the Headteacher to inform 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 Local Authority Designated Officer for child protection concerns in cases which concern a staff member.
- Liaise with staff, especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs co-ordinators, on matters of

safety, safeguarding and welfare, including online and digital safety, and when deciding whether to make a referral, so that children's needs are considered holistically.

- Liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Work with the Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school. This includes ensuring that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, maintaining a culture of high aspirations for this cohort, and supporting teaching staff to provide additional academic support or reasonable adjustments.

Information sharing and managing child protection files

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

- A clear and comprehensive summary of the concern.
- Details of how the concern was followed up and resolved.
- A note of any action taken, decisions reached, the rationale for those decisions and the outcome, including where a referral was considered but not made.
- Transfer of child protection files, including in-year transfers, to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term, ensuring secure transit and confirmation of receipt.

Keeping Children Safe in Education 2026 strengthens the transfer requirements. The DSL must also share any information indicating that a pupil may pose a risk to themselves or to others, such as concerns about serious violence or harmful behaviours. Where there are significant issues or concerns, the DSLs of both settings should have a direct conversation in addition to transferring the file. The receiving school should then assess the risk and put in place a safety and support plan or risk assessment. Information shared must be necessary and proportionate: irrelevant information should not be shared, but information that provides relevant context to a safeguarding issue must not be omitted.

Our DSLs will ensure the file is only accessed by those who need to see it and, where the file or its contents are shared, that this happens in line with the DfE's information sharing advice for safeguarding practitioners and data protection legislation. Staff, governors and trustees should use the DfE's data protection guidance for schools to understand their data protection obligations.

Raising Awareness

- Ensure each member of staff, new and part-time, has access to and understands our safeguarding and child protection policy and procedures.

- Ensure our policy is reviewed annually, updated and reviewed regularly, and work with our governing body regarding this.
- Ensure our policy is available publicly and that parents are aware of the fact that referrals about suspected abuse, neglect and exploitation may be made and of the role of the school in this (section 4.4 above).
- Link with the safeguarding partners, ensuring our staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- Help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing, with teachers and school leadership staff.

Training, Knowledge and Skills

- Understand the assessment process for providing early help and statutory intervention, and social care referral arrangements, including the family help model introduced by Working Together to Safeguard Children 2026.
- Have a working knowledge of how local authorities conduct a child protection case conference and review conference and attend these effectively.
- Understand the importance of providing information and support to children's social care in order to safeguard and promote the welfare of children.
- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes.
- Be alert to the specific needs of children in need, those with special educational needs and disabilities, those with relevant health conditions and young carers.
- Understand the importance of information sharing, both within the school and with the safeguarding partners, other agencies, organisations and practitioners.
- Understand and support school staff with regard to the requirements of the Prevent duty and protecting children from the risk of radicalisation.
- Understand the unique risks associated with online safety, including filtering and monitoring, and be confident to keep children safe whilst they are online at school.
- Recognise the additional risks that children with SEND face online, for example from online bullying, grooming and radicalisation, and be confident in supporting children with SEND to stay safe online.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

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

Providing support to staff

- Ensure our staff are supported during the referral process.
- 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

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

Availability and cover arrangements

During term time, our DSLs will always be available on the school site or easily contactable by phone. The school will arrange adequate and appropriate cover arrangements for any out-of-hours or out-of-term activities and trips, and in exceptional circumstances availability will be made via mobile phone or Microsoft Teams.

Keeping Children Safe in Education 2026 requires robust cover arrangements for periods when the DSL is not available due to sickness, leave or other circumstances, and those arrangements must be clear, reliable and known. Our arrangements are as follows: a confidential shared safeguarding mailbox is monitored by the whole DSL team so that concerns are acted on without delay; staff are told at the start of each day who is covering; and the DSL team is informed as early as possible when the DSL will be absent.

8.2 Roles and responsibilities of the Headteacher

The Headteacher of Herrick Primary School will ensure that:

- The policies and procedures adopted by the governing body are fully implemented and followed by all staff.
- Specifically, the Safeguarding and Child Protection Policy, Behaviour Policy, Staff Code of Conduct, LADO procedures, child-on-child abuse policy, Safer Recruitment Policy and other relevant policies are updated annually, ratified by the Governing Body annually, and are available publicly via the school website, parents' evenings, open days or by other means.
- Staff undergo and attend annual Whole School Safeguarding Training.
- All staff undergo appropriate online safety training, including filtering and monitoring.
- All staff receive regular updates in relation to safeguarding, child protection and online safety.
- Sufficient resources and time are allocated to enable DSLs and other staff to discharge their responsibilities, including taking part in inter-agency meetings and contributing to the assessment of children.
- The Headteacher is aware of Local Authority Designated Officer processes regarding allegations about other staff members, specifically the harm threshold and low-level concerns threshold, and considers at the point a concern is referred to them whether a LADO referral is appropriate.
- The Headteacher has attended LADO training, refreshed no later than every 2 years.
- The Headteacher has attended Safer Recruitment Training, refreshed no later than every 5 years, and that at least one member of the Governing Body has attended Safer Recruitment Training.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner.

- All staff consider the best interest of a child and are made aware that they have an individual responsibility for referring child protection concerns promptly and using the proper channels.
- All staff have an understanding of Early Help and Family Help and the ability to identify children who would benefit from intervention.
- Regular external visitors and providers such as cleaners and caterers have shown the school a copy of their health and safety and child protection guidelines as best practice and where applicable; and that the school has a statement in main reception notifying external visitors who the school's DSLs are and what to do if they have any concerns about a child's welfare.
- The DSLs undergo safeguarding and child protection training, which is updated regularly, with advice from the LSCP, Safeguarding in Education and in line with Keeping Children Safe in Education 2026, Annex B.
- New members of staff, temporary or permanent, including trainee teachers and volunteers, are given a full induction that includes safeguarding and child protection guidelines and the names of DSLs.
- All staff are made aware of their right to whistle blow, have a copy of the whistleblowing procedures, are well versed with the procedures and have been made aware of the NSPCC whistleblowing advice line (Appendix 2).

8.3 Roles and responsibilities of the Governing Body

The Herrick Primary School Governing Body has a strategic leadership responsibility for our school's safeguarding arrangements and complies with its duties under legislation. Our governing body ensures policies, procedures and training in our school are effective and comply with the law at all times. Our Lead Governor for Safeguarding is Mr Steve Martin.

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

Furthermore, the governors will ensure that:

- Our school has a Safeguarding and Child Protection Policy and procedures in place, and the policy is made available to parents on request and available on the school website.
- All school staff members working with children consider the best interests of children and are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with safeguarding and child protection, including online safety and the filtering and monitoring systems in place for the establishment.
- There is an appointed deputy or deputies for child protection, in the event of the unavailability of the lead DSL, and that cover arrangements are clear, reliable and known.

- Where there is a safeguarding concern, the child's wishes and feelings are taken into account when determining what action to take and what services to provide for them.
- Systems are in place, well promoted, easily understood and easily accessible for children to confidently report abuse, neglect and exploitation, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
- The DSL and the appointed deputies undertake training for designated safeguarding leads, in addition to inter-agency child protection training, which is provided by, or to standards agreed by, the LSCP, and attend refresher DSL training at two-yearly intervals.
- Clear systems and processes are in place for identifying and responding to potential mental health problems affecting a child, including routes to escalate, referrals and accountability systems.
- The Headteacher and all other staff and volunteers who work with children undertake appropriate training which is kept up to date through annual whole school training; and that new staff, temporary staff, trainee teachers and volunteers are made aware of the school's arrangements for child protection and their responsibilities through the induction process.
- The Headteacher and all other staff and volunteers who work with children undertake appropriate online safety training.
- A senior member of the leadership team is responsible for reviewing the effectiveness of the filtering and monitoring systems, supported by the DSL and IT, with checks carried out at least once every academic year and records kept.
- There are procedures for dealing with allegations of abuse against members of staff and volunteers, and that the thresholds for allegations (harm threshold and low-level concerns) are understood and reported appropriately by all staff members (Appendices 4 and 5).
- The Staff Code of Conduct is up to date, maintained and adhered to by staff.
- The Chair of Governors, or in the absence of a chair the vice chair, deals with any allegations of abuse made against the Headteacher, in liaison with the Local Authority Designated Officer.
- At least one member of the Governing Body has attended LADO training as a minimum and is refreshed regularly.
- At least one member of the Governing Body has attended Safer Recruitment Training as a minimum and is refreshed regularly.
- The governing body will not have a role in dealing with individual cases or a right to details of cases, except when exercising its disciplinary functions in respect of allegations against a member of staff.
- Any deficiencies or weaknesses brought to the attention of the governing body are rectified.
- Policies and procedures are reviewed annually, and information is provided to the local authority on how the governing body discharges its duties regarding safeguarding and child protection.
- There is an individual member of the governing body who will champion and lead on issues to do with safeguarding children and child protection within the school, liaise with the DSL, and provide information and reports to the governing body, and that

person is appropriately trained to discharge their responsibilities effectively. Our school's Lead Governor for Safeguarding is Mr Steve Martin.

- The school creates a culture of safe recruitment and, as part of that, adopts recruitment procedures that help deter, reject or identify people who might abuse children (Part three: Safer Recruitment, Keeping Children Safe in Education 2026).
- The Chair of the governing body completes the Annual Safeguarding Return and returns the document to the local authority in a timely manner.
- There is a Lead Governor for Anti-bullying and behaviour in the school. Our lead is Mr Steve Martin.
- There is a Lead Governor for Mental Health in the school. Our lead is Mr Steve Martin.

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

9. Supporting Children

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

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

9.1 Our school will support all students by:

- Taking into account a child's wishes when determining what action to take and what services to provide when dealing with a safeguarding concern.
- Ensuring that systems are in place, well promoted, easily understood and easily accessible for children to confidently report abuse, neglect and exploitation.
- Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum.
- Identifying children who are in need of extra mental health support, which includes working with external agencies.
- Identifying children who are or may be young carers and providing relevant support and signposting.
- Promoting a caring, safe and positive environment within the school.

- Ensuring children are taught to recognise when they are at risk and know how to get help when they need it, both physically, mentally and online.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children, including Early Help and Family Help.
- Notifying children's social care as soon as there is a significant concern.
- Ensuring that a named teacher is designated for looked after children and children in need and that an up-to-date list is regularly reviewed and monitored.
- Providing continuing support to a student about whom there have been concerns who leaves the school, by ensuring that such concerns and school medical records are forwarded under confidential cover to the Headteacher and lead DSL at the pupil's new school as a matter of urgency.
- Working with partner agencies to support and safeguard children within Early Help, Family Help, Children in Need, Child Protection and Looked After Children arrangements.

Our governors and school staff will ensure that children are taught about how to keep themselves and others safe, including online. We recognise that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, neglect and exploitation, children with special educational needs, and deaf and disabled children and young people. Aspects include:

- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality, including the recognition and rejection of misogyny
- 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 abuse such as forced marriage and female genital mutilation, and how to access support
- what constitutes sexual harassment and sexual violence and why these are always unacceptable

9.2 Children requiring mental health support

We take a whole school approach to mental health and emotional wellbeing. Only appropriately trained professionals should attempt to diagnose a mental health problem, but staff are well placed to observe children day to day and to identify behaviours that may suggest a child is experiencing a mental health problem or is at risk of developing one.

Keeping Children Safe in Education 2026 recognises self-harm, suicidal ideation and risk of suicide as standalone safeguarding concerns. These must be reported to the DSL immediately.

Potential warning signs that a child may be experiencing a serious mental health problem include:

- changes in behaviour, including withdrawal from social situations
- sleep difficulties or persistent tiredness
- a loss of interest in activities the child usually enjoys

- changes in eating patterns or appearance
- physical signs of harm or neglect
- a sudden change in academic engagement, attendance or attainment

Where staff have a mental health concern about a child that is also a safeguarding concern, they must act in line with this policy and speak to the DSL immediately. The DSL will consider the appropriate response, which may include early intervention within school, a referral to Family Help, a referral to children's social care, or signposting to specialist services. The DSL will consider whether to involve the child's parents or carers, provided that doing so would not place the child at additional risk.

Where a member of staff believes a child is in immediate danger, they must call 999 or take the child to A&E. Where the situation is urgent but not an emergency, NHS 111 should be used. Staff must inform the DSL and the Headteacher as soon as possible.

9.3 Gender questioning children

Keeping Children Safe in Education 2026 incorporates statutory guidance on gender questioning children. It is not for the school to initiate any action in this area. This guidance applies where a child, or their parent or carer, has raised a request relating to social transition.

- Parents and carers will be involved as a matter of priority, and their views will carry great weight and be properly considered.
- There are rare circumstances in which involving parents would pose a risk to the child. In such cases the DSL must be contacted to determine what action should be taken.
- Decisions are made on a case-by-case basis, taking a cautious, flexible and understanding approach, considering the best interests of the child, the impact on other children, and the school's safeguarding responsibilities.
- Single-sex facilities, including toilets and changing rooms, are provided on the basis of biological sex. The school must not allow a child to access facilities for the opposite sex.
- Where a child does not want to use the facilities for their sex, the school will consider whether an alternative facility, such as a single-use self-contained washroom, can be provided without compromising the provision of single-sex facilities or the safety, comfort, privacy or dignity of that child or of other children.
- Where there are safety concerns about mixed-sex provision in sport, sport will be provided in single-sex groups and there must be no exceptions. Where there are no safety concerns, the school will consider all relevant factors, including any guidance published by the relevant sport's governing body.
- A clear record is kept of any request, the decision reached, the reasons for it and the involvement of parents and carers.

9.4 Children with medical conditions

Keeping Children Safe in Education 2026 includes guidance on safeguarding children with medical conditions, particularly allergies. The management of a medical condition does not of itself warrant a referral to the local authority. However, it may do so where it is an indicator of abuse or neglect – for example, where a child is repeatedly sent into school without essential medication, or where a parent persistently fails to engage with an individual healthcare plan. The DSL will consider whether a medical incident may indicate

wider neglect or abuse. This section should be read alongside our Medicines Policy: Supporting Pupils at School with Medical Conditions.

9.5 Children with special educational needs and disabilities

Keeping Children Safe in Education 2026 expands the additional barriers faced by children with SEND. Staff must be aware that:

- children with SEND may not recognise that what is happening to them is abuse
- there may be a greater risk of peer group isolation than for other children
- children with SEND are more likely to be dependent on adults for their care, including intimate care
- changes in behaviour, mood or injury may be attributed to the child's condition without further exploration
- communication barriers, and the difficulties in overcoming them, may make it harder for a child to disclose
- children with SEND face additional online risks, including bullying, grooming and radicalisation

The SENDCo works closely with the DSL to ensure that these barriers are actively addressed and that any concern is explored rather than explained away.

10. Confidentiality

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

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

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

10.3 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's own safety or wellbeing, or that of another child.

10.4 We will always undertake to share our intention to refer a child to children's social care with their parents or carers, unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult the Duty and Advice Service.

10.5 Working Together to Safeguard Children 2026 places expanded requirements on information sharing, expecting relevant information to be shared lawfully, proactively and

in a timely way to support joint analysis, early identification of risk and coordinated decision making. Staff should refer to the DfE's information sharing advice for safeguarding practitioners.

11. Supporting Staff

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

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

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

11.4 We recognise that DSLs should have access to support as in 11.2 and to appropriate workshops, courses or meetings as organised or arranged through the local authority and LSCP.

12. Allegations Against Staff

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

12.2 All staff including supply staff should be aware of the Whole School Behaviour Policy and Staff Code of Conduct.

12.3 All staff including supply staff should be aware of the Guidance for Safer Working Practice for adults who work with children and young people.

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

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

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

12.7 Keeping Children Safe in Education 2026 requires that, at the point a safeguarding concern about a member of staff is referred to the Headteacher, the Headteacher considers whether a referral to the Local Authority Designated Officer is appropriate. Consideration of

a LADO referral is expected at an early stage rather than after internal fact finding. The Headteacher will discuss the content of the allegation with the LADO on 0116 454 2440 and follow the process for managing the concern laid down in the LSCP procedures. The Headteacher is aware of the harm threshold and the difference between low-level concerns and harm as set out in Keeping Children Safe in Education 2026 and within the school's Allegations Policy (Appendix 4).

12.8 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors, who will consult with the LADO without notifying the Headteacher first.

12.9 On all occasions identified in 12.7 and 12.8 above, the school will follow the LSCP and local authority procedures for managing allegations against staff and volunteers, a copy of which can be found in the school's Managing Allegations Policy (Appendix 4).

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

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

12.12 Allegations against trainee teachers are handled in the same way as allegations against supply teachers and contracted staff. Although the school shares safeguarding responsibilities with employment agencies, businesses and higher education providers, the school remains responsible for gathering the facts and managing the safeguarding process. The agency, business or provider will usually lead on any disciplinary action.

12.13 If our school receives an allegation relating to an incident that happened when an individual or organisation was using our premises for the purposes of running activities for children, for example community groups, sports associations or providers of extra-curricular activities, we will follow our safeguarding policies and procedures, including informing the LADO. Furthermore, our lettings agreement for other users requires that the organiser will manage the suspension of adults where necessary from school premises.

12.14 Our school staff, including supply staff, are aware of and have an understanding of our Guidelines for Avoiding Allegations of Abuse as outlined in Appendix 5.

12.15 Our school staff, including supply staff and volunteers, understand their responsibilities in raising an allegation against another staff member, following local authority and LSCP guidance and procedures.

13. Whistleblowing

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

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

13.3 All staff are aware of and understand how to use our school's whistleblowing procedures (Appendix 2).

13.4 All staff have access to the NSPCC whistleblowing advice line on 0800 028 0285, available 8am to 8pm Monday to Friday, or by email to help@nspcc.org.uk. This line is available to staff who have concerns about the way a safeguarding matter is being handled by their school.

14. Our Role in the Prevention of Abuse

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

14.2 The school community will therefore:

- Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to. This includes considering the best interest of a child and maintaining the ethos of 'it could happen here'.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Provide opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and wellbeing.
- Address relevant issues through the PSHE and RSHE curriculum, for example self-esteem, emotional literacy, assertiveness, relationships education, mental and physical health, online safety and bullying.
- Address relevant safeguarding issues through other areas of the curriculum, for example circle time, English, history, drama, art and computing.
- Link all our policies which address issues of power and potential harm, for example bullying, equal opportunities, handling and positive behaviour, to ensure a whole school approach.
- Adopt a zero-tolerance approach to sexism, sexual harassment, misogyny, racism and other forms of prejudice or derogatory behaviour, supported by preventative education.

14.3 Our safeguarding policy cannot be separated from the general ethos of the school, which should ensure that students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

14.4 Keeping Children Safe in Education 2026 updates the definitions and indicators of abuse set out at Appendix 1. Modern slavery has been added as an indicator of abuse. Children may cause harm to other family members, and staff should be alert to child-to-parent and child-to-caregiver abuse. Emotional abuse expressly includes verbal abuse, such as persistent criticism. The definition of sexual abuse has been amended: the phrase 'rape or oral sex' has been removed to avoid confusion about the legal definition of rape, and penetration with an object is included as a distinct form of sexual assault.

15. Safeguarding students who are vulnerable to extremism

15.1 All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism. This is known as the Prevent duty. The applicable statutory guidance is the Prevent duty guidance for England and Wales, issued in

September 2023 and in force since 31 December 2023, which replaced the earlier guidance for schools and early years providers. The DfE's supporting guidance, Prevent duty: safeguarding learners vulnerable to radicalisation, should be read alongside it.

15.2 There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views, including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

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

15.4 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Herrick Primary School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern. Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation, are in Appendix 6. See also Appendix 10 – Prevent Risk Assessment.

15.5 Herrick Primary School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to religious ideologies, extreme right-wing, neo-Nazi and white supremacist ideology, Irish nationalist extremism and animal rights extremism.

15.6 Local context: Herrick Primary School considers the local context in relation to radicalisation and extremism within its safeguarding policy and procedures. It refers to the current Counter Terrorism Local Profile for Leicester City relevant to our school's locality and to advice from the Leicester Prevent Co-ordinator. See Appendix 7.

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

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

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

15.10 Our staff have undergone Prevent awareness training and understand the steps to follow, via discussions with the DSL, if a referral to the Channel programme is required. The DSL will use the Prevent national referral form.

16. Contextual Safeguarding & Extra-Familial Harms

16.1 Child criminal exploitation is a form of abuse and occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into criminal activity. Safeguarding incidents and child criminal exploitation can be associated with factors outside the school and can occur between children outside of these environments.

Herrick Primary School, especially our Designated Safeguarding Lead and deputies, will take into consideration whether children are at risk of abuse, neglect and exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including, but not limited to, sexual abuse including harassment and exploitation, domestic abuse in their own intimate relationships, criminal exploitation, serious youth violence, county lines and radicalisation.

This is known as contextual safeguarding and assessment of risk outside the home, which means that Herrick Primary School staff will take into consideration wider environmental factors that may be present in a child's life that are a threat to their safety or welfare. This way, the school is able to provide as much information as possible as part of the referral process to children's social care.

16.2 Working Together to Safeguard Children 2026 makes it explicit that children often experience multiple harms simultaneously and that assessments must reflect this complexity. Specific forms of harm have been expanded to include domestic abuse and its impact on children; child sexual abuse; abuse of infants including pre-birth considerations; honour-based, faith-based and belief-based abuse; group-based exploitation; and online harms explicitly linked to offline risk and abuse.

17. County Lines & Child Financial Abuse

17.1 Criminal exploitation of children is a widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. County lines is a term used when drug gangs from big cities expand their operations to smaller towns, often using violence to drive out local dealers and exploiting children and vulnerable people to sell drugs.

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

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

17.4 More and more young people are finding themselves the victims of financial exploitation, being groomed online to open bank accounts and launder criminal money. This is known as child financial abuse. Criminals befriend young people through social media and online games. They offer them gifts, promise easy money, gaming credits, skins or cryptocurrency. Once they have gained a young person's trust, they force them to carry out fraudulent activities, such as opening a bank account for them.

17.5 Keeping Children Safe in Education 2026 clarifies that child criminal exploitation may be committed or facilitated by an organised network or gang, and that the victim may appear to be part of that group. Where a child is identified as a victim of child criminal exploitation, the DSL will consider a referral to the National Referral Mechanism, as it may constitute modern slavery.

18. Serious Violence, Gang Violence & Youth Crime

18.1 Keeping Children Safe in Education 2026 contains an expanded section on serious violence. Serious violence includes assault, and also the carrying of a weapon, threatening to use a weapon and using a weapon. Staff must report to the DSL, or a deputy, any concern that a child is carrying a weapon, using a weapon, or expressing an intention to do so. The DSL will assess the risk and take appropriate action, which may include contacting the police.

18.2 Staff should be aware of the indicators that a child may be at risk of, or involved in, serious violence. These include increased absence from school, disrupted education, a history of offending, a change in friendship groups or association with older individuals or groups, a significant decline in performance, signs of assault or unexplained injuries, unexplained gifts or possessions, and evidence of drug, alcohol or substance misuse.

18.3 A gang is a 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 are also often synonymous with knife crime and other serious violence.

18.4 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, and all schools should be alive to the risk.

18.5 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.

18.6 Early support for those at risk is vital, and children who commit violence may themselves be victims. Our response is therefore a safeguarding response first, alongside any behaviour or police response.

19. Knife Crime

19.1 Knife crime is any crime that involves a knife. This includes:

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

19.2 Herrick Primary School takes such incidents very seriously and we will follow our school and government procedures in dealing with such incidents. Furthermore, where a crime is being committed, our duty of care will also include contacting the police. Staff

should also refer to the Behaviour Policy and to the DfE guidance on searching, screening and confiscation.

20. Child Criminal Exploitation (CCE) & Cybercrime Involvement

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

- child missing or persistently absent from education
- signs of other types of abuse, or aggression towards others
- low self-esteem, and feelings of isolation, stress or fear
- lack of trust in adults and appearing fearful of authorities
- poor concentration or excessive tiredness
- becoming anti-social
- displaying symptoms of substance dependence
- excessive time online on computer or gaming forums
- social isolation in school with peers
- high functioning with an interest in computing

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

21.1 County lines criminal exploitation is also synonymous with child sexual exploitation. Criminal activity and gang association can lead into CSE through situations such as initiation, peer pressure and sexual favours. Although county lines activity is mainly criminal, all our staff are aware of the definitions of CSE, signs and impact on vulnerable children. This is further outlined in section 28 of this policy.

21.2 Keeping Children Safe in Education 2026 clarifies that both child criminal exploitation and child sexual exploitation can be committed or facilitated by an organised network or gang, and that the victim may be part of this group. Both may constitute modern slavery, and an appropriate modern slavery referral should be completed where a victim of CCE or CSE is identified.

22. Modern Slavery & Trafficking

22.1 Modern slavery has been added to the indicators of abuse in Keeping Children Safe in Education 2026, and all staff should be able to recognise it. Slavery is an umbrella term for activities involved when one person obtains or holds another person in compelled service. Someone is in slavery if they are:

- forced to work through mental or physical threat
- owned or controlled by an 'employer', usually through mental or physical abuse or the threat of abuse
- dehumanised, treated as a commodity or bought and sold as 'property'
- physically constrained or have restrictions placed on their freedom

Related terms include 'servitude', which involves the obligation to provide services imposed by coercion; 'forced or compulsory labour', which involves work or service extracted from

any person under the menace of a penalty and for which the person has not offered themselves voluntarily; and 'human trafficking', which concerns arranging or facilitating the travel of another with a view to exploiting them.

22.2 Human trafficking is the 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. Exploitation includes, but is not limited to, sexual exploitation, forced labour, slavery, servitude and the removal of organs.

22.3 Where staff suspect that a child may be a victim of modern slavery or trafficking, they must report to the DSL immediately. The DSL will contact the Duty and Advice Service and the police and will consider a referral to the National Referral Mechanism.

23. Child on Child Abuse

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

- bullying, including cyberbullying, prejudice-based and discriminatory bullying
- abuse in intimate personal relationships between children
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- causing someone to engage in sexual activity without consent
- making or sharing nudes and semi-nudes
- upskirting
- initiation and hazing type violence and rituals

23.2 Terminology has changed in Keeping Children Safe in Education 2026. What was previously described as the consensual and non-consensual sharing of nude and semi-nude images or videos, also known as sexting or youth produced sexual imagery, is now described as 'making or sharing nudes and semi-nudes'. The definition expressly includes digitally altered images and images generated by artificial intelligence, sometimes called deepfakes or deep nudes.

23.3 We take child-on-child abuse as seriously as abuse perpetrated by an adult, and as seriously as any case of a child suffering or likely to suffer significant harm. Keeping Children Safe in Education 2026 reminds schools that the absence of reports of child-on-child abuse does not mean it is not happening. Further information is outlined in section 29 and in Appendix 9.

24. Children and the Court System

24.1 Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children, for 5 to 11 year olds and for 12 to 17 year olds.

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

provides an online child arrangements information tool with clear and concise information on the dispute resolution service, which may be useful for some parents and carers. If a child or young person from our school is in a situation where they are required to give evidence, school staff members will support the child and family members where appropriate.

25. Children with family members in prison

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

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

25.3 Approximately 200,000 children have a parent sent to prison each year, and as such Herrick Primary School staff members will support children and their family members. In such cases, Herrick Primary School will remain non-judgemental and supportive towards the child and family so that they can achieve the best whilst in our environment. Furthermore, if a parent or carer finds themselves in this situation, we encourage them to speak with our DSL so that support can be given as necessary. Working Together to Safeguard Children 2026 also signposts the Prisoners' Families Helpline as a source of support.

26. Homelessness

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

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

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

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

26.5 Safeguarding children and young people is a local and national priority and within Herrick Primary School, protecting children from abuse, neglect and exploitation is a priority. This 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:

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

26.6 As Herrick Primary School staff are aware that safeguarding issues can manifest themselves in many different ways, our staff have received annual safeguarding training and additional information to better equip themselves in the knowledge of other forms of abuse, neglect and exploitation as per Keeping Children Safe in Education 2026. These are outlined in Appendix 1.

27. Young Carers

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

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

27.3 Furthermore, additional information can be sought by contacting the school directly or going direct to Leicester City Council, Duty and Assessment Service on 0116 454 1004, who provide regular and ongoing support to children and young people under the age of 18

who care for family members who are physically or mentally unwell, disabled or misusing substances.

28. Child Sexual Exploitation, Grooming & Making or Sharing Nudes and Semi-Nudes

28.1 Child sexual exploitation is a form of abuse and occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. Sexual exploitation can take many forms ranging from seemingly consensual relationships to serious gang and group exploitation.

28.2 Herrick Primary School staff are aware that sexual exploitation can take many forms and that pupils may not exhibit external signs of abuse. Our staff are also aware that it is an offence carrying a maximum sentence of two years' imprisonment where an adult intentionally communicates, for example by email, text message, written note or orally, with a child under 16, whom the adult does not reasonably believe to be aged 16 or over, for the purpose of obtaining sexual gratification. This forms part of section 67 of the Serious Crime Act 2015.

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

28.4 Our school staff are also aware of some of the signs and symptoms of CSE through LSCP leaflets, staff induction and as part of annual Whole School Safeguarding Training.

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

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

Grooming

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

28.8 Groomers will hide their true intentions and may spend a long time gaining a child's trust through a range of mediums including social media platforms. Grooming models include the relationship or peer model; the organised, network and trafficking model; the inappropriate relationship model; the gangs model; and online gaming and social networks. Our staff are aware of the types of grooming which take place, including grooming models, through their annual safeguarding training and information from our DSL.

Making or sharing nudes and semi-nudes

28.9 Making or sharing nudes and semi-nudes means the making, sending or receiving of sexually explicit images or videos, including through live streaming. Keeping Children Safe in Education 2026 expressly includes images that have been digitally altered and images

generated wholly or partly using artificial intelligence, sometimes referred to as deepfakes or deep nudes.

28.10 It is illegal to possess, take, make or distribute sexual images of someone who is under 18, even if the young person under the age of 18 has taken the image themselves and passed it on themselves.

28.11 Keeping Children Safe in Education 2026 is clear that all incidents of the sharing of nudes and semi-nudes, whether consensual or non-consensual, must be treated as a safeguarding concern and require a safeguarding response. That response must be proportionate to the relevant circumstances of the incident, including the age of the children involved and any element of coercion or vulnerability.

28.12 Where an incident occurs, staff must not view, copy, print, share, store or save the imagery, and must not ask a child to share it. The incident must be reported to the DSL immediately. The DSL will follow the UK Council for Internet Safety guidance 'Sharing nudes and semi-nudes: how to respond to an incident' and will consider whether the incident must be referred to the police and to children's social care. Parents and carers will normally be informed unless doing so would place the child at risk.

28.13 Herrick Primary School staff follow school procedures in reporting such concerns and promote online safety and the dangers of sharing nudes, grooming and CSE through lessons, PSHE and assemblies. Our pupils are taught how to keep safe on and offline.

28.14 Our online safety policy is highlighted to staff, pupils and parents and is available on our school's website, including our acceptable use policy. Our staff have undergone relevant online safety training at induction and regularly throughout the year.

29. Child on Child Sexual Violence & Harassment, Harmful Sexual Behaviour and Misogyny

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

29.2 Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline, both physically and verbally, 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 LGBT children are at greater risk. Some risks can be especially compounded where children who are LGBT lack a trusted adult with whom they can be open. Our staff therefore understand and endeavour to reduce any additional barriers faced and provide a safe space for our children to speak out or share their concerns.

29.3 Harmful sexual behaviour is given greater prominence in Keeping Children Safe in Education 2026. Harmful sexual behaviour exists on a continuum, ranging from normal and developmentally expected behaviour, through behaviour that is inappropriate or problematic, to behaviour that is abusive and which could lead to sexual violence. Our staff must be able to recognise where a behaviour sits on that continuum, must not dismiss abusive sexual behaviour as 'normal' between young people, and must not create high thresholds before appropriate action is taken. Our staff understand that a significant

proportion of sexual related offences are committed by teenagers and, on occasion, by younger children.

29.4 Keeping Children Safe in Education 2026 requires schools to recognise the escalatory nature of misogyny and its relationship with harmful sexual behaviour. A failure to adopt a zero-tolerance approach to harmful sexual behaviour may lead to a culture of misogyny. Extreme misogyny is increasingly prevalent online and contributes to the normalisation of sexual harassment, sexual violence and the spread of harmful narratives. Early identification and challenge of misogynistic attitudes and language minimises the risk of harmful sexual behaviour occurring. Our staff will challenge misogynistic language and behaviour whenever it occurs, and our curriculum addresses it directly in an age-appropriate way.

29.5 At Herrick Primary School, all our staff are aware of the importance of:

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

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

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

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

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

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

29.11 Our school staff understand that advice on behaviour in schools is clear that teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. Disciplinary action can be taken whilst other investigations by the police

or local authority children's social care are ongoing. The fact that another body is investigating or has investigated an incident does not in itself prevent our school from coming to its own conclusion, on the balance of probabilities, about what happened, and imposing a penalty accordingly. Our DSL or deputy DSL will take a leading role with this.

29.12 Our school also refers to the LSCP procedures which are written with reference to sexually abusive and inappropriate behaviours, and to the NSPCC guidance on identifying and responding to harmful sexual behaviour referenced in Keeping Children Safe in Education 2026. Where there are serious child protection concerns as a result of non-sexual violence by a child or young person, leading to actual or possible significant harm, our safeguarding and child protection measures will be implemented.

29.13 In supporting children and families, our staff understand that Early Help and Family Help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation to sexual violence. It is therefore particularly important that our DSL and deputies know what our local early help process is and how and where to access support.

30. Upskirting

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

30.2 If our staff have a concern that a child might have been abused by another child, or is displaying harmful sexual behaviour, staff will in the first instance refer their concerns to the DSL. The DSL will then contact children's social care in accordance with the LSCP referral procedures to decide how the incident will be managed. Furthermore, our DSL will also seek advice from the police where necessary.

31. Domestic Abuse & Abuse between young people

31.1 The Domestic Abuse Act 2021 defines domestic abuse as behaviour between two people aged 16 or over who are personally connected, where the behaviour is abusive. Abusive behaviour includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, and psychological, emotional or other abuse. It does not matter whether the behaviour consists of a single incident or a course of conduct.

31.2 The Domestic Abuse Act 2021 recognises children who see, hear or experience the effects of domestic abuse as victims of domestic abuse in their own right. Working Together to Safeguard Children 2026 places a clearer focus on the impact of domestic abuse on children.

31.3 There have been a number of high-profile cases both locally and nationally where domestic abuse has had a significant and direct impact on children and their mental health and wellbeing. If the school is made aware of incidents of domestic abuse which are impacting on a child within the school, the school will follow local authority and LSCP

guidelines in reporting such concerns to children's social care, Duty and Advice, or the police, and will also seek further guidance where necessary.

31.4 Domestic abuse is not limited to adults; there is an increasing awareness of violence from one young person to another within intimate relationships. If Herrick Primary School is made aware of children behaving this way with other children within our school, including issues around the use of social media and the sharing of nudes, we will view this as a significant child welfare concern and, where necessary, the appropriate agencies will be informed. This includes children's social care and the police.

31.5 The school will also work closely with the child, and the Headteacher and DSL will endeavour to support the child who has been exposed to this type of violence and abuse, with the involvement, where appropriate, of their parents and carers.

31.6 Involvement through Operation Encompass and Early Help can also support the child and parents or carers. Where the police attend a domestic abuse incident and a child in our school was present or is a member of the household, the school is notified before the start of the next school day. This ensures that the school has up-to-date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures; where appropriate, the police and the school should make a referral to local authority children's social care if they are concerned about a child's welfare. Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8:00 to 13:00, Monday to Friday, on 0204 513 9990.

31.7 Staff will also work with all the children in our school to ensure information and the importance of healthy relationships is highlighted through assemblies, circle time and PSHE and RSHE lessons.

32. Children Missing Education (CME) and Absence from Education

32.1 Children missing in education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. This includes children not being home educated and children who are not on a school roll. In addition, some children are persistently absent from education or have unexplained absences.

32.2 Keeping Children Safe in Education 2026 clarifies that being absent from education, as well as being missing from education, can be a warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation and child criminal exploitation.

32.3 Herrick Primary School staff understand the differences set out above and the procedures to follow. Our staff are aware that children being absent from school for prolonged periods and on repeat occasions can act as a vital warning sign of a range of safeguarding issues including neglect and child sexual and criminal exploitation, particularly county lines. Our response to children's absences from school supports the identification of such abuse, neglect and exploitation, and in the case of absent pupils helps prevent the risk of them becoming a missing child in the future. This includes when problems are first emerging and also where children are already known to the local authority.

32.4 Children missing from education and children who are persistently absent from school are referred to in the wider Leicester City Council Education Welfare Service policy and LSCP procedures for children who go missing from school, home or care, which include families who go missing. In addition, Herrick Primary School has its own Attendance Policy, available on the school website and from the main office, which also outlines procedures for pupil absence.

32.5 Should a pupil go missing from Herrick Primary School, our Attendance Officer Mrs F Suleman will inform the DSL and senior leadership team and contact the Education Welfare Service. The DSL will consider further actions and support should it be required and ensure they help identify any risk of abuse and neglect, including sexual exploitation, and help prevent the risk of the child going missing in future.

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

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

33. Honour Based Abuse (HBA)

33.1 Honour-based abuse is a term that embraces a variety of crimes of violence, mainly but not exclusively against women, including domestic abuse, which is perpetrated in the name of so-called honour. The honour code which it refers to is set at the discretion of male relatives, and women who do not abide by the rules are then punished for bringing shame on the family. Infringements may include a woman having a boyfriend; rejecting a forced marriage; pregnancy outside of marriage; interfaith relationships; seeking divorce; female genital mutilation; forced marriage; abuse linked to faith and culture; breast ironing; inappropriate dress or make-up; and even kissing in a public place.

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

33.3 Concerns relating to honour-based abuse are reported directly to the DSL, who will contact the Duty and Advice Service and, where appropriate, the police.

34. Female Genital Mutilation

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

34.2 FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs, whether for cultural or non-therapeutic reasons. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already

having suffered FGM. Our staff have been briefed on the importance of FGM through our Whole School Safeguarding training and are aware of some of the signs and symptoms.

34.3 Responding to FGM – the school will ensure:

- We raise awareness of staff regarding the issues of FGM through Whole School Training.
- Staff have a clear understanding of what FGM is.
- FGM is within the school's Safeguarding Policy.
- The relationships and health curriculum supports pupils' understanding of their bodies and keeping themselves safe.
- Absences are monitored, particularly extended absences abroad.

34.4 There is a mandatory duty on teachers to report to the police any case where, in the course of their professional duties, they are informed by a girl under 18 that an act of FGM has been carried out on her, or where they observe physical signs which appear to show that an act of FGM has been carried out. If any of our staff at Herrick Primary School are aware of such concerns, staff will in the first instance report their concerns to the DSL or Headteacher and then take appropriate steps to either directly contact the police or seek advice from Duty and Advice, Children's Social Care. The mandatory duty does not apply to cases where a girl is at risk of FGM; those cases are dealt with through normal safeguarding procedures.

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

35. Forced Marriage

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

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

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

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

35.5 In addition, the Forced Marriage Unit has issued guidance on forced marriage and vulnerable adults, due to an emerging trend of cases involving people with learning difficulties. This is not a crime which is perpetrated by men only; sometimes female relatives

will support, incite or assist. It is also not unusual for younger relatives to be selected to undertake the abuse to protect senior members of the family.

35.6 In such cases, disclosures and concerns relating to forced marriage and honour-based abuse will be reported directly to the DSL and the police, due to the impact it could have on the child in the wider community. Information will be sought from Children's Social Care Duty and Advice and, where appropriate, the police and the Forced Marriage Unit.

36. Abuse Linked to Faith, Beliefs and Culture

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

- belief in the concept of witchcraft, magic or voodoo
- demons or the devil acting through children or leading them astray
- the evil eye, or djinns and dakini
- ritual or muti murders
- breast ironing
- female genital mutilation
- honour-based abuse and forced marriage
- chastisement of a child in a place of worship

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

36.3 If the school has been made aware of such a case, the school will follow LSCP procedures and, where appropriate, report the incident to children's social care and the police.

36.4 As a school, our staff are aware of some of the signs of this kind of abuse and have attended training to support them further. We also work closely with all our children to promote healthy relationships and British Values. Our codes of conduct for children, teachers, parents and carers also teach our children mutual respect for other faiths, beliefs and cultures in a positive manner. Working Together to Safeguard Children 2026 expressly identifies honour-based, faith-based and belief-based abuse as a specific form of harm that assessments must consider.

37. Early Help and Family Help

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

37.2 Working Together to Safeguard Children 2026 introduces 'family help' as a more seamless model, combining what was previously targeted early help with section 17 (children in need) support. All staff should be aware of the criteria for referring a case to community-based Family Help, for a referral for an assessment under section 47 of the

Children Act 1989, and of the other processes that apply to vulnerable children. The DSL will use the Leicester, Leicestershire and Rutland thresholds document to inform decisions about the right level of support, and the Multi-Agency Referral Form where a referral is required.

37.3 At Herrick Primary School, key staff members and DSLs have attended Early Help and Early Help Assessment Training, and our staff are prepared to identify any children who may benefit from Early Help or Family Help, including through the Leicester Early Help Assessment Model and family hubs.

37.4 Keeping Children Safe in Education 2026 expands the list of children whom staff should be particularly alert to as potentially benefiting from Early Help or targeted Family Help. In addition to the existing categories, staff should be alert to children who:

- are pregnant, or are a parent themselves
- have shown early signs of abusive, violent or harmful behaviours towards others
- have been repeatedly removed from the classroom
- are on a part-time timetable

37.5 So that patterns can be identified and used to evidence an Early Help or Family Help referral, removals from the classroom are centrally recorded and monitored, and the data is reviewed regularly by the DSL alongside attendance and behaviour information. This should be read alongside our Behaviour Policy.

38. Bullying and Safeguarding

38.1 Some forms of bullying are illegal and should be reported to the police. These include:

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

It is against the law to discriminate against anyone because of sexual orientation; gender reassignment; sex; disability; race including colour, nationality, ethnic or national origin; religion or belief; age; being married or in a civil partnership; or being pregnant or on maternity leave.

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

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

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

38.5 However, at times, bullying such as child-on-child abuse, harmful sexual behaviour, serious incidents of harm, homophobic behaviours, cyberbullying and the sharing of nudes may occur and will be taken seriously as a safeguarding concern, especially if the child is at risk of significant harm. In such cases, our Designated Safeguarding Lead and the Headteacher will assess the situation and seek advice and guidance from children's social care or the police, especially in relation to illegal activity as outlined in section 38.1 above.

39. Local Priorities

39.1 Within Leicester City, the local authority and the Leicester Safeguarding Children Partnership have their own priorities which reflect the area in which Herrick Primary School is based. Some of these include being aware of knife crime, gang-related issues, radicalisation, county lines, criminal activity, anti-social behaviour, female genital mutilation and contextual safeguarding. This is not an exhaustive list.

39.2 Within our local community area, our priorities are:

- Domestic abuse
- Poverty
- Online safety, including AI-generated content
- Gang-related issues

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

40. Private Fostering

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

Private fostering includes a child living with godparents; great-grandparents; great-aunts or uncles; family friends; step-parents where a couple is not married or in a civil partnership; cousins; or a host family which is caring for a child from overseas while they are in education here. Private fostering does not include a child living with a mother or father; brothers or sisters; grandparents; aunts or uncles; step-parents where a couple is married or in a civil partnership; or children and young people who are being looked after by the local authority.

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

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

41. Online Safety, Artificial Intelligence and Mobile Phones

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

41.2 Herrick Primary School takes online safety and the wellbeing of staff and children seriously and all our staff are given safeguarding training including online safety at induction. In addition, all staff receive child protection, safeguarding and online safety updates via email, e-bulletins and staff meetings at least annually to provide them with relevant skills and knowledge to safeguard children effectively. Our approach to online safety is reflected as required in all relevant policies and whilst planning the curriculum, teacher training, the role and responsibilities of the Designated Safeguarding Lead and any parental engagement.

41.3 Keeping Children Safe in Education 2026 updates the categories of online risk, known as the 4Cs, to reflect the increasing presence of artificial intelligence:

- Content – being exposed to illegal, inappropriate or harmful content, including AI-generated content, misinformation, disinformation, pornography, and material promoting self-harm, suicide, extremism or racism.
- Contact – being subjected to harmful online interaction with other users, including by adults posing as children or young adults, and including contact facilitated by generative AI tools, chatbots and companion applications.
- Conduct – personal online behaviour that increases the likelihood of, or causes, harm, including the making or sharing of nudes and semi-nudes, and the creation of digitally altered or AI-generated sexual imagery of other children.
- Commerce – risks such as online gambling, inappropriate advertising, phishing, financial scams and financial exploitation.

41.4 The DfE guidance 'Generative artificial intelligence (AI) in education' informs the school's approach to the safe and effective use of AI, and these risks are reflected in our Online Safety and Acceptable Use Policy.

41.5 The school takes a whole school approach to online safety, which includes a clear policy on the use of mobile technology in the school. Many children have unlimited and unrestricted access to the internet via mobile networks and the school carefully considers how this is managed on our premises. The policy takes into consideration the use of all handheld devices and smart watches. The DfE has issued statutory guidance, 'Mobile phones in schools', which schools are expected to follow from 1 September 2026, setting out the expectation that schools should be phone-free environments by default, including during lessons, breaktimes and lunchtimes. Our Mobile Phone Policy reflects this guidance, and the arrangements and how they are monitored are communicated clearly to parents, carers and pupils.

41.6 Staff training. The school will ensure that online safety training for staff includes monitoring and filtering and is integrated, aligned and considered as part of the overarching safeguarding approach.

42. Filtering and Monitoring

42.1 Monitoring and filtering play crucial roles in the responsible use of the internet. Monitoring involves tracking internet activities to prevent illegal or harmful content, protecting users from cyber threats, and enforcing compliance with policy and guidance. Filtering enables the customisation of internet access, allowing schools to block inappropriate content and prioritise educational resources.

42.2 The governing body ensures that the school has appropriate filtering and monitoring systems in place and that their effectiveness is reviewed. The DSL has lead responsibility for online safety, including understanding the filtering and monitoring systems and processes in place.

42.3 Keeping Children Safe in Education 2026 strengthens the review requirements. A senior member of the leadership team is responsible for reviews of the filtering and monitoring systems, with the support of the DSL and IT. At least once every academic year, checks of the systems in all relevant locations must be carried out to ensure that the filtering system works on all internet-connected devices, and records of these checks must be kept.

42.4 Our arrangements are as follows:

- The senior leader with responsibility for filtering and monitoring is Mrs A Aydin.
- The annual check will take place in December each year and will cover all internet-connected devices in all locations.
- Records of checks, and of any deficiencies identified and the action taken, are held by DSL and reported to the governing body.
- Staff know how to report a filtering or monitoring concern, and any breach or blocked-content alert is reported to the DSL.
- The systems are reviewed against the DfE filtering and monitoring standards.

42.5 Further information is provided at Appendix 11.

43. Use of School Premises

43.1 Where the school lets its premises to another organisation or individual running activities for children, the governing body seeks assurance that the organisation has appropriate safeguarding policies and procedures, including safer recruitment and DBS checking arrangements, and that there is a route to liaise with the school. Our lettings agreement requires the organiser to manage the suspension of adults from the premises where necessary.

43.2 Where an allegation is made relating to an incident that occurred while an individual or organisation was using our premises, we follow this policy in full, including notifying the Local Authority Designated Officer. See section 12.

44. Alternative Provision

44.1 Where the school places a pupil with an alternative provision provider, the school remains responsible for that pupil's safeguarding. Keeping Children Safe in Education 2026 makes this explicit. We obtain written confirmation from the provider that appropriate safeguarding checks have been carried out on individuals working at the setting, and we satisfy ourselves that the provider has appropriate safeguarding policies and procedures in place.

44.2 The DSL maintains oversight of any pupil placed with an alternative provider, including attendance, welfare and progress, and ensures that safeguarding information is shared appropriately in both directions.

45. What to do when we are concerned

45.1 Any member of staff or visitor who has a concern about a child must act on the same day. Concerns must never be left over a weekend or a school holiday.

45.2 The steps to follow are:

- Respond to the child in line with section 4.2. Listen, reassure, do not promise confidentiality and do not ask leading questions.
- Record the concern the same day on CPOMS, or on a paper record given directly to the DSL, using the child's own words. Sign and date it.
- Report to the DSL or a deputy DSL immediately. If none is available, use the cover arrangements at section 8.1.
- If a child is in immediate danger, call 999. If a child needs urgent medical attention, call 999 or take them to A&E, and inform the DSL and Headteacher.
- The DSL decides on the response: support within school, Early Help or Family Help, a referral to the Duty and Advice Service on 0116 454 1004, a police referral, a Prevent referral, or a National Referral Mechanism referral.
- The DSL records the decision, the rationale for it and the outcome, including where a referral was considered but not made.
- The DSL informs the Headteacher, considers whether to inform parents or carers, and arranges follow-up and support for the child.
- If the staff member feels the concern has not been acted on, they must escalate to the Headteacher, the Chair of Governors, the LADO, or the NSPCC whistleblowing advice line on 0800 028 0285.

45.3 Where a concern relates to an adult, staff must follow section 12 rather than the process above.

45.4 The procedure to follow in the case of possible, alleged or suspected abuse is set out at Appendix 8, and the process for reporting an allegation or low-level concern about an adult is at Appendix 4, Annex 1.

46. Policy Review

46.1 This policy is reviewed and updated at least annually by the DSL and Headteacher and is ratified by the Governing Body, in line with Keeping Children Safe in Education. It will also be reviewed immediately following any significant safeguarding incident, any change in statutory guidance, or any change in local arrangements.

46.2 The policy is published on the school website and is available in paper form on request from the school office. Parents and carers are notified when the policy is revised.

46.3 The Chair of the Governing Body completes the Annual Safeguarding Return to Leicester City Council, evidencing how the governing body discharges its duties in relation to safeguarding and child protection.

47. Other Relevant Policies in School

This policy should be read alongside:

- Behaviour Policy and Pupil Code of Conduct
- Staff Code of Conduct
- Safer Recruitment Policy
- Allegations Policy and low-level concerns procedure (Appendix 4)
- Whistleblowing Policy (Appendix 2)
- Child on Child Sexual Violence and Sexual Harassment Policy (Appendix 9)
- Online Safety and Acceptable Use Policy
- Mobile Phone Policy
- Attendance Policy
- Anti-Bullying Policy
- Equality Policy including Objectives
- SEND Policy
- Emotional Health and Wellbeing Policy
- Medicines Policy: Supporting Pupils at School with Medical Conditions
- Health and Safety Policy, including Access and Security
- Late Collection Policy and Sick Child Policy
- Complaints Procedure
- Privacy Notice and data protection documentation
- Jigsaw PSHE Policy
- Spiritual, Moral, Social and Cultural Policy and British Values
- Prevent Risk Assessment (Appendix 10)

48. Useful Contacts

Service	Contact
Emergency services	999
Police non-emergency	101
Duty and Advice Service, Leicester City Council (24 hours)	0116 454 1004
Early Help, Leicester City Council	0116 454 1004 / early-help@leicester.gov.uk
Local Authority Designated Officer (LADO)	0116 454 2440 / Lado-allegations-referrals@leicester.gov.uk
Leicester Safeguarding Children Partnership	www.lcitylscb.org
LSCP multi-agency procedures manual	llrscb.trixonline.co.uk
NSPCC whistleblowing advice line	0800 028 0285, 8am–8pm Monday to Friday / help@nspcc.org.uk
NSPCC helpline	0808 800 5000
Childline	0800 1111
Operation Encompass staff helpline	0204 513 9990, 8am–1pm Monday to Friday
CEOP – report online child sexual abuse	www.ceop.police.uk/safety-centre
Anti-terrorist hotline	0800 789 321
Forced Marriage Unit	020 7008 0151
Modern Slavery Helpline	0800 0121 700
NHS non-emergency	111

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