



New Leaf Triangle cic

Child Protection Policy

October 2024/2025

Written by Lorraine Squires Shaw (Director and DSL)

Date of last review: October 2024 **Changes reflect KCSiE 2024 information**

Date of next review: October 2025

INTRODUCTION

New Leaf Triangle is an alternative education provider, run as a community interest company (cic), not for profit. We provide learning in an outdoor setting in a fun, stress-free and therapeutic way through activities such as horse riding, animal care and handling, forest school, woodworking, arts and crafts and sports and games.

Our Mission:

To use the natural environment and animals, to help children, young people and adults to learn and combat personal challenges through fun and motivational activities.

Policy statement and principles

New Leaf Triangle is highly committed to the safeguarding and welfare of children and has a number of additional comprehensive policies and procedures in place to support this safeguarding policy along with regular staff training. This Child Protection Policy is reviewed by the Senior Designated Safeguarding Lead, Lorraine Squires Shaw, on a regular basis to ensure it remains current and incorporates all revisions made to local or national safeguarding guidance. This policy will as a minimum be fully reviewed as a minimum once a year during the autumn term.

Role	Name	Contact Details
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Leicester and the Leicestershire and Rutland Safeguarding Children Partnerships Procedures Manual	Report Your Concerns about a Child or Young Person	LCC report neglect or abuse
LA Safeguarding Children in Education Officer	Charlotte Davis	0116 3057750
LA Child Protection Contact/LADO	CFS-LADO@leics.gov.uk LADO service is available office hours only: Monday Thursday, 8.30am - 5.00 pm and Friday, 8.30am - 4.30pm	Allegations Line: 0116 305 4141 Outside of office hours, contact the Leicestershire First Response Children's Duty Team: 0116 305 0005

First Response	For urgent concerns about a child who needs a social worker or police officer today	0116 305 0005
Police (to report a crime and immediate risk of harm or abuse to child)	101	In an emergency 999 (only)
NSPCC help/whistleblowing line	line is available 8.00am to 8.00pm Monday to Friday	0800 028 0285- email: help@nspcc.org.uk

New Leaf Triangle

1. Purpose and Aims

1.1 Our policy applies to all staff, board members and volunteers working at New Leaf Triangle and takes into account statutory guidance provided by the Department for Education and local guidance issued by the Leicestershire Safeguarding Children Partnership. This policy relates to all of New Leaf Triangle's sites.

1.2 We will ensure that all parents/carers are made aware of our responsibilities regarding child protection procedures and how we will safeguard and promote the welfare of their children through the publication of New Leaf Triangle's child protection policy. These duties and responsibilities, as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2023 and HM Working Together to Safeguard Children 2018 (updated December 2020) are incorporated into this policy.

2. Child Protection and Safeguarding Statement

2.1 We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We will endeavour to provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of **abuse, neglect and exploitation** and follow our procedures to ensure that children receive effective support, protection, and justice.

2.2 The procedures contained in this policy apply to all staff, supply staff, volunteers, and board members and are consistent with those Leicester and the Leicestershire and Rutland Safeguarding Children Partnerships.

3. Maintaining a child centred and coordinated approach to safeguarding: 3.1

Everyone who works at New Leaf Triangle understands they are an important part of the wider safeguarding system for children and accepts safeguarding and promoting the welfare of children is everyone's responsibility and everyone who comes into contact with children and their families has a role to play. To fulfil this responsibility effectively, all our staff and volunteers will ensure their approach is child-centred and will be supported to consider, at all times, what is in the best interests of the child.

3.2 We recognise 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.

3.3 **Safeguarding children is defined as:** The actions we take to promote the welfare of children and protect them from harm are everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

4. Safeguarding and promoting the welfare of children

4.1 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 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.
- Taking action to enable all children to have the best outcomes.

NB Definition: Children includes everyone under the age of 18.

5. New Leaf Triangle's whole organisation approach to safeguarding:

- 5.1 We understand the importance every member of our staff has through their contact with children in and outside of our environment and the particular importance of the roles and relationships they have which places them in a position to identify concerns early, provide help for children and promote children's welfare and prevent concerns from escalating.
- 5.2 As an alternative education provider, we have a responsibility to provide a safe environment in which children can learn.
- 5.3 We will make every effort to identify children who may benefit from early help and put in place support as soon as a problem emerges at any point in a child's life.
- 5.4 **Any staff member** who has **any** concerns about a child's welfare should follow the processes set out in this child protection policy and raise concerns with the designated safeguarding lead or deputy without delay.
- 5.5 All our staff should expect to support social workers and other agencies following any referral, especially if they were involved in being alerted to or receiving a disclosure of risk, harm or abuse or harassment from a child.
- 5.6 Our senior designated safeguarding lead will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care, police, early help, and health where required, as the designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

6. Safeguarding is not just about protecting children from deliberate harm. It also relates to the broader aspects of care and education including:

- Pupils' health and safety and emotional well-being, and their mental and physical health or development.
- Meeting the needs of children with special educational needs and/or disabilities.
- Meeting the legal duties on New Leaf Triangle under the Equality act: will not unlawfully discriminate against pupils or students based protected characteristics; we will carefully consider how we support students regarding particular protected characteristics; we will take

positive action to deal with particular disadvantages affecting students (as see paragraphs 86-89)

- Where a child receives elective home education and has an EHCP, the LA should review the plan working with parents and carers.
 - The use of reasonable force.
 - Meeting the needs of children with medical conditions.
 - Providing first aid.
 - Educational visits and off- site education.
 - Intimate care and emotional wellbeing.
 - On-line safety and associated issues including filtering and monitoring in accordance with DfE monitoring standards.
 - Appropriate arrangements to ensure school security, considering the local context. •
- Keeping children safe from risks, harm, exploitation and sexual violence and sexual harassment between children: [KCSiE 2024 Annex A](#).

7. Safeguarding can involve a range of potential issues

7.1 Such as:

- Neglect, physical abuse, sexual abuse, and emotional abuse and [exploitation](#).
- Contextualised also known as extra-familial abuse.
- Bullying, including online bullying (by text message, on social networking sites, and prejudice-based bullying and being aware of the ease of access to mobile phone networks.
- The approach to online safety, including appropriate filtering and monitoring on New Leaf Triangle devices.
- Going frequently missing and who are 'absent from education' going 'missing from care or home' and the risks this poses on repeat occasions and for prolonged periods.
- Domestic Abuse including teenage relationship abuse.

Domestic abuse including where they see. Hear or experience its effects

- Racist, disability- based, homophobic, bi-phobic, or transphobic abuse.
- Gender based violence/violence against women and girls.
- Risk of extremist behaviour and/or radicalisation and susceptible to being at risk of being drawn into terrorism.
- Child sexual exploitation, human trafficking, modern slavery, sexual or criminal exploitation.
- A young carer.
- Has a mental health need and has an effect on school attendance and progress. • Has special educational needs (whether or not they have a statutory Education Health and Care Plan (EHCP).
- Privately fostered.
- Has returned home to their family from care.
- Has a family member in prison or is affected by parental offending.
- Child-on-Child Abuse (broadened by [KCSiE 2024](#) to include children abusing other children, other varying form of bullying including online and sexually harmful behaviour, sexual violence, and sexual harassment (further defined in [KCSiE 2024 Part Five](#)).
- Harm outside the home extra familial harm.
- The impact of new technologies, including 'sexting' and accessing pornography.
- Issues which may be specific to a local area or population, is showing signs of being drawn into anti-social or criminal behaviour, including gang activity or involvement and associations with organised crime groups or county lines.
- In possession of a knife and or involved in knife crime, youth violence, criminal child exploitation (CCE).
- Is in family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse/harm.
- Is at risk of or from serious violence and violent crime.

- Persistent absence from education, including persistent absence for part of the school day.
- At risk of suspension or permanent exclusion
- Particular issues affecting children including domestic abuse and violence, female genital mutilation, and honour-based abuse.
- Being subject to any conduct where the 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 (Law change on Forced Marriage, February 2023).
- 'Upskirting'- The Voyeurism (Offences) Act, which is commonly known as Up-skirting Act, came into force on 12 April 2019. Upskirting is a criminal offence and reportable by all teachers (KCSiE Annex A).

7.2 All our staff and volunteers are aware of the indicators of abuse, neglect and exploitation and know what to look for is vital for the early identification so that support can be put in place. Our staff and volunteers are also aware of the specific safeguarding issues that indicate or inform of concerns or incidents linked to child criminal exploitation and child sexual exploitation and know to report concerns directly to the designated safeguarding or a member of the senior leadership team should the designated safeguarding lead not be available for children who may be in need of help or protection.

7.3 Our staff recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. Children may also feel embarrassed, humiliated, or could be being threatened not to tell, so not feel able to share what is happening to them. Alternatively, we recognise children may not want to make a disclosure or talk about what is happening due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child and agree a way forward to support the child and determine how best to build trusted relationships with children and young people which facilitate good opportunities for communication.

7.4 **All staff** should **always** speak to the designated safeguarding lead, or deputy at the earliest opportunity.

- 7.5 As an alternative education provider, we are aware that abuse, neglect, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore all staff should always be vigilant and always raise any concerns with the designated safeguarding lead (or deputy).
- 7.6 **All** staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside New Leaf Triangle and/or can occur between children outside of our environment.
- 7.7 All our staff have received information and training regarding the risks that can take place outside the child's family. This is known as extra-familial harm and these can take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.
- 7.8 Our staff are aware that technology offers many opportunities but is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.
- 7.9 All our staff have 'an understanding of the expectations, applicable to their roles and responsibilities in relation to filtering and monitoring' of ICT systems and regular monitoring of New Leaf's equipment.

8. Online Safety

- 8.1 New Leaf Triangle's approach to online safety, including appropriate filtering and monitoring on New leaf Triangle devices and networks is reflected in this Child Protection Policy including awareness of the ease of access to mobile phone networks. (See KCSiE 2023 Paragraph 138).
- 8.2 Our Senior DSL and the DSL team has the lead responsibility in this area, along with considering the number of and age range of their children, those who are potentially at greater risk of harm, and how often they access IT along with the proportionality of costs versus safeguarding risks.
- 8.3 The Board of Management will ensure they maintain oversight of the Online Safety Policy and the arrangements put in place to ensure appropriate filtering and monitoring on New

Leaf Triangle devices. The appropriateness of any filtering and monitoring systems will in part be informed by the risk assessment required by the Prevent Duty as required by KCSiE 2024 paragraph 140-150

8.4 This will include:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet New Leaf Triangle's safeguarding need.
- review and discuss the standards with the leadership team to ensure the New Leaf Triangle meets the standard published by the [Department for Education filtering and monitoring standards](#).

8.5 The filtering and monitoring requirements will be managed by New Leaf Triangle Directors and Operations Manager who will review the systems annually and seek advice externally where needed, to ensure the systems are fit for purpose considering the guidance in KCSiE 2024.

8.6 Our Board of management will ensure a review is maintained to ensure standards. They will discuss these standards and whether more needs to be done to support New Leaf Triangle in meeting and maintaining these standards and communicating these to staff, our students, parents and carers.

8.7 Our Senior DSL and the DSL team will always act in the 'best interest of the child' and remain mindful of the importance with parents and carers about safeguarding concerns held for children and in particular children's access to online sites when away from New Leaf Triangle.

8.8 We will support understanding of harmful online challenges and hoaxes and share information with parents and carers and where they can get help and support.

8.9 All forms of abuse or harassment will be reported in accordance with national safeguarding guidance, and we will take a 'zero tolerance' approach to harassment and abuse as informed in KCSiE.

8.10 As an education provider, should an incident or disclosure be made by a child, our staff will always reassure the child (victim) that they are being taken seriously and that they will be supported and kept safe, but we recognise that not every victim will view themselves as such. We will also be mindful of the use of other terminology such as '**alleged perpetrator(s)**' or '**perpetrator(s)**' as in some cases the abusive behaviour will have been harmful to the perpetrator as well.

8.11 We will do our best to ensure children understand the law on child-on-child abuse is there to protect them rather than criminalise them. In doing this we will discuss with

relevant statutory safeguarding agencies to ensure all concerns or incidents are addressed fully, and where required different types of assessment and services are put in place where required and in accordance with the Pathway to Provision v 9.1.

9. Identifying Concerns

9.1 All members of staff, volunteers and governors will be aware of indicators of abuse, neglect and **exploitation** will know how to identify pupils who may be being harmed and then how to respond to a pupil who discloses abuse, or where others raise concerns about them. Our staff will be familiar with procedures to be followed and will receive safeguarding and child protection (including online safety) updates.

9.2 Staff understand that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition, and that in most cases multiple issues will overlap with each other. Staff who regularly come into contact with children are aware of the DfE guidance [What to do if you're worried a child is being abused](#) 9.3 The four main categories of child abuse are as follows:

1. Physical Abuse
2. Emotional Abuse
3. Sexual Abuse
4. Neglect

10. Indicators of **abuse, neglect and exploitation**

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

2 **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of,

or deliberately induces, illness in a child.

10.3 Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectation being imposed on children. These may include interactions that are beyond a child's developmental capability as well as over protection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

10.4 Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbations, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children to look at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and **all** staff should be aware of it and of their school or colleges policy and procedures for dealing with it.

10.5 Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to; provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

10.6 Child Criminal Exploitation: occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person

under the age of 18. The victim may have been criminally exploited even if the activity appears consensual.

Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology. Criminal exploitation often happens alongside sexual or other forms of exploitation. Child Criminal exploitation is broader than just county lines and includes for instance children forced to work on cannabis farms, to commit theft, shoplift or pickpocket, or to threaten other young people.

- 10.7 Child sexual exploitation (CSE) is a type of sexual abuse. It happens when a child or young person is coerced, manipulated or deceived into sexual activity in exchange for things that they may need or want like gifts, drugs, money, status and affection.

11. Safeguarding issues:

11.1 All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education, **unexplainable and/or persistent absences from education** and consensual and non-consensual sharing of nudes and semi-nude images and/or videos can be signs that children are at risk.

11.2 New Leaf Triangle ethos demonstrates that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say. Every individual within New Leaf Triangle will play their part, including working with professionals from other agencies, particularly social workers, to meet the needs of our most vulnerable children and keep them safe. We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate.

11.3 New Leaf Triangle puts children at the centre of its 'safeguarding arrangements' and staff are trained to listen to and hear the child's voice. A keyworker system gives each child an opportunity to develop a trusting relationship with their keyworker so they are more likely to feel they can talk to them about any concerns. They also have tutorials every half term, where they have time to pass on any concerns. As children are usually on 1:1 placements they have good opportunities to talk to staff. There is a worry box where children can write down their worries which are then addressed. There are posters giving contact details for organisations such as NSPCC and Mind.

11.4 New Leaf Triangle is led by senior members of staff and Directors, (with support from the Board of Management), whose aims are to provide a safe environment and vigilant culture where children and young people can learn and be safeguarded. If there are safeguarding concerns, we will respond with appropriate action in a timely manner for those children who may need help or who may be suffering, or likely to suffer, significant harm.

11.5 Where staff members have concerns about a child (as opposed to a child being in immediate danger) they will decide what action to take in conjunction with the Snr Designated Safeguarding Lead. Although we advocate that any staff member can make a referral to children's social care or First Response, especially where a child is identified as being in immediate danger, they should however ensure that the

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Designated Safeguarding Lead (DSL), or a member of the senior leadership team is informed as soon as possible.

11.6 We also ensure that all our staff are clear that whilst they should discuss and agree with the DSL any actions to be taken, they are able to escalate their concerns and contact First Response, First Response Consultation Line or social care to seek support for the child if despite the discussion with the DSL their concerns remain. Staff are also informed of New Leaf Triangle's whistle blowing procedures and the contact details for the Local Authority LADO and NSPCC helpline.

12. Alternative providers and other agencies

12.1 New Leaf Triangle works with other agencies including statutory safeguarding partners to support vulnerable children. We work with social care and social workers and take part in Child Protection meetings, Children in Need meetings, Team around the Family meetings and any other meetings regarding the safeguarding and welfare of children, holding meetings at New Leaf Triangle if needed.

12.2 Children who attend alternative education, such as New leaf Triangle, often have complex needs so it is important that all information is shared by the school/colleges and local authorities who are these placements. Information sharing for pupils who receive education provision outside of a mainstream setting is vital to support the child and ensure the learning environment where they are placed has all necessary information for the child before they access the provision. The working together principles are key to keep the child safe and understanding the vulnerabilities needing to be supported. This should include up to date contact details for the professionals working with the child and family.

12.3 The Senior Designated Safeguarding Lead (DSL), who is familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies.

12.4 The DSL will liaise with support agencies for help and advice or to refer individuals or families to for further support.

12.5 New Leaf Triangle does not rent the premises out to external organisations, so there are no safeguarding concerns in this respect

13. CPD, culture and ethos

13.1 All staff and volunteers receive a safeguarding induction, where they receive information on Safeguarding in Education and then receive full safeguarding training which is then repeated every 12 months. There are also refreshers between these times to update on new information or refresh staff on procedures.

13.2 New Leaf Triangle recruits staff in line with safer recruitment practices. All staff have an enhanced DBS before starting and register with the update service and this is then checked annually. Staff social media profiles are checked at recruitment. Leaders create a culture of openness so that staff feel able to discuss matters both within and, where appropriate, outside of the work place including on line.

14. Responsibilities of the DSL/DSL Team

14 1 The Senior DSL and deputies (DSL team) maintains a key role in raising awareness amongst staff about the needs of children who have or who have had a social worker and the barriers that those children might experience in respect of attendance, engagement and achievement at schools or college.

14 2 The Senior DSL informs the Board of Management of the number of children in their cohort who have or who have had a social worker and appropriate information is shared with staff on individual children's circumstances.

14 3 The Senior Designated Safeguarding Lead maintain data for children who have looked after status and for children who have been involved in the care system.

14 4 New Leaf Triangle maintains good links with the Virtual School to promote the educational achievement of previously looked after children. The role of virtual school heads was extended in June 2021, to include a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker. The virtual school head should identify and engage with key

professionals, helping them to understand the role they have in improving outcomes for children. This should include Designated Safeguarding Leads, social workers, headteachers, governors, Special Educational Needs Co-ordinators, mental health leads, other local authority officers.

14.5 The DSL and key staff will liaise directly with virtual schools regarding working towards agreed outcomes for looked after children.

14.6 New Leaf Triangle uses the SEND code of practice as a source of information and is aware that SENDIASS can also provide support regarding the additional safeguarding vulnerabilities of children with SEND.

15. The seven main elements of our Child Protection Policy

15.1 There are seven main elements to our policy:

- Providing a safe environment in which children can learn and develop.
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse in and outside of school.
- Supporting pupils who have social care involvement in accordance with his/her child in need plan, child protection plan or are subject to Local Authority Care.
- Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe in and outside of New Leaf Triangle.
- Working in partnership with agencies and safeguarding partners in the 'best interest of the child.'
- Ensuring we have appropriate policies and procedures to deal with child-on-child sexual violence and sexual harassment, including those that have happened outside New Leaf Triangle premises and/or online forms of harassment and harmful sexual behaviour. Filtering and monitoring arrangements for online safety and harm are included within this policy

16. Providing a safe environment

16 1 We recognise that because of the day-to-day contact New Leaf Triangle staff have with children they and we are well placed to observe the outward signs of abuse.

16 2 New Leaf Triangle will therefore:

16 2 1 Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to and heard.

16 2 2 Ensure children know that there are trusted adults in the school who they can approach if they are worried.

16 2 3 Ensure that every effort is made to establish effective working relationships with parents, carers, and colleagues from other agencies.

16 2 4 Include opportunities for children to develop the skills they need to recognise and stay safe from abuse.

16 2 5 Recognise and manage risks including online safety, radicalisation and extremism, sexual exploitation, child on child sexual violence and sexual harassment, the sharing of nude and semi -nude images which has replaced what was termed as sexting.

16 2 6 Support the development of healthy relationships and awareness of domestic violence and abuse, recognising that Domestic Abuse can encompass a wide range of behaviours and may involve a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional harm and children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

16 2 7 Recognise how pressure from others and safeguarding vulnerabilities can affect their behaviour.

16 2 8 Recognise the link between mental health, school attendance and children 'absent from education' and the impact on learning, progress, and educational attainment.

16 2 9 Know that as an alternative education provider, we will act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.

16 2 10 Ensure our behaviour policy includes measures to prevent bullying, including cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying and use of social media platforms and networks

16 2 11 Maintain an on-line safety policy which address statutory filtering and is reviewed regularly to take into account any new threats.

16 2 12 The response required by New Leaf Triangle and safeguarding agencies to address any 'harm outside the home' also known as 'extra familial harm.'

Education provisions are a place of protection and where children and young people can share concerns and seek support and are place of safety and where children and young people can form safe and trusted relationships. Through creating a good ethos and sharing excellent communication with safeguarding partners and services, children and young people can feel assured they will be listened to, heard, and offered support to enable them share sensitive information and strengthen their resilience.

16 2 13 Importance of New Leaf Triangle's ethos of working together with parents, carers, and external services to form strong and trusted partnerships which can advocate trauma informed and trauma aware responses and where trusted relationships can be formed and go on to create safe places and spaces within the community, so children and young people know how to access a place of safety outside of the school/college environment if needed.

16 3 New Leaf Triangle will support children in cases where they are at risk of outside the home by referring them to appropriate support organisations.

[\(https://www.childexploitationeastmidlands.org.uk/\)](https://www.childexploitationeastmidlands.org.uk/)

16 4 We work with external organisations and partners to support children at risk of harm outside the home, including taking part in multi-agency meetings.

16 5 Although we are not a school and do not have a RHSE curriculum, we cover safeguarding topics in our weekly theme and we will deliver sessions on specific safeguarding areas if we assess there is a particular need.

16 6 We will take all reasonable measures to ensure any risk of harm to children's welfare is minimised inside and outside our environment.

16 7 Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies.

16 8 Ensure robust child protection arrangements are in place and embedded in the daily life and practice of New Leaf Triangle.

16 9 Promote pupil health and safety.

16 10 Promote safe practice, and challenge unsafe practice.

16 11 Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers, and contractors.

16 12 Provide first aid and meet the health needs of children with medical conditions 16

13 Ensure site security as best as we can in a rural environment.

16 14 Address drugs and substance misuse issues.

16 15 Support and plan for young people in custody and their resettlement back into the community.

16 16 Work with all agencies regarding missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.

16. 17 Everyone having a duty to safeguard children inside/outside the New Leaf Triangle environment including trips, extended activities and vocational placements.

17. Additional measures

17 1 New Leaf Triangle staff support children with mental health problems and are trained to identify the indicators that a child has suffered or is at risk of suffering abuse, neglect, or exploitation. They also have training in emotion coaching.

17 2 All students have a key worker who they can build up a trusting relationship with so students who are LGBT have a trusted adult who they can be open with. We acknowledge that students who are LGBT may be targeted and that Homophobia, biphobia, and transphobia are not phobias, they are not fears; they are forms of discrimination or hate towards LGBT people or those perceived to be LGBT and must not be tolerated. [Guidance may change as the 'children who are lesbian, gay, bisexual, or gender questioning' section is currently under review pending the outcome of the gender questioning children guidance consultation \(DfE 2023b\)](#)

17 3 Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers. Other community safety incidents in the vicinity of an education provider can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. New Leaf Triangle staff are trained to be vigilant for unknown adults loitering in the local vicinity and will alert a senior manager who will assess and address the situation, calling for police support, if necessary.

18. Procedures for identifying and reporting cases

18.1 We will follow the procedures set out by the Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) and take account of guidance issued by the DfE in Keeping Children Safe in Education 2024 to:

18.1.1 Ensure we have a Senior Designated Safeguarding Lead (DSL), who is a member of the leadership team, and a Deputy Safeguarding Lead for child

protection/safeguarding who has received appropriate training and support for this role.

18.1.2 The Designated Safeguarding Lead role is written into their job description and clarifies the role and responsibilities including as defined in KCSiE 2024 Annex C.

18.1.3 Ensure we have a nominated person on the Board of Management responsible for child protection/safeguarding.

18.1.4 Ensure that we have a Designated person for Looked After Children (LAC).

18.1.5 Ensure every member of staff (including temporary and volunteers) and the Board of Management knows the name of the Senior Designated Safeguarding Lead, their deputies responsible for child protection, and their role.

18.1.6 Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead, or to children's social care/police if a child is in immediate danger.

18.1.7 Ensure all staff and volunteers are aware of the early help process and understand their role in making referrals or contributing to early help offers and arrangements.

18.1.8 Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice, and that these concerns will be taken seriously.

18.1.9 Ensure that there is a complaints system in place for children and families.

18.1.10 Ensure that parents understand the responsibility placed on New Leaf Triangle and staff for child protection and safeguarding by setting out its obligations in the prospectus and on the website.

- 18.1.11 Notify Children's Social Care if there is an unexplained absence for a child who is subject to a child protection plan and where no contact can be established with the child, or a parent or appropriate adult linked to the child.
- 18.1.12 Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- 18.1.13 Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral, and actions to safeguard.
- 18.1.14 Ensure all records are kept securely; Older records are kept in a locked cabinet in the senior DSL's office. The new system is electronic and kept securely in the student's confidential online file.
- 18.1.15 Ensure that we follow robust processes to respond when children are missing from education or missing from home or care.
- 18.1.16 Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- 18.1.17 Ensure safe recruitment practices are always followed.
- 18.1.18 Apply confidentiality appropriately.
- 18.1.19 Apply the LLRSCB escalation procedures if there are any concerns about the actions or inaction of social care staff or staff from other agencies.

19. Supporting children and working in partnership

We recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or may be being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. We recognise that children who are abused or who witness violence may find it difficult to develop a positive sense of self-worth. They may feel helplessness, humiliation, and some sense of blame. New Leaf Triangle may be the only stable, secure, and predictable element in the lives of children at risk. When at school, their behaviour may be challenging and defiant or they may be withdrawn. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns

about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication. We also recognise that there are children who are more vulnerable than others, which include children with special educational needs and or disabilities.

19.1 All staff including volunteers are advised to maintain the attitude of **'it could happen here'** where safeguarding is a concern, and when concerned about the welfare of the child should always act in the **best** interests of the child.

19.2 New Leaf Triangle will endeavour to support students through:

19.3.1 Maintaining an ethos which promotes a positive, supportive, and secure environment, and which gives students a sense of them being valued.

19.3.2 New Leaf Triangle's behaviour policy, anti-bullying policy and child-on-child abuse policy which is kept up to date with national and local guidance and which is aimed at supporting vulnerable students at New Leaf Triangle

19.3.3 New Leaf Triangle will proactively ensure that all children know that some behaviours are unacceptable and will need to be addressed but as New Leaf Triangle students, they are valued and will be supported through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents.

19.3.4 Concerns can be given to any member of staff, who will then refer to and seek advice from the DSL. Through the keyworker system, it is hoped that students will gain a trusting relationship with their key member of staff and feel they can pass on any concerns. Each student will be supported on an individual basis and support from external agencies gained where needed.

19.3.5 Liaison with other agencies that support the pupil such as Children's Social Care (in line with the [Thresholds for access to services](#), updated in September 2021); [Leicestershire Inclusion Service](#) and [Education Psychology Service](#), and the [Children and Family Wellbeing Service](#), etc.

19.3.6 Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there have been wider safeguarding concerns, their information is transferred to the new provider immediately or within **5 working days** and that the child's social worker is informed.

19.3.7 Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully supported by New Leaf Triangle staff

19.3.8 Where a child discloses a concern or informs of an incident that has involved them in an incident involving sexual violence and or sexual harassment the staff member will ensure the child (victim) is taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence, or sexual harassment.

19.3.9 The staff member if, not the designated safeguarding lead will inform the DSL immediately, and actions will be taken in accordance with New Leaf Triangle's child on - child/ sexual violence and sexual harassment between children policy.

20. Staff and Safe Recruitment

20 1 The leadership team will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSiE 2024 Part Three.

20 2 Leaders and staff will be appropriately trained in safer working practices and access safer recruitment training.

20 3 Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate necessary procedures to carry out the checks required and where any concerns arise, we will seek advice and act in accordance with national guidance.

20 4 New Leaf Triangle has in place recruitment, selection, and vetting procedures in accordance with KCSiE 2024 Part Three and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2024 Part Three paragraphs 206 to 351.

20 5 Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the Employee Code of Conduct, which includes contact between staff and students outside the work context. Concerns regarding low-level concerns will be included in our Code of Conduct from 1 September 2023 in line with KCSiE Part Four Section two.

20 6 Newly appointed staff and volunteers will be informed of our arrangements for safer working practices during induction before beginning working and contact with students

20 7 In the event of any complaint or allegation against a member of staff, the Senior Designated Safeguarding Lead (Executive Director), will be notified immediately. If it relates to the Executive Director, Local Authority Designated Officer (LADO), will be informed without delay. We will respond to all allegations robustly and appropriately in collaboration with the LADO, LADO Allegation Officers or HR Service.

20 8 Staff may find some of the issues relating to child protection and the broader areas of safeguarding upsetting and may need support which should be provided by New Leaf Triangle leadership team.

20 9 Advice and support will be made available by the Safeguarding and Compliance Lead (SCL), LADO and LCC HR where appropriate to the leadership team.

Please note: KCSiE 2024 Part Three: Alternative Provision – Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil.

21.Links to other Local Authority policies

21.1 This policy, together with the following, should be read alongside and in conjunction with other policies and statutory guidance regarding the safety and welfare of children, including those adopted from Leicestershire County Council and the Leicestershire and Rutland Safeguarding Children Partnership (LRSCP).

Leicestershire and Rutland Safeguarding Children Partnership Policy, Procedures and Practice Guidance link: <https://lrscb.proceduresonline.com/index.htm>

22.Raising Awareness - Roles and Responsibilities

22.1 All staff and volunteers: Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone at New Leaf Triangle who comes into contact with children and their families have a role to play in safeguarding children. All staff consider, always, what is in the best interests of children.

22.2 All staff are particularly important as they are able to identify concerns early and provide help to children to prevent concerns from escalating.

22.3 All our staff are aware of the early help process and understand their role in this. This includes being able to identify emerging problems to recognise children who may benefit from early help. Staff know in the first instance to discuss their concerns with the Designated Safeguarding Lead and understand they may be required to support other agencies and professionals in assessments for early help.

23.Safeguarding Training

23.1 All our staff are aware of systems within New Leaf Triangle and these are explained to them as part of staff induction, which include our child protection policy, the employee code of conduct, the role of the Designated Safeguarding Lead and Keeping Children Safe in Education 2023.

23.2 New Leaf Triangle utilises an induction checklist when staff are inducted which includes the above, but also other policy and procedural information

23.3 All our staff receive safeguarding and child protection training which is updated every three years. In addition, to this training all staff members receive child protection and safeguarding updates when required, but at least annually.

23.4 The DSLs provide safeguarding training and staff are kept up to date with any local or national changes to safeguarding guidance through refresher training as needed.

23.5 All our staff know what to do if a child is raising concerns or makes a disclosure of abuse and/or neglect. Staff will maintain a level of confidentiality whilst liaising with the Designated Safeguarding Lead and children's social care. Our staff will never promise a child that they will not tell anyone about a disclosure or allegation, recognising this may not be in the best interest of the child.

24.Staff responsibilities

24.1 All staff have a key role to play in identifying concerns and provide early help for children. To achieve this, they will:

24.1.1 Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.

24.1.2 Ensure children know that there are adults at New Leaf Triangle who they can approach if they are worried or have concerns.

24.1.3 **New:** - Lead and ensure robust arrangements and procedures are in place to effectively manage and regularly monitor the New Leaf Triangle online safety.

24.1.4 Attend training to be aware of and alert to the signs of abuse.

24.1.5 Maintain an attitude of "it could happen here" with regards to safeguarding.

24.1.6 Record their concerns if they are worried that a child is being abused and report these to the

DSL as soon as practical that day. If the DSL is not contactable immediately a Deputy DSL should be informed.

24.1.7 Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.

24.1.8 Follow the allegations procedures if the disclosure is an allegation against a member of staff.

24.1.9 Follow the procedures set out by the LRSCP and take account of guidance issued by the DfE KCSiE 2023.

24.1.10 Support pupils in line with their child protection plan, child in need plan, LAC Care Plan.

24.1.11 Treat information with confidentiality but never promising to “keep a secret.”

24.1.12 Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.

24.1.13 Understand early help and be prepared to identify and support children who may benefit from early help, **to include children who are frequently missing/goes missing from education, home or care, has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges or in an alternative provision or a pupil referral unit, has a parent or carer in custody or is affected by parental offending.**

24.1.14 Liaise with other agencies that support pupils and provide early help.

24.1.15 Ensure they know who the DSL and Deputy DSLs are and know how to contact them. 24.1.16

Have an awareness of the Child Protection Policy, the Behaviour Policy, the staff code of conduct), procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.

25.Senior Leadership/Management Team responsibilities:

25.1 Contribute to inter-agency working in line with HM Working Together to Safeguard Children 2018 (updated December 2020) guidance.

25.2 Refer to early help when additional needs of children are identified.

25.3 Ensure all staff and volunteers are alert to the definitions of abuse and indicators, and through access to regular training opportunities and updates.

25.4 Ensure staff are alert to the various factors that can increase the need for early help.

25.5 Working with Children’s Social Care, support their assessment and planning processes including attendance at conference and core group meetings as appropriate.

25.6 Carry out tasks such as training of staff and volunteers, safer recruitment and maintaining of a single central register.

25.7 Provide support and advice on all matters pertaining to safeguarding and child

protection to all staff regardless of their position.

25.8 Treat any information shared by staff or students with respect and follow agreed policies and procedures.

25.9 Ensure that allegations or concerns against staff including low-level concerns are dealt with in accordance with guidance from Department for Education (DfE KCSiE 2023 Part Four 'Allegations made against/Concerns raised in relation teachers including other staff, volunteers, and contractors in Sections One and Two.

25.10 Liaise with Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) and Leicestershire County Council (LCC).

Note: KCSiE 2024 paragraphs, 187-202, 'Children potentially at greater risk of harm and children who need a social worker due to safeguarding or welfare needs.' New Leaf Triangle recognises how important it is to support these children and will work closely with social care and any other agencies to address safeguarding and child protection concerns.

26. Teachers – Professional Duty

26.1 The Teachers Standards 2012 (updated 13 December 2021) remind us that teachers, newly qualified teachers and headteachers should safeguard children and maintain public trust in the teaching profession as part of our professional duties.

27. Designated Safeguarding Lead

27.1 We have a Senior Designated Safeguarding Lead who takes lead responsibility for safeguarding children and child protection who has received appropriate training and support for this role. The Snr Designated Safeguarding Lead is a senior member of the leadership team.

27.2 We also have a Deputy Safeguarding Lead, who will provide cover for the Senior Designated Safeguarding Lead when they are not available. Our Deputy Safeguarding Lead has received the same training as our Senior Designated Safeguarding Lead. They will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within our ethos and that specific duties are discharged. They will assist the Senior Designated Safeguarding Lead in managing referrals, attending child protection conferences, reviews, core group meetings and other meetings of a safeguarding and protection nature to support the child/children.

27.5 We acknowledge the need for effective and appropriate communication between all members

of staff in relation to safeguarding pupils. Our Designated Safeguarding Lead will ensure there is a structured procedure, which will be followed by all the members in cases of suspected abuse.

28.The Senior Designated Safeguarding Lead is expected to:

28.1 Manage Referrals:

28.1.1 Refer cases of suspected abuse or allegations to the relevant investigating agencies.

28.1.2 Support staff who make referrals to children's social care and other referral pathways.

28.1.3 Refer cases where a person is dismissed or left due to risk/harm to a child and will make a referral to the Disclosure and Barring Service. New Leaf Triangle has a procedure for referring persons to this service.

28.2 Ensure arrangements are in place year-round for all staff and volunteers to seek advice, support and inform of safeguarding concerns, or incidents and disclosures that inform children are at risk of harm, or abuse, harm or bullying or sexual harm or harassment has occurred.

28.3 Ensure appropriate systems are in place to manage and address online safety, access to mobile phone networks, especially for those children who are potentially at greater risk of harm, abuse, and **exploitation** and refer concerns where required linked to the PREVENT duty.

Note: This preventing radicalisation section remains under review, following the publication of a new definition of extremism on the 14 March 2024.

28.4 The senior DSL and other DSLs will meet regularly as needed to ensure each is fully informed and able to respond to the needs of children subject to safeguarding concerns.

28.5 Work with others

28.5.1 Liaise with Senior Designated Safeguarding Lead to inform him/her of any issues and ongoing investigations.

28.5.2 As required, liaise with the 'case manager' (as per Part Four of KCSiE 2023) and the LADO where there are child protection concerns/allegations that relate to a member of staff.

28.5.3 Liaise with the case manager and the LADO/LADO Allegation Officer where there are concerns about a staff member.

28.5.4 Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies and acts as a source of support, advice, and expertise for other staff.

28.5.5 Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.

28.5.6 Liaise with the local authority and other agencies in line with Working Together to Safeguard Children 2018 (updated December 2020) and the local Leicestershire Safeguarding Children Partnership procedures and practice guidance.

28.5.7 The designated safeguarding leads are aware of the local arrangements put in place by Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) and know how to access the LRSCP website and training.

28.6 The DSL will feedback information to staff to help raise awareness of emerging threats and risks through face to face meetings.

28.7 The DSL / staff team contributes to developing learning experiences for children and staff through staff meetings and training.

28.8 Undertake training:

28.8.1 Formal Designated Safeguarding Lead training will be undertaken at least every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually.

28.8.2 The Senior Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training.

28.8.3 The Senior Designated Safeguarding Lead is also responsible for ensuring all other staff with designated safeguarding responsibilities access up to date and timely safeguarding training and maintains a register or data base to evidence the training.

28.12 The training undertaken should enable the Designated Safeguarding Lead to:

28.12.1 Understand the assessment process for providing early help and intervention through the Thresholds to access to services.

28.12.2 Have a working knowledge of how the Leicestershire and Rutland Safeguarding Children Partnership operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.

28.12.3 Ensure that each member of staff has access to the child protection policy and procedures.

28.12.4 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

28.12.5 Be alert to the specific needs of children in need, including those with special

educational needs and or disabilities and young carers.

28.12.6 Be able to keep detailed, accurate, secure written records of concerns, **decisions** and referrals. **28.12.7** Understand the Prevent Duty and provide advice and support to staff on protecting and preventing children from the risk of radicalisation and being grooming into extremist behaviours and attitudes (KCSiE 2023 Annex A and B).

28.12.8 Understand the reporting requirements for FGM.

28.12.9 Understand and support children to keep safe when online and when they are learning at home [KCSiE 2022 Part Two – The Management of Safeguarding and page 111 to 116 and 134, 136 142 to 144, 152 and 158].

28.12.10 Encourage a culture of protecting children, listening to children and their wishes and feelings.

28.13 Raise awareness:

28.13.1 Ensure that the child protection policies are known, understood, and used appropriately.

28.13.2 Ensure that the child protection policy is reviewed annually in consultation with staff members, and procedures are updated and reviewed regularly and implemented, and that the board of management is kept up to date and actively involved.

28.13.3 Work strategically to ensure policies and procedures are up to date and drive and support development.

28.13.4 Ensure that the child protection policy is available to parents and carers and uploaded to the website and make parents/carers aware that referrals may be made about suspected abuse or neglect.

28.13.5 Ensure all staff receive induction training covering child protection before working with children and can recognise and report any concerns immediately as they arise.

28. Child Protection file - The Senior Designated Safeguarding Lead is responsible:

28.14 for ensuring that when a child leaves the school or college their 'child protection,' 'child in need' file or 'confidential' file is transferred to the new school or college at the same time the child goes on roll of its new school or education provision.

28.15 for keeping a record of the number of children open and subject to CP, CiN and LAC concerns is maintained.

28.16 for keeping a record or data on the cohort of children having or have had a social worker and social care involvement will be maintained.

28.17 Will maintain, keep and store records, where a concern about a child has been identified in accordance with statutory guidance in KCSiE 2023.

28.18 The Senior DSL and DSL team ensure all concerns and incidents are reported, recorded, responded to. All concerns are written down by staff, signed and dated and are passed on to a DSL. These records are stored in a safeguarding file in a locked filing cabinet. There is a chronology record for each incident, stating who made the alert, what action the DSL took, whether it was referred to First

Response or other, who else was informed etc. Safeguarding files are transferred to the student's next provider within 5 days of them leaving New Leaf Triangle. This is done by the senior DSL and is through a secure email, post or face to face.

28.19 Availability - During term time the Senior Designated Safeguarding Lead (or a Deputy) will always be available (during opening hours and out of hours) for staff to discuss any safeguarding concerns.

29. Looked After Children – the role of the Designated Safeguarding Lead

29.1 The Designated Safeguarding Lead will have details of the child's social worker and the name of the Assistant Head of the Virtual School. The Designated Safeguarding Lead will work closely with staff, as we recognise that children may have been abused or neglected before becoming looked after. We will ensure their ongoing safety and wellbeing as well as supporting their education, through linking with their social worker, virtual school, carers, and parents where appropriate.

29.2 We also recognise children who are looked after or were previously looked after potentially are vulnerable and all staff will be informed of the importance of maintaining support for them through the pastoral system. We will continue to recognise the importance of working with agencies and take prompt actions where necessary to safeguard these children, who may remain vulnerable.

Note :KCSiE 2024 190-201

30. Children with Special Educational Needs

30.1 We recognise that children with special educational needs (SEN) and or disabilities can face additional safeguarding challenges on and offline. Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

30.2 All staff are aware that additional barrier can exist when recognising **abuse, neglect and exploitation** for children with SEND and be more prone to peer group isolation or bullying

(including prejudice-based bullying) than other children. They may not always show outward signs and may have communications barriers and difficulties in reporting challenges, especially involving exploitation or incidents involving child-on-child harm, abuse, or harassment and particularly where that harassment or harm is of a sexual nature. Our staff's vigilance will be a supporting factor to keeping all children safe.

Staff should consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place. Further information can be found in DfE: [SEND code of Practice 0 to 25 years](#), and [Supporting Pupils at School with Medical Conditions](#).

30.3 Our policy reflects the fact that additional barriers can exist when recognising **abuse, neglect and exploitation** in this group of children which include:

30.3.1 assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.

30.3.2 children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming their ability to disclose incidents or the risk of harm they feel subject to,

30.3.3 addressing individual behaviour concerns and incidents considering the child's SEN and disabilities.

30.3.4 recognising and having in place additional support for example to teach, advise, mentor and support children with SEND from online harms, hoaxes, bullying, grooming and radicalisation and enable them to have confidence and the ability to stay safe online, either in schools or outside the school environment.

32.4 There are separate policies for personal care and management of medication

31. Acting where concerns are identified

31.1 Our staff recognise the difference between concerns about a child and a child in immediate danger.

31.2 If staff have concerns about a child, they will need to decide what action to take. A discussion should take place with the Senior Designated Safeguarding Lead, to agree a course of action.

31.3 If a child is in immediate danger or risk of harm a referral will be made immediately to First Response and/or immediately to the police if at imminent risk of harm by the member of staff if required, with the Designated Safeguarding Lead being informed of the referral.

31.4 If a child chooses to tell a member of staff about alleged abuse, there are several actions that staff will undertake to support the child:

31.4.1 The key facts will be established in language that the child understands, and the child's words will be used in clarifying/expanding what has been said.

31.4.2 No promises will be made to the child, e.g., to keep secrets.

31.4.3 Staff will stay calm and be available to listen.

31.4.4 Staff will actively listen with the utmost care to what the child is saying. 31.4.5 Where questions are asked, this should be done without pressurising, and only using open questions.

31.4.6 Leading questions should be avoided as much as possible

31.4.7 Questioning should not be extensive or repetitive

31.4.8 Staff will not/ should not put words in the child's mouth but will subsequently note the main points carefully.

31.4.9 A full written record will be kept by the staff duly signed and dated, including the time the conversation with the child took place, outline what was said, comment on the child's body language etc.

31.4.10 It is not appropriate for staff to make children write statements about abuse that may have happened to them or get them to sign the staff record.

31.4.11 Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on.

31.4.12 The Designated Safeguarding Lead will be immediately informed unless the disclosure has been made to them.

31.4.13 Information should be shared with children's social care without delay, either to the child's own social worker or to First Response. Children's Social Care will liaise with the police where required, which will ensure an appropriate police officer response rather than a uniformed response.

31.4.14 The Police would only therefore be contacted directly in an emergency or if a child is in immediate risk of harm, abuse, or danger.

Staff should never attempt to carry out an investigation of suspected child abuse by interviewing the child or any others involved especially if a criminal act is thought to have occurred. The only people who should investigate child abuse and harm are Social Care, Police, or the NSPCC.

32. Confidentiality

32.1 We recognise that all matters relating to child protection are confidential; however, a member of staff must never guarantee confidentiality to children; children will not be

given promises that any information about an allegation will not be shared.

32.2 Where there is a child protection concern it will be passed immediately to the Designated Safeguarding Lead and/or to children's social care. When a child is in immediate danger children's social care/the police will be contacted.

32.3 The Senior Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff, including the level of involvement of other agencies, only on a 'need to know' basis.

32.4 All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children. They are aware that the Data Protection Act 1998 should not be a barrier to sharing of information where failure to do so would result in a child being placed at risk of harm. [Staff should refer to the DfE Data Protection guidance for schools \(DfE, 2024b\)](#)

32.5 We acknowledge further guidance can be found by visiting Leicestershire and Rutland Safeguarding Children Partnership website: <https://lrsb.org.uk/>

33. Information Sharing

33.1 Effective sharing of information between practitioners and local organisations and agencies is essential for early identification of need, assessment, and service provision to keep children safe. Serious Case Reviews (SCRs) now known as Rapid Reviews (RRs) have highlighted that missed opportunities to record and thereby understand the significance of sharing information in a timely manner can have severe consequences for the safety and welfare and well-being of children (Working Together to Safeguard Children 2018, updated [December 2023](#)).

33.2 We will adopt the information sharing principles detailed in statutory safeguarding guidance contained within:

33.2.1 DfE KCSiE 2023 - has several sections which provide clarity on information sharing processes and GDPR including within Annex C which makes clear the powers to hold and use information when promoting children's welfare.

33.2.2 Working Together to Safeguard Children 2018 Paragraph 23 to 27 and on pages 20 and 21.

33.2.3 Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents, and carers (which has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018).

33.2.4 Leicestershire and Rutland Safeguarding Children Partnership (NSCP) Policy and Practice Guidance.

33.2.5 Key staff have completed GDPR Information Sharing training.

34. Records and Monitoring [KCSiE 2023 paragraphs 68 to 70, Part Four, Part Five, Annex C]

All concerns are written down by staff, signed and dated and are passed on to a DSL. These records are stored in a safeguarding file in a locked filing cabinet. There is a chronology record for each incident, stating who made the alert, what action the DSL took, whether it was referred to First Response or other, who else was informed etc. These records are monitored through regular meetings of the DSLs. The engagement with statutory agencies, including Social Care, Early Help, Police, CAMHS, Health and other services is recorded in the files. Safeguarding files are transferred to the student's next provider within 5 days of them leaving New Leaf Triangle. This is done by the senior DSL and is through a secure email, post or face to face.

34.1 Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual and evidence-based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed. Where an opinion or professional judgement is recorded this should be clearly stated as such. **As well as keeping records of concerns, discussions and decisions, designated safeguarding leads should keep record of the rationale for any decisions made.**

34.2 At no time should an individual teacher/member of staff be asked to or consider taking photographic evidence of any injuries or marks to a child's person; this type of behaviour could lead to the staff member being taken into managing allegations procedures. The body maps should be used in accordance with recording guidance and to support clarity for example of areas of injury, marks and bruising and or touching.

34.3 Any concerns should be reported and recorded without delay to the appropriate safeguarding services e.g., First Response or the child's social worker if already an open case to social care.

34.4 A chronology will be kept in the main file prior to the commencement of a concern file. Staff, particularly pastoral staff, will record any minor concerns on the chronology and will take responsibility for alerting the Designated Safeguarding Lead should the number of concerns rise or, in their professional judgement, become significant. At the point at which a concern file (see below) is commenced then the chronology can be transferred to the concern file.

34.5 Safeguarding, child protection and welfare concerns will be recorded and kept in a

separate secure file known as a 'concern' file (formerly referred to as a child protection file), which will be securely stored and away from the main pupil file.

34.6 We will ensure all our files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.

35. Why recording is important

35.1 Our staff will be encouraged to understand why it is important that recording is comprehensive and accurate and what the messages from serious case reviews are in terms of recording and sharing information. It is often when a chronology of information is pieced together that the level of concern escalates or the whole or wider picture becomes known.

35.2 We maintain paper 'concerns' files and 'child protection confidential' files. 35.3 We acknowledge without information being recorded it can be lost. This could be crucial information, the importance of which is not always necessarily apparent at the time. On occasions, this information could be crucial evidence to safeguard a child or be evidence in future criminal prosecutions.

36. The Child Protection (CP), Child in Need (CiN) or Confidential file [KCSiE 2023

Annex C pages 166 to 170 and paragraphs 68,102,122, 123, 540 and 543].

Note: The establishment of a Child Protection, CiN or Confidential Safeguarding file, which is separate from the child's main file, is an important principle in terms of storing and collating information about children which relates to either a child protection or safeguarding concern or an accumulation of concerns about a child's welfare which are outside of the usual range of concerns which relate to ordinary life events. It should be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the child's particular circumstances will need to be taken into account for example if a child is subject to a child protection plan, CiN plan or has looked after status (LAC). Professional judgement will therefore be an important factor when making this decision and will need clear links between pastoral staff and those with Designated Safeguarding Lead responsibilities.

38.1 A 'child protection' or 'confidential' file should be commenced in the event of:

- A referral to First Response/Children's Social Care.
- A number of minor concerns on the child's main school file.

- Any child open to social care.

38.2 All 'child protection' or 'confidential' file should contain the following A front sheet. •

A chronology.

- A record of concern in more detail and body map, where appropriate.
- A record of concerns and issues shared by others.

38.2 New Leaf Triangle will keep paper records of concerns about children even where there is no need to refer the matter to First Response/Children's Social Care (or similar) immediately, but these records will be kept within the separate concerns file.

38.3 Records will be kept up to date and reviewed regularly by the Snr Designated Safeguarding Lead, to evidence and support actions taken by staff in discharging their safeguarding arrangements. Original notes will be retained (but clearly identified as such) as this is a contemporaneous account; they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.

38.4 The 'confidential' file can be active or non-active in terms of monitoring i.e., a child is no longer LAC, subject to a child protection plan or EHAF and this level of activity can be recorded on the front sheet as a start and end date. If future concerns arise, they can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.

37. Transfer of child's child protection file, child in need, LAC, or confidential file (statutory requirement):

37.1 New Leaf Triangle follows file transfer guidance contained in KCSiE 2023 and ensures when a child moves school/education provision their child protection/confidential file is sent securely to their new educational setting when the child starts/ leaves.

37.2 For those children subject of social care and safeguarding agency involvement will ensure the file is able to evidence the child's journey and include key information as described in KCSiE 2023 Should a child subject to social care involvement transfer schools, college, or education provider we will ensure the child's child protection or confidential file move is transferred within 5 days as required by KCSiE.

37.3 Our Senior DSLs will liaise directly with the receiving school, college or alternative placement and hold a discussion to share important information to support the child's

transfer to ensure the child remains safeguarded, has any 'reasonable adjustments' agreed, and put in place and to ensure the changes experienced by the child are as smooth as possible to enable a positive integration experience and engagement with new staff and learning.

37.4 In accordance with KCSiE 2023 we will maintain information on cohorts of children who have been open to social care, have had a social worker or who are closed to social care and may have returned to the family home. This information will only be considered for sharing 'if appropriate' with the new school or provider in advance of the child leaving to allow for the new school to continue supporting the children who have had a social worker or been victims of abuse, including those who are currently receiving support through the 'Channel' programme.

[KCSiE 2023 paragraph 123 and pages 150 to 152 and Annex C]

38. Recording Practice

38.1 Timely and accurate recording will take place when there are any issues regarding a child.

38.2 A recording of each and every incident or concern for the child will be made, including any telephone calls to other professionals. These will also be recorded on the chronology and kept within the child protection file for that child, as over time they are likely to help identify any patterns or emerging risks and needs. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed, and roles and responsibility of each agency will be clarified, and outcomes recorded.

38.3 The chronology will be brief and log activity; the full recording will be on the record of concern.

38.4 Further detailed recording will be added to the record of concern and will be signed and dated. Records will include an analysis of the event or concerns and will take account of the holistic needs of the child, and any historical information held on the child's file.

38.5 Support and advice will be sought from social care, or early help whenever necessary. In this way a picture can emerge, and this will assist in promoting an evidence-based assessment and determining any action(s) that needs to be taken.

38.6 This may include no further action, whether an Early Help Assessment should be

undertaken, or whether a referral should be made to First Response/Children's Social Care in-line with the Threshold for access to services published September 2021, or any later edition made available by Leicestershire and Rutland Safeguarding Children Partnership.

38.7 Such robust practice across child protection and in safeguarding and promoting the welfare of children will assist the school and DSL team in the early identification of any concerns which may require addressing further and the prevention of future harm, risk, or abuse.

38.8 The Designated Safeguarding Lead will have a systematic means of monitoring children known or thought to be at risk of harm (through the concern file and through an ongoing dialogue with pastoral staff). They will ensure that we contribute to assessments of need and support multi-agency plans for those children.

39. Educating Young People – Opportunities to teach safeguarding [KCSiE 2023 paragraphs 124 to 140, Annex A & Annex C Online Safety paragraph 144 to 148].

41.1 As an alternative provider we only have children for a small number of hours a week and do not have a comprehensive curriculum. We cover a number of safeguarding aspects in our weekly theme, where staff are given resources to cover topics with their children such as youth produced imagery, on-line risks associated with social networking to prevent harm by providing them with the skills, attributes, and knowledge to help them navigate risks, including covering online safety. We will ensure appropriate filters and monitoring systems in place and regularly review their effectiveness

41.3 We will ensure we promote giving children the space to explore key issues in a sensitive way and the confidence to seek the support of adults should they encounter problems or online harms, hoaxes or harassment including involving incidents of sexual violence and sexual harassment between children.

41.5 Our arrangements will be regularly reviewed to address this additional area of safeguarding as technologies change on a regular basis and having access to smart technology could mean some children, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non consensually (via large chat groups) and view and share pornography and other harmful content. New Leaf Triangle's response to identifying, responding to, and managing concerns, incidents, or disclosures regarding sexual violence between children is contained in the 'Child on Child abuse policy'.

40. Helplines and reporting

40.1 Children can talk to a Child Line counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at

<https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/>

40.2 Where staff members feel unable to raise an issue with their employer, or feel they have a genuine concern that is not being addressed we acknowledge they may wish to consider whistleblowing channels. Likewise, if parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0800 028 028 0295, or by emailing help@nspcc.org.uk

The following appendices are a part of this policy :

Appendix 1 - LCC LA Flow Chart 2023-2024 'What to do if you are worried a child is being abused or at risk of harm, neglect, or online harm

Appendix 2 -Template: Case Record and Chronology form

Appendix 3 -Template: Logging a concern about a child's safety and welfare

Appendix 4 -Template: Body Maps Guidance and Body Maps

Appendix 5 - Policy and procedures to manage with child-on-child abuse and sexual violence and sexual harassment from September 2023

Appendix 6 – Existing Injuries Form – Tool to support reflection

Appendix 1

**Name of School/Academy/AP Child Protection & Safeguarding Flow Chart
'What to do if you are worried a child is being abused, at risk of harm or neglect'**

Actions where there are concerns about a child's welfare in and outside of school.

- Be alert to signs of abuse, question unusual behaviour or changes to presentation.

Where a child discloses abuse, neglect, sexual violence, sexual harassment, online harm, exploitation.

- Listen to what they say, keep calm, reassure they are right to tell, and you will take action to help keep them safe.
- Inform them you need to share the information and what you are going to do next
- Do not promise confidentiality, you will need to share/ report the information to appropriate services.
- **DO NOT DELAY, take any immediate necessary action to protect the child and ensure the Designated Safeguarding Lead is informed or member of SLT in the DSL's absence.**

Discuss concerns with the Designated/Named Safeguarding Lead

- The DSL will consider further actions including consultation with First Response (if a new concern).
- Concerns and discussion, decisions and reasons for decision should be recorded in writing and a 'confidential concerns' or a 'child protection' file should be opened, stored in line with the school child protection policy.
- At all stages the child's circumstances should be kept under review and re-refer if concerned to ensure the child's circumstances improve – **the child's best interests must come first.**

Still have concerns - Refer to First Response (MARF)
Have child/families' personal details to hand and be clear about concern/allegations. Complete referral form.

Safeguarding concern Resolved /no longer held
Support has been agreed, record decisions and any follow up needed. actions.

First Response 0116 305 0005
Where safe consider **Early Help Service**

If the child is at immediate risk dial 101 and ask for assistance
Record all decisions and actions, working to agreed outcomes and within timescales. Escalate any emerging threats/concerns by adopting Leicestershire and Rutland Safeguarding Children Partnership procedures.
lrscb.proceduresonline.com/index.htm

NSPCC Whistle blowing
Tel: 0800 028 0285
Police Tel:101

Unmet needs identified
Decide what actions are needed to support the child.

Consult with the child young person, family, and relevant agencies: Agree support, refer to LRSCP guidance Thresholds for access to services (September 2021)

Appendix 2

Case Record/Chronology

CONFIDENTIAL

Sheet Number:

Complete for all incidents of concern including where a 'logging the concern' sheet has not been completed. If one has been completed, then add a note to this chronology to cross reference (significant information may also be added).

Name:		
DOB:		Form:
Date:	Information/Details of concerns or contact:	Print Name & Signature:

Appendix 3

Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

Pupil's Name:	Date of Birth:	FORM:
Date and Time of Incident:	Date and Time (of writing):	
Name:		
Print:		Signature:
Job Title:		
Note the reason(s) for recording the incident.		
Record the following factually: Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?		
Professional opinion where relevant (how and why might this have happened?)		
Note actions, including names of anyone to whom your information was passed.		
Any other relevant information (distinguish between fact and opinion).		

Check to make sure your report is clear to someone else reading it.

Please give this form to your Senior Designated Safeguarding Lead

Part 2 (for use by the Senior Designated Safeguarding Lead (DSL))

Time and date information received by DSL, and from whom.		
Any advice sought by DSL (date, time, name, role, organisation, and advice given).		
Action taken (referral to First Response (MARF completed)/children's social care/monitoring advice given to appropriate staff/EHAF etc. with reasons. Note time, date, names, who information shared with and when etc.		
Parent's informed Y/N and reasons.		
Outcome Record names of individuals/agencies who have given information regarding outcome of any referral (if made).		
Where can additional information regarding child/incident be found (e.g. Pupil file, serious incident book)?		
Should a concern/confidential file be commenced if there is not already one? Why?		
Signed		
Printed Name		

Appendix 4

Body Map Guidance for Schools

Medical assistance should be sought where appropriate.

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures, the body map below should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g., First Response or the child's social worker if already an open case to social care.**

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds, and burns:

- Exact site of injury on the body, e.g., upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record.

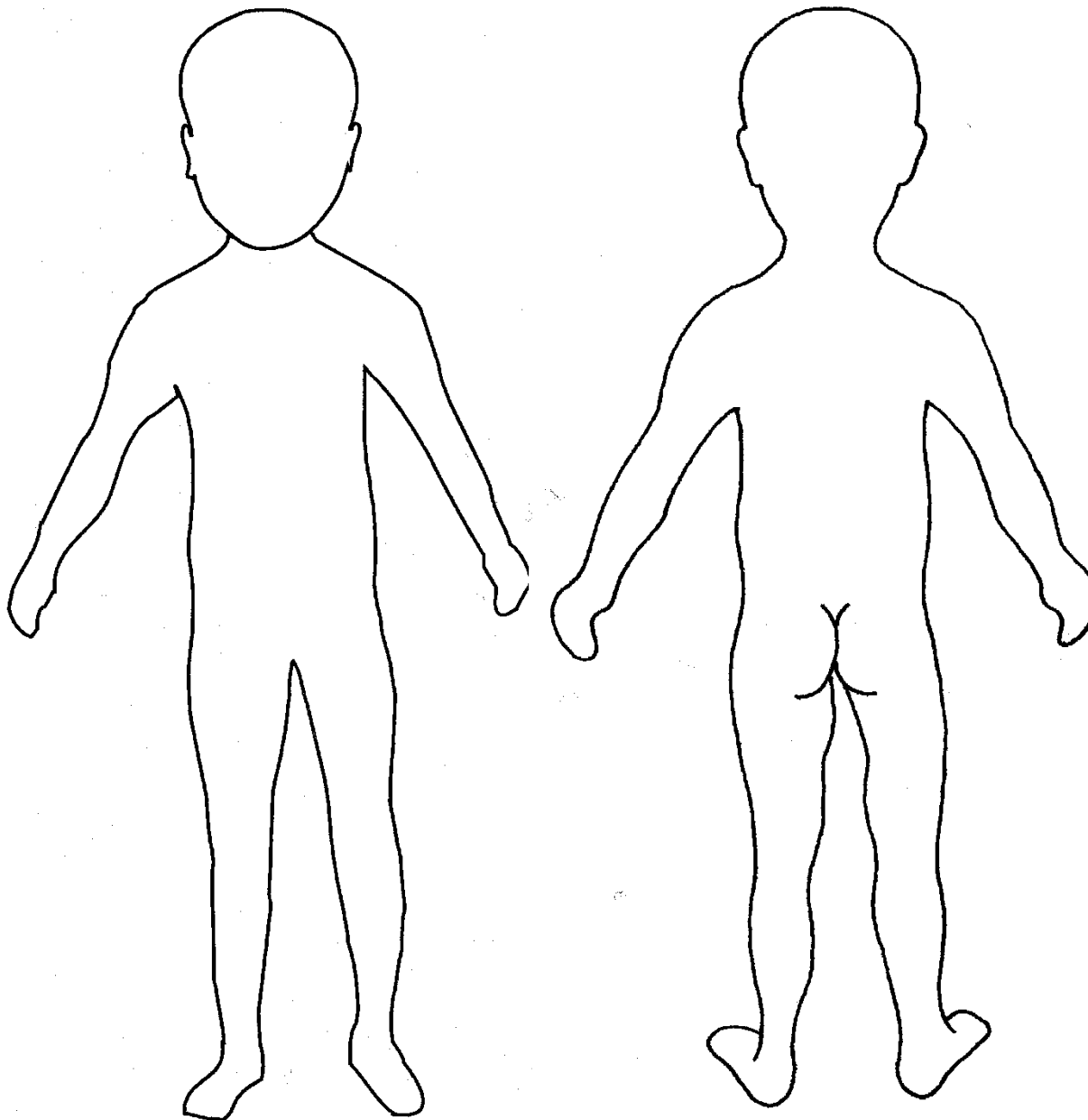
A copy of the body map should be kept on the child's child protection file.

(This must be completed at time of observation)

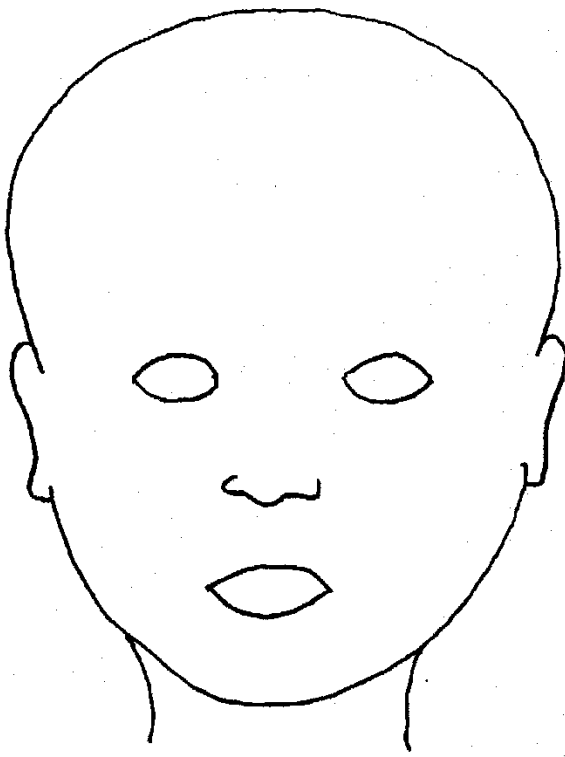
Names for Child: _____ Date of Birth: _____

Name of Worker: _____ Agency: _____

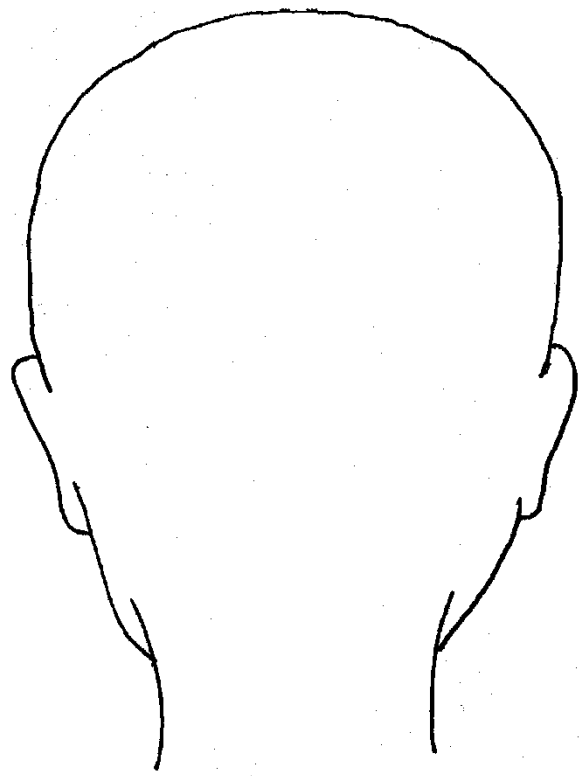
Date and time of observation: _____



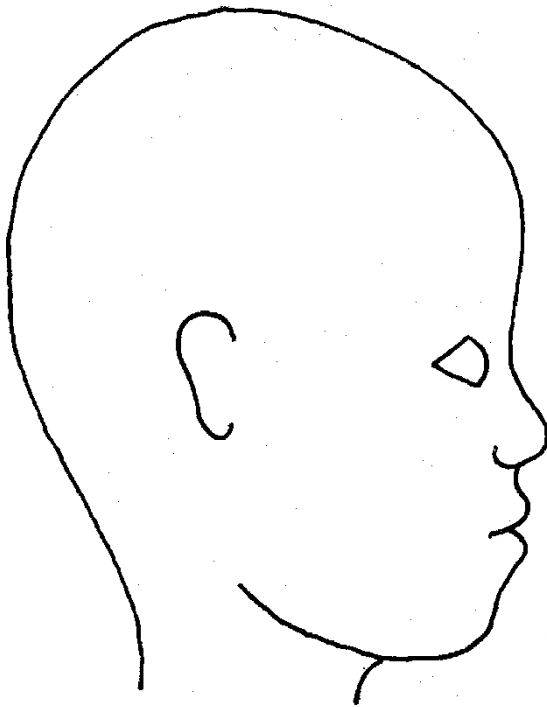
Name of Child: _____ Date of observation: _____



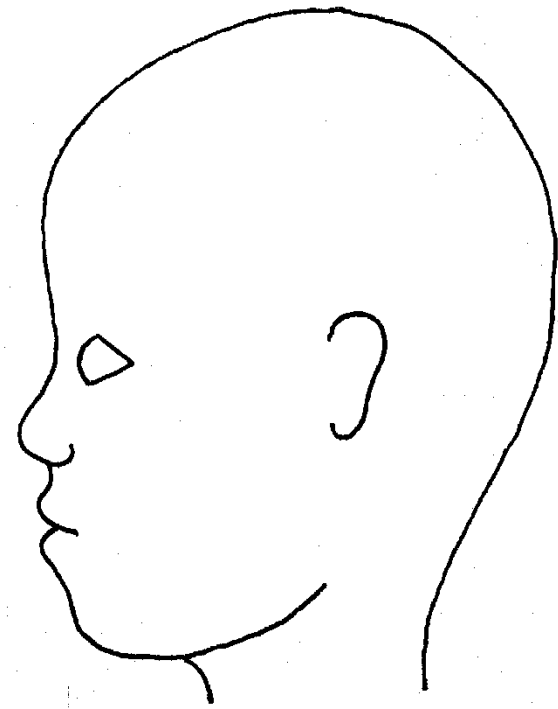
FRONT



BACK



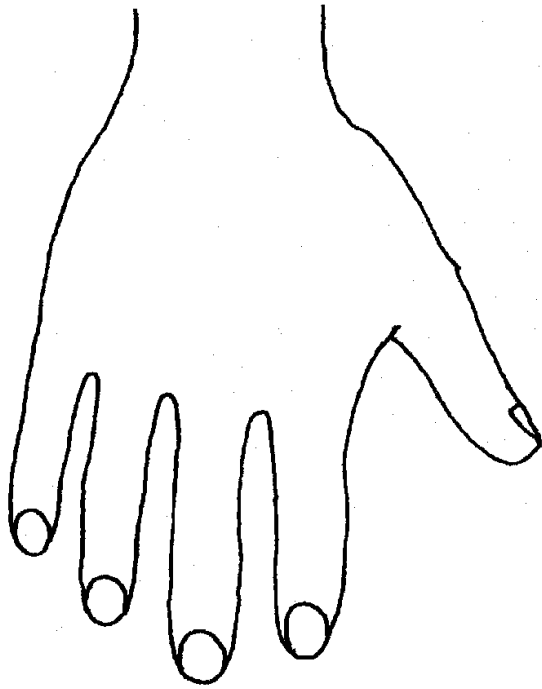
RIGHT



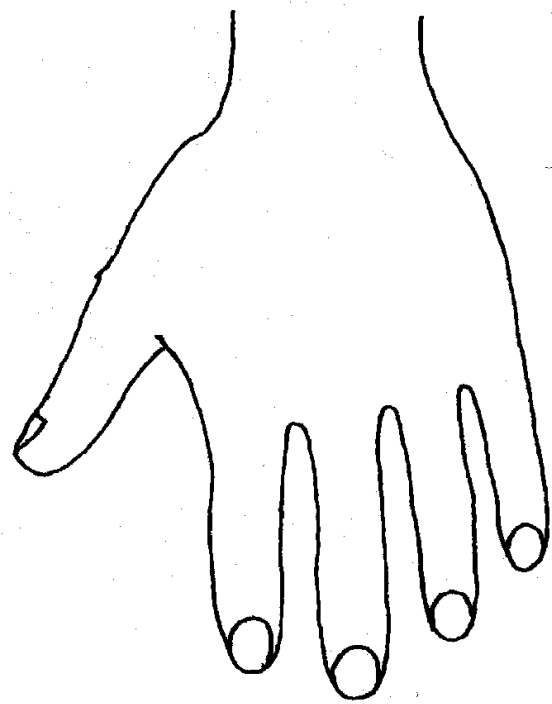
LEFT

Name of Child: _____

Date of observation: _____



R
BACK

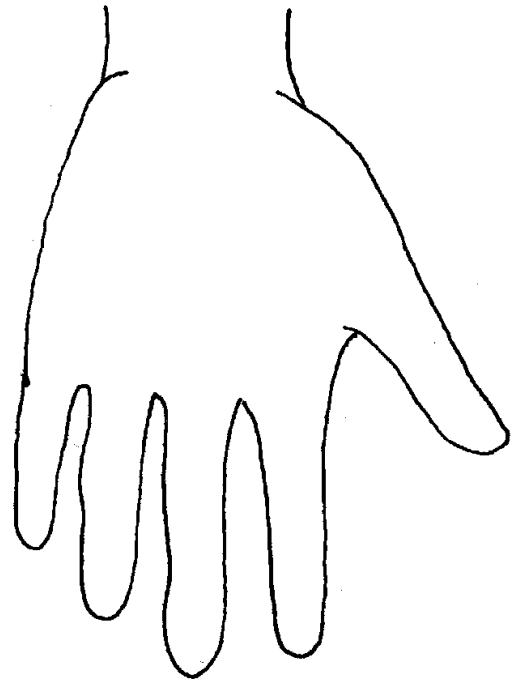


L



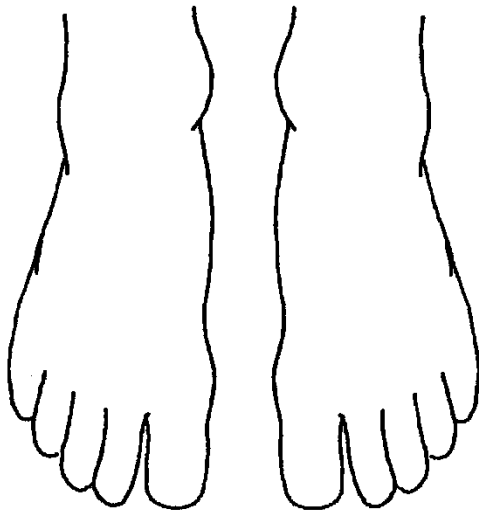
R
PALM

Name of Child: _____

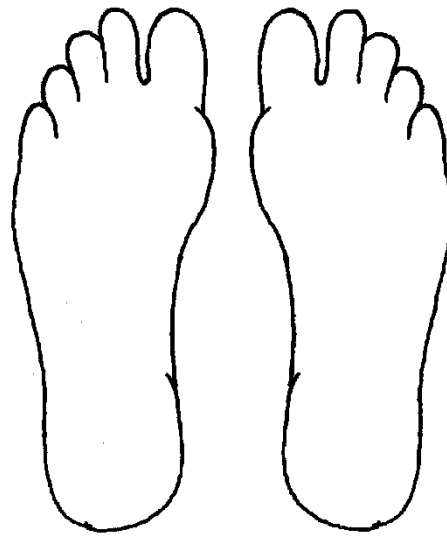


L

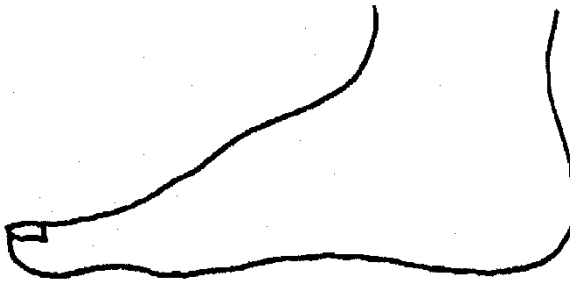
Date of observation: _____



R TOP L



R BOTTOM L



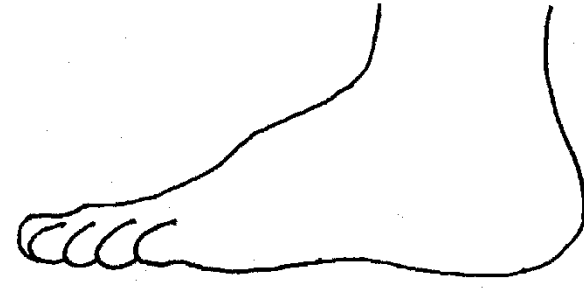
R
INNER



L



R
OUTER



L

Printed Name and

Signature of worker:

Date:

Time:

Role of Worker:

Other information:

Appendix 5

New Leaf Triangle Child-on-child Abuse Policy

Version	1
Developed by	Lorraine Squires Shaw (Director)/Kath Carter (Business Coordinator)
Date developed	November 2023
Review date	November 2025

Introduction

This policy explains what child-on-child abuse is, and how we, at **New Leaf Triangle (NLT)**, will respond to any concerns or incidents.

Through this policy all staff will be clear as to our approach and procedures with regard to child-on-child abuse and the role they have in preventing it, identifying it, and responding appropriately where they believe a child may be at risk – including providing support to all children affected by it.

We recognise that children can abuse other children, whether than be physical, bullying, sexual or online, and that it can happen in any setting, and often goes unseen. We are committed to a zero-tolerance approach.

We are committed to aiming to have an open and supporting culture within NLT which encourages pupils to speak out if they are experiencing any peer-on-peer abuse. We also expect all staff to identify and respond to all incidents of peer-on-peer abuse that they observe and refer incidents to their Manager and/or Designated Safeguarding Lead as appropriate.

When managing and responding to all incidents of peer-on-peer abuse, we will aim to establish the nature of the risk by consultation and assessment. This will include considering concerns relating to contextual safeguarding.

This policy should be read in conjunction with:

- [Keeping Children Safe in Education. Statutory Guidance for schools and colleges](#) All staff in a school should be familiar with the relevant sections that deal with Child-on-Child Sexual Violence and Harassment.
- [Sexual Violence and Sexual Harassment between Children in Schools and Colleges](#). DfE, latest guidance for Headteacher, Principals, Senior Leadership teams and designated safeguarding leads.
- The non-statutory UKCCIS guidance: [‘Sexting in schools and colleges: responding to incidents and safeguarding young people’](#) and [KSCB](#) guidance: “Responding to youth produced sexual imagery”

- The non-statutory guidance: [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](#)
- [Teaching Online Safety in Schools, DfE 2019](#)
- [The Voyeurism Act, 2019 \(Section Up skirting\)](#)

In cases where child on child abuse is identified we will use the local safeguarding procedures as set out by Leicestershire County Council

Within this policy we will refer to other policies:

- NLT Safeguarding Policy
- NLT Behaviour Policy
- NLT Anti- Bullying Policy
- NLT E-safety Policy
-

Types of child-on-child abuse

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

Vulnerable groups

We recognise that all children are at risk but that some groups are more vulnerable than others and includes:

- a child with additional needs and disabilities
- a child living with domestic abuse
- a child who is at risk of/suffering significant harm
- a child who is at risk of/or is being exploited (CRE, CSE)
- a looked after child
- a child who goes missing or is missing education
- children who identify as or are perceived as LGBTQ+ and/or any of the protected characteristics

Girls are more frequently identified as being abused by their peers and more likely to experience unwanted sexual touching, and sexual harassment. They often are exploited by gangs and are victims of sexual violence when in gangs. However, it's important to be aware that boys can also be abused in all the above potential ways.

In addition, boys are less likely to report intimate relationship abuse and may display other behaviour such as anti-social/criminal behaviours. Boys are more likely to be exploited /entrapped into gangs and subject to violence as a result of gang culture.

NLT's zero tolerance approach to child-on-child abuse

Child-on-child abuse of any type will not be tolerated, minimised, or dismissed as 'just banter'; 'just having a laugh'; 'part of growing up'; 'boys being boys'; or 'just what girls do'.

Bullying is a very serious issue that can cause children considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's well-being and in very rare cases has been a feature in the suicide of some young people. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through NLT's anti-bullying procedures.

All students and parents/carers have access to NLT's anti-bullying procedures on joining the school and the subject of bullying is addressed at regular points in the year.

All members of staff receive a copy of NLT's behaviour policy, and anti-bullying procedures, as part of their induction and are aware of the harm caused by bullying. We will respond to all incidents of bullying proactively.

NLT will also consider the potential for the impact of the incident to extend further than our setting - eg for images or content to be shared around neighbouring schools/colleges) and for a victim (or alleged perpetrator) to become marginalised and excluded by both online and offline communities.

There is also the strong potential for repeat victimisation in the future if abusive content

continues to exist somewhere online. Online concerns can be especially complicated. Support is available from The UK Safer Internet Centre at 0344 381 4772 and helpline@saferinternet.org.uk and the Internet Watch Foundation at <https://www.iwf.org.uk/>

Online bullying behaviour

Children and young people commonly use electronic equipment including mobile phones, tablets, and computers daily to access the internet and share content and images via social networking sites such as Facebook, Twitter, MSN, Tumblr, Snapchat, Tik Tok and Instagram. Those technologies and the internet are a source of fun, entertainment, communication, and education. Unfortunately, however, some adults and young people will use those technologies to harm children and the use of technology has become a significant component of many safeguarding issues such as child sexual exploitation, radicalization and sexual predation.

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

- **content:** being exposed to illegal, inappropriate, or harmful material; for example, pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending, and receiving explicit images, or online bullying.
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour. Many pupils own or have access to hand-held devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community.

NLT's E-safety policy explains how we try to keep students safe in our setting and protect and educate students in the safe use of technology. Due to the nature of our one to one staff to student ratio, we are, in the main, able to closely monitor, support and restrict the way that our students access and use online content.

Cyberbullying and sexting by pupils will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures (see 'Sexting' below). Serious incidents may be managed in line with our child protection procedures.

Responding to Racism

We acknowledge and celebrate that Britain is a multi-racial and multi-faith country, and everyone has the right to have their culture and religion respected by others. Racist bullying is not just about skin-colour, it can be about ethnic background or religion too.

We recognise that racist hate crime is a criminal matter. We will, therefore, notify the police if we believe an offence may have been committed.

We will use a whole setting approach of tackling and eradicating this type of behaviour, including education around racism in our weekly theme and on a targeted basis for individuals where a need has been shown.

Contextual safeguarding

Safeguarding incidents and behaviours can be associated with factors outside our setting. All staff are aware of contextual safeguarding and the fact they should consider whether wider environmental factors present in a child's life are a threat to their safety and/or welfare. To this end, we will consider relevant information when assessing any risk to a child and share it with other agencies to support better understanding of a child and their family.

We aim to respond to concerns relating to contextual safeguarding by:

- creating a safe culture at NLT by implementing the child-on-child abuse policy and ensuring that all staff and students are aware of the policy
- demonstrating an awareness of contextual safeguarding issues in the local area to and how this may impact upon our students
- remaining vigilant to changes in students' behaviour, taking note of attendance/punctuality and presentation.

Hate crime

A hate crime is defined as 'Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender.'

A hate incident is any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender.

Not all hate incidents will amount to criminal offences, but it is equally important that these are reported and recorded by the police.

Hate crimes can include:

- physical attacks - physical assault, damage to property, offensive graffiti, neighbour disputes, and arson

- threat of attack - offensive letters or emails, abusive or obscene telephone calls, groups hanging around to intimidate you and unfounded, malicious complaints
- verbal abuse or insults - harassment over the phone, by text or face to face, abusive gestures, and remarks, bullying and threats.

Hate crime can happen anywhere - at home or school. It can be frightening for the victim and witnesses. Hate crime is an offence and we will notify the police if we believe an offence may have been committed.

Sexual harm, violence and/ or sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and gender. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. Sexual violence and sexual harassment exist on a continuum and may overlap, it can occur online and offline (both physically and verbally) and is never acceptable.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, likely, adversely affect their educational attainment. While it is important that all victims/survivors are taken seriously and offered appropriate support, staff are aware that it is more likely that girls, children with SEND and LGBTQ+ children are at greater risk of sexual violence and sexual harassment and that it is more likely that it will be perpetrated by boys.

When referring to sexual violence, this policy uses the definitions of sexual offences in the Sexual Offences Act 2003 as follows:

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

We may use the AIM model (2016) or Hackett's Continuum of Children and young people's sexual behaviours (2010). These are nationally recognised and accredited tools to assist in determining healthy, problematic, and harmful sexual behaviours in children and young people.

We use these tools to support with assessing risk in each individual case by:

- Decide next steps and make decisions regarding safeguarding children;
- Assess and respond appropriately to sexual behaviour in pupils;

- Understand healthy sexual development and distinguish it from problematic/ harmful behaviour;
- Assist with communicating with parents/cares about the concerns we have about their child/children;
- Assist with communicating with our partners and agencies about the concerns we have regarding a pupil in the school.

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

- A child under the age of 13 can never consent to any sexual activity
- A child under 18 cannot consent to any sexual activity with a person in a position of trust
- The age of consent is 16.
- Sexual intercourse without consent is rape.

Sexual harassment is ‘unwanted conduct of a sexual nature’ that can occur online and offline. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment. Online sexual harassment may happen on its own or as part of a wider pattern of sexual harassment and/or sexual violence.

Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence. [School / college] therefore recognises the importance of recognising the nature of identifying and challenging sexual violence and sexual harassment in its wider approach to safeguarding and promoting the welfare of children; through policies; and through the curriculum. All staff recognise 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, lifting skirts and up skirting.
- Dismissing or tolerating such behaviours risks normalising them.

NLT will respond to reports in accordance with Part 5 of [Keeping Children Safe in Education 2023](#). All responses to reports of sexual violence will be subject to an immediate risk and

needs assessment undertaken by the DSL (or a deputy), using their professional judgement, and supported by other agencies, such as children's social care and the Police. The need for a risk and needs assessment in relation to reports of sexual harassment will be considered on a case-by-case basis.

Harmful Sexual Behaviour is outside the parameters of normal, healthy sexual development. Please see Hackett's Continuum of Children and young people's sexual behaviours (2010) for reference to the continuum of responses. (summary below)



Risk assessment

- The risk and needs assessment will consider:
 - the victim, especially their protection and support
 - the alleged perpetrator/s (if she/he/they attend the same school/college/setting)
 - all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them.
- The DSL or DDSL should ensure they are engaging with children's social care and specialist services as required.
- Police are notified when a crime may have occurred.
- Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required.

Action following a report of sexual harm, violence and/or sexual harassment-things to consider

The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and will therefore be the most appropriate person to lead NLT's initial response.

Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. However, if the victim asks the school/college not to tell anyone about the sexual violence or sexual harassment, the DSL (or a deputy) will have to balance the victim's wishes against their duty to protect the victim and other children. It is likely to be justified and lawful to share the information if doing so is in the public interest, e.g., to protect the victim and other young people from harm and to promote the welfare of children.
- the nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour
- the ages of the children involved
- the developmental stages of the children involved
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature, or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse
- whether there are ongoing risks to the victim, other children, adult students, or school/college staff
- informing parents/carers unless this would put the victim at greater risk
- only sharing information with those staff who need to know in order to support the children involved and/or be involved in any investigation. For instance, vocational staff may be asked to monitor the victim's welfare without needing to know that they are a victim of sexual violence or harassment.

Children sharing indoor spaces - initial considerations following a report of sexual violence

Any report of sexual violence is likely to be traumatic for the victim/ survivor and proximity with the alleged perpetrator is likely to be especially distressing. Whilst NLT establishes the facts of the case and starts the process of liaising with Children's Social Care and the Police, the alleged perpetrator will usually be removed from any spaces they share with the victim/ survivor. Consideration will also be given to how best to keep the victim/ survivor and alleged perpetrator a reasonable distance apart on NLT premises. These actions are in the best interests of both children.

NLT will act in accordance with advice endorsed by DfE Sexting in schools and colleges: responding to incidents and safeguarding young people (UK Council for Child Internet Safety 2017). All incidents of youth produced sexual imagery (YPSI) will be dealt with as safeguarding concerns. The primary concern always will be the welfare and protection of the young people involved. Young people (under 18) who share sexual imagery of themselves or their peers are breaking the law. Still, authorities will avoid criminalising young people unnecessarily.

All incidents of sharing of nude and semi-nude images and/or videos should be reported to the DSL. If there is a concern in relation to a device (e.g., mobile phone, tablet, digital camera), the

member of staff will secure the device (i.e., it should be confiscated). This is consistent with DfE advice Searching, Screening and Confiscation - Advice for headteachers, school staff and governing bodies 2018. Staff will not look at (unless directed to do so by police), copy or print any indecent images as this would be a criminal offence. The confiscated device will be passed immediately to the DSL. The DSL will discuss the concerns with appropriate staff and speak to young people involved as appropriate. Parents/carers will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm. If, at any point in the process, there is concern that a young person has been harmed or is at risk of harm a referral will be made to Children's Social Care and/or the Police via the MASH immediately. The Police will always be informed when there is reason to believe that indecent images involve sexual acts and any child in the imagery is under 13 years of age.

The DSL will make a judgement about whether a reported YPSI incident is experimental (e.g., a child sending an image to a child with whom they are romantically involved) or aggravated. Aggravated incidents involve criminal or abusive elements beyond the creation, sending or possession of sexual images created by young people. These include possible adult involvement or criminal or abusive behaviour by young people such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, or creation or sending or showing of images without the knowledge or against the will of a young person who is pictured.

Reporting

Any incident of racism, race hate or incitement to hate will be reported to the police if it is believed an offence may have been committed.

Any incident of alleged or an actual incident of sexual harm, violence and/or sexual harassment will be reported to the police if it is believed an offence may have been committed. In all cases consideration is given to reporting the matter to Children Social Care Services.

There are circumstances in some cases of sexual harassment/touching which dependent upon age and understanding/age of criminal responsibility, (e.g., one-off incidents), which we may decide that the child/ren concerned are not in need of Early Help or statutory intervention.

In these situations, it would be appropriate to handle the incident internally, for example by utilising the behaviour and bullying policies, providing pastoral intervention and support. We may also decide that some child/ren involved do not require Statutory Interventions; however, they may benefit from Early Help.

Early Help means providing support as soon as a problem emerges, this can be at any point in a child's life. We will decide if an early help approach will benefit a pupil following any outcome of assessment that we may use. This may mean the development of a safety and support plan as part of the early help process.

Providing Early Help is more effective in promoting the welfare of children than reacting later. We acknowledge that an Early Help Assessment can be useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

Sanctions

We recognise disciplinary actions rarely resolve issues of peer-on-peer abuse and NLT will consider all courses of action and intervention. We will refer to our Behaviour Policy when making decisions.

We recognise that emotions and feelings can run high, and we will endeavour to respond to concerns from any pupil, other pupils, parents, and the local community.

We will ensure all necessary parties including the parents/carers are informed and kept up to date. We will listen to any concerns and will work to attempt to resolve these.

The Role of the Board of Management

The Link Safeguarding person on the Board of Management will need to be aware of the complexities when an incident or incidents come to light, and when staff in the school are trying to manage these behaviours. This includes the use of sanctions, exclusions, pressures from parents to exclude and dealing with the parents of the alleged abuser or any alleged victim/s.

It is important that The Board of Management is informed and can help with a consistent approach on such matters.

Multi-Agency Working

NLT will work with our partners and agencies; Schools, LA, Children's Social Care, the Police, Health and CAMHS to ensure all incidents are responded to appropriately, where necessary.

Prevention and Training

We are always working hard to create a culture where child on child abuse does not happen. We aim to create an ethos of good and respectful behaviour.

We will ensure that all our students know who to talk to and how to receive advice and help. We will be able to signpost children to relevant local and national helplines and websites.

Management of the Policy

We will ensure all our staff are trained in the awareness and response to all forms of child on child abuse.

In addition, we will ensure all our staff are aware of this policy and the supporting guidance, in order that they are clear regarding their roles and responsibilities.

We will ensure that parents/carers are made aware of this policy and its availability on our website.

Useful Contacts

Haven Network for Survivors of Abuse (historic and current sexual abuse)	020 8520 0755 https://www.havennetwork.org.uk
Contextual Safeguarding Network Beyond Referrals- Schools	https://www.csnetwork.org.uk/en/beyond-referrals-levers-for-addressing-harmful-sexual-behaviour-in-schools
NSPCC Keeping children safe online	0808 800 5000 https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/report/ https://www.nspcc.org.uk/keeping-children-safe/online-safety/online-games/
THINKUKNOW Online safety	https://www.thinkuknow.co.uk/
Childline online safety Blocking and reporting	0800 11 11 https://www.childline.org.uk/ https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/bullying-social-media/#Blockingandreporting
The Mix	0808 808 4994 https://www.themix.org.uk/
National Domestic Violence Helpline	0808 2000 247 http://www.nationaldomesticviolencehelpline.org.uk/
Stalking Helpline	030 0636 0300 https://www.suzylamplugh.org/Pages/Category/national-stalking-helpline
National LGBT DV Helpline Broken Rainbow Galop (LGBT+)	030 0999 5428/ 020 7704 2040 Galop - the LGBT+ anti-abuse charity - Galop has provided advice, support, research and lobbying around the issues of LGBT+ policing for over 30 years.
Honour Network Helpline	0800 5999 247 https://www.karmanirvana.org.uk/
Rape Crisis	0808 802 9999 https://rapecrisis.org.uk/
Eaves Poppy Project (for trafficked survivors)	020 7735 2062 http://www.eavesforwomen.org.uk/about-eaves/our-projects/the-poppy-project/
Deaf Hope UK	07970 350 366 (SMS)

	http://www.signhealth.org.uk/our-projects/deafhope-projects/
Ascent Legal Advice Line	020 7608 1137 https://rightsofwomen.org.uk/get-advice/family-law/
Refuge	0808 2000 247 www.refuge.org.uk
Women's Aid 0808	0808 2000 247 https://www.womensaid.org.uk/

Appendix 6

Existing Injuries Form – Tool to support reflection.

The recording of injuries which children have sustained outside of a care or education setting, including the explanation given by the child, their parent or carer, plays a key role in identifying safeguarding concerns. Lessons from Child Safeguarding Practice Reviews tell us that the reflection which takes place alongside the recording is also key, particularly in identifying patterns to injuries.

This tool has been co-designed by practitioners who are dealing with these issues on a day-to-day basis. Whilst it is for each setting to determine how they discharge their safeguarding responsibilities, this tool is being made available to support you in the difficult work you do, with the aim of keeping our children safe.

Are there existing safeguarding concerns or Children's Social Care current or past involvement?	Yes / No Comments:
When was the last injury(ies)?	Date(s) and injury(ies)
Is this part of a pattern?	Yes / No Comments:
Is the explanation consistent with the injury?	Yes / No Comments:
Is the explanation concerning or are there conflicting explanations?	Yes / No Comments:
Interpretation of level of risk	Low Medium High

Actions to be taken, either in response to the injury, or to reduce further risk.

What, By who, By when

Referral to First Response Y/N

Signed by....

Reviewed by (e.g., DSL)

Role....

Date....

Date