Child Protection and Safeguarding Policy

This policy is effective from 25 August 2026, within Babington Academy

Associated Trust Policies:	
Allegations Against Staff (including Low Level Concerns) Policy	Managing Stress and Promoting Positive Mental Health & Wellbeing Policy
Complaints Policy	Online Safety Policy
Data Protection Policy	Recruitment Policy
Disciplinary Policy	Staff Behaviour (Code of Conduct) Policy
Educational Visits Policy	Staff Expectations Policy
Health and Safety Policy	Whistleblowing Policy
Grievance Policy	Workplace Bullying and Harassment Policy
There are a number of Academy specific template policies and procedures that should also be read in conjunction with this policy:	
Arranging Education for Learners with Health Needs Policy	RSE Policy
Attendance Policy	SEND Policy
Behaviour Policy	Supporting Learners with Medical Conditions Policy
Designated Teacher for Looked After and Previously Looked After Children Policy	Allergy and anaphylaxis Policy

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V7.0	August 2026	MB	Annual update to include Keeping Children Safe in Education 2026.
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1. Aims

1.1. As part of the Learning without Limits Academy Trust, Babington Academy is committed to safeguarding and promoting the welfare of learners ensuring that they grow up in circumstances consistent with the provision of safe and effective care. This includes taking action to enable all learners to have the best possible outcomes.

1.2. We will work together with other agencies to ensure adequate arrangements are in place to identify, assess and support those learners who are suffering or likely to suffer harm. We understand that safeguarding and promoting the welfare of learners is everyone's responsibility and that everyone who comes into contact with learners and families has a role to play in providing help and support to meet the needs of learners as soon as problems emerge.

1.3. We will maintain the attitude that '**it could happen here**' where safeguarding is concerned. We will ensure that our approach is learner-centered, and we will consider at all times what is in the best interest of the learner.

2. Scope of the policy

2.1. This policy applies to trustees and governors, allteaching, non-teaching, support staff, supply staff, peripatetic and contract staff, volunteers, contractors and external service or activity providers working in or on behalf of the Academy including, extended Academy and off -site activities.

3. Purpose

3.1. The Academy is committed to safeguarding and promoting the welfare of all its learners and we will:

- Work to identify learners who are suffering or likely to suffer harm or abuse and act to protect them.
- Safeguard and promote the welfare of leaners by ensuring the effective collaboration between all agencies, including our local safeguarding partners.
- Provide stakeholders with clear information relating to the Academy's safeguarding and child protection procedures.
- Establish and maintain an ethos where learners feel secure, are encouraged to talk, are listened to and are safe.

- Teach learners how to keep themselves safe, including when online, and provide structures for them to raise concerns if they are worried or at risk of harm.
- Support learners' physical and mental health and wellbeing.
- Train staff effectively in all safeguarding issues and in their responsibilities for identifying and protecting learners that are or may be at risk of harm.
- Ensure that staff can recognise and can respond to the indicators of abuse, neglect or maltreatment, child on child abuse, including sexual violence and harassment, and other wider safeguarding issues.
- Ensure that all staff are able to identify learners who may benefit from Family Help.
- Ensure that staff are aware that all learners may be vulnerable to abuse, and that they are aware that some learners have increased vulnerabilities due to special educational needs, disabilities or other health needs.
- Ensure that all staff have due regard to the need to prevent people from being drawn into terrorism' and we will refer to appropriate services if we are concerned a learner is being radicalised. (Prevent Duty Section 26 of the Counter-Terrorism and Security Act 2015)
- Ensure that all staff are aware of their reporting duties from Section 5B of the Female Genital Mutilation Act 2003 (Section 74 of the Serious Crime Act 2015) which places a statutory duty upon teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM has been carried out on a girl under the age of 18.
- Adhere to safer recruitment guidance and legislation, deal promptly with allegations of abuse against staff and take bullying and harassment seriously.
- Maintain a robust recording system for any safeguarding or child protection information.
- Regularly review policies and procedures to ensure that learners are protected to the best of our ability.

4 Who is Responsible for Carrying out this Policy?

4.1 The Trust Board

4.1.1 The Trust Board will facilitate a whole Trust approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development.

4.1.2 The Trust Board will ensure the Academy promotes an inclusive, anti-discriminatory culture where racism, and other forms of discriminatory behaviour are recognised, challenged and addressed as part of their safeguarding responsibilities. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.

4.1.3 A Lead Trustee for Safeguarding will be appointed to monitor the effectiveness of this policy in conjunction with the Trust Board

4.1.4 The Board of Trustees will:

- Ensure all DSLs have the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
- Ensure the leadership team and relevant staff are aware of and understand the IT filters and monitoring systems in place, manage them effectively and know how to escalate concerns alongside the IT Lead for each Academy
- Ensure the Trust has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). The Board of Trustees will ensure allegations made against the Principal are responded to in an appropriate way.

4.1.5 Where another body is providing services or activities (regardless of whether or not the learners who attend these services/activities are learners on the Academy roll), the Board of Trustees will seek assurance that they have appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed and that any agreement to use the premises would be terminated if the other body fails to comply

4.1.6 In addition, the Trust Board will read Keeping Children Safe in Education 2026.

4.2 The Local Governing Body

4.2.1 The Local Governing Body will:

- Ensure that the Academy's safeguarding arrangements take into account the procedures and practice of the Local Safeguarding Children Partnership Board, Working Together to Safeguard Children 2026 and Keeping Children Safe in Education 2026
- Hold the Principal to account for the implementation of this policy and review the Academy-specific elements of this policy to ensure that appropriate procedures and policies support timely action to be taken to safeguard a learner and promote their welfare

- Appoint a member of the body to act as the governor responsible for safeguarding; to liaise with the Academy DSL on local safeguarding issues; ensure that all systems operate with the best interest of the learner at heart, including suitable means by which learners can say what is happening to them and know that they will be heard; ensure annual and regular updated training occurs within their own governing body.

4.2.2 All governors will read Keeping Children Safe in Education 2026.

4.3 The Principal

4.3.1 The Principal will ensure:

- The role of the Designated Safeguarding Lead (DSL) is explicit in the role-holder's job description and the DSL has appropriate time, funding, training and resources for the role
- All Deputy Designated Safeguarding Leads (DDSL) are trained appropriately.
- A 'Designated Teacher for Looked-After Children and Previously Looked After Children' is appointed to promote their educational achievement.
- They have attended safer recruitment training which is refreshed every three years and at least one member of the governing body has attended safer recruitment training. This will ensure all recruitment follows the 'Safer Recruitment' guidance and a single central record is maintained using Sign in Central Record.
- Decisions are made regarding all low-level concerns, though they may wish to collaborate with the DSL on this, and acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.
- Allegations of abuse against members of staff, including supply staff and trainee teacher, are responded to appropriately and cases where a person is dismissed or who has left due to risk/harm to a learner are reported to the Disclosure and Barring Service, the LADO and the Teaching Regulation Agency (TRA), if appropriate.
- Community users hiring Academy premises and organising activities for learners are aware of and understand the need for compliance with the Academy's child protection guidelines and procedures (including inspecting them as needed) and ensuring that there are arrangements in place to liaise with the Academy on these matters where appropriate.

5 Legislation and Statutory Guidance

5.1 We recognize that we have a pivotal role to play in multi-agency safeguarding arrangements. The Academy will contribute to multi-agency working in line with statutory guidance Working Together

to Safeguard Children along with:

- DfE Keeping Children Safe in Education 2026DfE Working Together to Safeguard Children
- DfE Academy Trust Governance Guide
- DfE What Do If You're Worried a Child is Being Abused: Advice for Practitioners
- Education (Independent School Standards) Regulations 2014
- The Children Act 1989 (and 2004 amendment)
- Serious Crime Act 2015
- The Public Sector Equality Duty (PSED)
- DfE Statutory guidance on FGM
- DfE Statutory guidance on the Prevent duty
- The Rehabilitation of Offenders Act 1974
- The Human Rights Act 1998
- European Convention on Human Rights
- The Equality Act 2010
- Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge)
- (Extended Entitlement) (Amendment) Regulations 2018
- Childcare Act 2006
- DfE Early Years Foundation Stage Framework
- DfERelationships education, Relationships and sex education (RSE) and Health Education

5.2 The following three safeguarding partners are identified in Keeping Children Safe in Education 2026 (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017) and are responsible for working together to safeguard and promote the welfare of all children in their area:

- The Local Authority (LA) Leicester and Leicestershire. Leicester Safeguarding Children Partnership Board and Leicestershire and Rutland Safeguarding Children Partnership
- Integrated Care Boards (formerly aclinical commissioning group for an area within the LA).
- The chief officer of police in the LA area

5.3 This policy should be read in conjunction with our organizational policies, procedures, guidance and other related documents, with includes Keeping Children Safe in Education 2026

5.4 This policy also complies with our funding agreement and articles of association.

6 Roles and Responsibilities

6.1 Safeguarding and child protection is **everyone's** responsibility. The Trust recognises that all staff are important in the wider system for safeguarding learners and play a crucial part, whatever their role in preventative education. This is in the context of a whole-Trust approach to preparing learners for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment.

6.2 Staff can access additional support through LwLAT Safeguarding CPD and the LwLAT Safeguarding bulletin, the Trust Central Safeguarding Team which includes half termly supervision provided by the Trust Lead for Safeguarding Supervision. The Trust offers extensive well-being support to all staff. Refer to the Managing Stress and Promoting Positive Mental Health & Wellbeing Policy and the Staff Wellbeing section on the Trust website.

6.3 All staff

6.3.1 All staff will

- Will read and verify that they have read and understood the relevant policy documents as required by LwLAT and Keeping Children Safe in Education 2026 including Annex C
- Attend updated annual training on their safeguarding roles and responsibilities including our systems which support safeguarding. All staff will receive training regarding the indicators of abuse, neglect, exploitation, including online safety, modern slavery, differing vulnerabilities and an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring throughout the academic year.
- Will be aware that learners being absent or missing from education for prolonged periods and/or on repeat occasions can be a warning sign to a range of safeguarding issues including neglect, child sexual and criminal exploitation including county lines.
- Will be aware that that learners 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. Staff will be aware of the barriers and the importance of showing a professional curiosity.

- All staff should recognise that children may experience prejudice-based harm, including racism, faith-based prejudice, and other forms of discrimination. Such experiences may affect a child's welfare, wellbeing, mental health, and willingness to seek help. Staff should be alert to the signs and impact of prejudice-based harm and ensure that concerns are considered within safeguarding practice where appropriate.
- Will be aware that learners are at risk of abuse or exploitation in situations outside their families and that extra-familial harms take a variety of different forms and learners can be vulnerable to multiple harms. Vulnerable multiple harms include (but not limited to) sexual abuse (including harassment and exploitation), criminal exploitation (including financial exploitation), domestic abuse in their ownintimate relationships that is teenage relationshipabuse, sexual abuse, serious youth violence, county lines, financial exploitation and radicalization.
- Will be aware of the impact of technology on the wellbeing of learners and that learners can be the victims or perpetrators of the abuse. All staff will be mindful of terminology, referring to the child who has been harmed or the child who has caused harm, in recognition of the abusive behaviour, that will have been harmful to both learners.
- Will recognise learners who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning can be targeted by other learners and so create a culture of support where these learners can speak out and share their concerns.
- Will be aware of the importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe while ensuring all concerns are reported to and discussed with the DSL.
- Will be aware of the process for making referrals to Children's Social Care, understand statutory assessments and the role that they may be expected to play in such assessments when supporting external agency partners following a referral and maintain an appropriate level of confidentiality.

6.3.2 In addition, new staff will receive safeguarding and online safety training, including filtering and monitoring, on induction. Training will be regularly updated for all staff.

6.3.3 All teachers will safeguard learners' wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teachers' Standards, 2012).

6.3.4 Academy staff will ensure that our learners are taught about how to keep themselves and others safe, including online whilst recognising that effective education will be tailored to the specific needs and vulnerabilities of individual learners. Relevant topics will be included within Relationships Education (for all primary learners), and Relationships and Sex Education (for all

secondary learners) and Health Education (for all primary and secondary learners). Throughout the teaching of these subjects, the Academy will have regard to statutory guidance.

6.3.5 Further information regarding the role of Academy staff can be found in Keeping Children Safe in Education 2026.

6.4 The Designated Safeguarding Lead (DSL)

6.4.1 The DSL at Babington Academy is Anne-Marie Fenton

6.4.2 The DSL will take lead responsibility for safeguarding and child protection including Prevent, online safety and understanding the filtering and monitoring systems and processes in place at the Academy.

6.4.3 The DSL will act as a point of contact for all safeguarding and child protection issues, support, advise and provide expertise for all staff ensuring that each member of staff has access to, and understands, the safeguarding and child protection policy and procedures, especially new and part-time staff.

6.4.4 The DSL will ensure the safeguarding and child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the Academy in this process.

6.4.5 The DSL will contribute to the assessment of learners and take part in strategy discussions and inter- agency meetings and/or support other staff to do so.

6.4.6 The DSL will refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.

6.4.7 The DSL will have a good understanding of local issues and liaise with the police, children's social care and other relevant partners; at times referring to the NPCC When to Call the Police Guidelines, when considering calling the police.

6.4.8 The DSL will be aware of what local specialist support is available to support all learners involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and how to access this support and ensure an 'appropriate adult' is available to support in the case of a police investigation or search. Further information can be found in the statutory guidance, PACE Code C 2019.

6.4.9 The DSL will be alert to the specific needs of learners in need, those with a social worker, those with special educational needs and disabilities (SEND), the lasting impact that adversity and

trauma can have, those with relevant health conditions and young carers and work with key staff to promote their educational outcomes.

6.4.10 Understand and support the Academy with regard to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting learners from the risk of radicalisation.

6.4.11 Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of learners, including where families may be facing challenging circumstances

6.4.12 Recognise, understand, and support learners to stay safe online, especially learners with special educational needs and disabilities (SEND) by taking the lead for online safety and working closely with the Trust IT team.

6.4.13 Where learners leave the Academy (including in year transfers) the DSL will ensure their child protection file is transferred to the new Academy, school or college as soon as possible and within 5 days for an in-year transfer or within the first 5 days of the start of the new term at standard transition points. This will be transferred separately from the main learner file, ensuring secure transit, and confirmation of receipt will be obtained. Where both Academies use CPOMS, files will be transferred electronically.

6.4.14 Ensure that written records of all concerns, discussions and decisions, including the rationale for those decision is kept and recorded on CPOMS. Keep the Principal informed of any issues (if the DSL isn't the Principal).

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

6.4.16 When the DSL is unavailable, a trained deputy/deputies (DDSL) will act as cover. Out of term time, the DSL can be available by contacting BAB-safeguarding@babington.lwlat.org.uk Advice can also be sought from members of the Trust Central Safeguarding team who will support with additional DSL cover during term/non term time arrangements

6.4.17 Further information regarding the role of the designated safeguarding lead can be found in Keeping Children Safe in Education 2026.

6.5 Deputy Designated Safeguarding Leads (DDSLs)

6.5.1 All Deputy Designated Safeguarding Leads will be appropriately trained including the attendance at designated safeguarding lead training every two years. The activities of the safeguarding lead can be delegated to appropriately trained deputies but the ultimate responsibility for child protection remains with the DSL and will not be delegated.

6.5.2 In addition, they will update their knowledge and skills at regular intervals and at least annually, for example, through e-bulletins, meeting other DSLs through the LwLAT Hub, the LwLAT newsletter or by taking time to read and digest safeguarding developments. They will also undertake Prevent awareness training and Operation Encompass Key Adult Training.

6.5.3 Further information regarding the role of the Deputy Designated Safeguarding Lead can be found in Keeping Children Safe in Education 2026

6.6 Principal

6.6.1 The Principal is responsible for the implementation of this policy and will ensure that Staff (including temporary staff) and volunteers are informed of the systems which support safeguarding, including this policy, as part of their induction and at least annually, thereafter.

6.6.2 In addition, the Principal will ensure that all staff communicate the information contained within this policy to parents/carers when their child joins the Academy and retain on the Academy website.

7 Recognising Abuse, Reporting and Taking Action

7.1 Academy staff will maintain an attitude of **'it could happen here'** where safeguarding is concerned.

7.2 We recognise that early information sharing is vital for the effective identification, assessment and allocation of support. Where there is a safeguarding concern, we will take the learner's wishes and feelings into account when determining what action to take and what support to provide.

7.3 We recognise the importance of ensuring learners feelsafe and comfortable to come forward and report any concerns and/or allegations and that some learners may not find it easy to tell staff about their abuse verbally or may not recognise that they are being abused.

7.4 To achieve this, we will continue to create a culture where learners feel safe and can report their concerns by:

- Putting systems in place for learners to confidently report abuse.
- Ensuring our reporting systems are well promoted, easily understood and easily accessible for learners.
- Making it clear to learners that their concerns will be taken seriously, and that they can safely express their views and give feedback
- Learners can report any safeguarding concern to our team of DSLs. A poster showing who

this team consists of, is in every classroom and also on display within the Academy

- Learners are made aware of the DSL team via the posters in the classroom, the display and also in assembly and form time activities
- We ensure learners feel safe submitting any concerns and offere reassurance during and post any disclosure
- As part of the safeguarding training, all staff are made aware of the importance of reporting the voice of the child; this is reiterated in DSL meetings and regular safeguarding training sessions

7.5 Learners can show signs or act in ways that they hope adults will notice or amember of staff may overhear a conversation that suggests a learner may have been harmed or the behaviour might indicate a concern. If staff have **any concerns** about a learner's welfare, they should act on them **immediately** and speak to the designated safeguarding lead (or deputy), in line with this policy.

7.6 Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping learners safe. Staff should not be prevented from having 'professional curiosity' and speaking to the DSL if they have concerns about a learner.

7.7 Some learners may not feel ready or know how to tell someone that they are being abused, exploited or neglected or recognise their experiences as harmful. This could be due to their vulnerability, disability, sexual orientation and/or language barriers. If a learner does disclose a safeguarding issue, we expect staff to:

- Listen to and believe them
- Provide reassurance that they are being taken seriously and that they will be supported and kept safe
- Allow them time to talk freely and do not ask leading questions. Only ask forclarification if something is unclear
- Stay calm and not show emotion
- Tell the learner they have done the right thing in telling you
- Explain what will happen next and that information will need to be passed on
- Not promise confidentiality or to keep it a secret
- To write the conversation is as soon as possible in the learner's own words – reporting factually and without personal judgements.

- Sign and date any recordings made and pass this to the DSL. Alternatively, if necessary,
- staff should make a referral to children's socialcare and/or the police directly and tell the DSL as soon as possible that they have done so.
- Not to disclose information to anyone other the above unless told to do so by a relevant authority involved in the safeguarding process

7.8 The DSL will make a decision about the action that needs to be taken following a member of staff raising a concern about a learner, or following a direct disclosure. Additionaladvice can be taken from Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers and Thresholds for access to services for children and families in Leicester, Leicestershire and Rutland

7.9 If a learner is suffering or likely to suffer from harm, or in immediate danger and the DSL or appropriate deputy is not available, staff should make a referral to children's social care and/or the police immediately:

- Leicester City: Any professional/practitioner wanting to make a referral to Leicester City, should in the first instance call CASP (Children Advice, Support and Prevention) on 0116 454 1004 and discuss the details of the referral. This should then be followed up by the referrer by submitting an online referral (Multi-Agency Referral Form MARF) or email CASP-Team@leicester.gov.uk
- Leicestershire: Any professional or practitioner wanting to make a request for service to Leicestershire County Council First Response, including Family Hubs or Social Care, should complete a (MARF) form online. If there are urgent concerns based on evidence that a learner is suffering or at risk of significant harm which requires a child protection response this should be reported immediately by telephone on 0116 305 0005. A written referral must be submitted to document the information shared within 24 hours.
- Police: Contact 999 for an emergency or 101 for a non- emergency All professionals must confirm verbal and telephone referrals in writing within 24 hours of the report being made, sharing details of any actions taken with the DSL as soon as practically possible

7.10 If a learner is suffering orlikely to suffer from harm, or in immediate danger and the DSL or appropriate deputy is not available, staff should make a referral to children's social care and/or the police immediately

7.11 The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure [i]outcomes are properly recorded.

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

7.13 Where appropriate, the Academy will discuss any concerns about a learner with the learner's parents/carers. The DSL will normally do this in the event of suspicion or disclosure. Other staff will only talk to parents about any such concerns following consultation with the DSL.

7.14 If the Academy believes that notifying the parents would increase the risk to the learner, they will discuss this with the local authority children's social care team before doing so.

7.15 In the case of allegations of abuse made against other learners, the Academy will normally notify the parents of all the learners involved. We will think carefully about what information we provide about the other learner involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

7.16 The DSL will, along with any relevant agencies (decided on acase-by- case basis):

- Meet with the victim's parents/carers, with the victim, to discuss what's being put in place to safeguard them and understand their wishes in terms of what support they may need and how the report will be progressed
- Meet with the alleged perpetrator's parents/carers to discuss support for them and the reason(s) behind any decision(s)

8 Indicators of Abuse or Vulnerability

8.1 Safeguarding and promoting the welfare of learners means:

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

8.2 **Child Protection** is part of this definition and refers to activities undertaken to prevent

learners suffering, or being likely to suffer, significant harm.

8.3 **Safeguarding** is the action that is taken to promote the welfare of learners and protect them from harm.

8.4 **Abuse** is a form of maltreatment and harm may be inflicted upon a learner or by failing to act to prevent the harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. Learners may be abused in a family or a community setting by individuals known to them or by others who are unknown. Abuse can occur online or technology may be used to facilitate offline abuse. Learners may be abused by an adult or adults or by another child or children

8.5 Physical abuse

8.5.1 A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a learner.

8.5.2 Physical harm may also be caused when a parent or fabricates the symptoms of, or deliberately induces illness in a learner

8.6 Emotional abuse

8.6.1 The persistent emotional maltreatment of a learner such as to cause severe and adverse effects on the learner's emotional development. It may involve conveying to a learner that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the learner opportunities to express their views, deliberately silencing them or verbal abuse, that is belittling them, 'making fun' of what they say or how they communicate or being critical.

8.7 Sexual abuse

8.7.1 Involves forcing or enticing a learner to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving learners in looking at, or in the production of, sexual images, watching sexual activities, encouraging learners to behave in sexually inappropriate ways, or grooming a learner in preparation for abuse.

8.7.2 Sexual abuse can take place online as well as offline, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Children can be sexually abused within the family,

an institution or a community setting, and are more likely to know their abuser than not.

8.8 Neglect

8.8.1 The persistent failure to meet a learner's basic physical and/or psychological needs, likely to result in serious impairment of the learner's health or development.

8.9 Child-on-child abuse

8.9.1 All staff should be aware that learners can abuse other learners (often referred to as child-on-child abuse), and that it can happen both inside and outside of school and online. Examples include downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for learners and could create a culture that normalizes abuse leading to learners accepting it as normal and not coming forward to report it.

8.9.2 All staff should recognise that racism, faith-targeted abuse, and other forms of discriminatory behaviour may have a significant impact on a child's welfare, wellbeing and sense of safety and should be considered within safeguarding practice where appropriate

8.9.3 We will consider these matters on a case-by-case basis, recognising a learner may be a victim or a perpetrator and each requires access to education as well as safeguarding support, which could include the preparation of a risk assessment. The Academy will also take into account whether taking action would prejudice an investigation and/or subsequent prosecution and will therefore liaise with and be guided by the police and/or children's social care to determine this.

8.10 Child-on-child sexual harassment and sexual violence

8.10.1 Forms of child-on-child abuse can include bullying (including cyberbullying, prejudice-based and discriminatory), abuse in intimate personal relationships between children, physical abuse, physical assault and harm, or the threat of harm with a weapon, harmful sexual behaviour, sexual violence and sexual harassment which may include misogyny/misandry, consensual and non-consensual making or sharing of nudes and semi nudes, including those generated using AI, 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, 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 and initiation/hazing type violence and rituals.

8.10.2 The Hackett or Brook Traffic Light continuum will be used to measure the behaviour and appropriate advice may be sought from a safeguarding partner or refer to resources from Centre of Expertise on Child Sexual Abuse.

8.11 Child criminal exploitation (CCE) and child sexual exploitation (CSE)

8.11.1 Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a learner into taking part in criminal or sexual activity. This can be committed or facilitated by an organized network or gang and the victim may identify as being part of this group. CCE and CSE can affect learners, both male and female and can include learners who have been moved (commonly referred to as trafficking) for the purpose of exploitation. This may constitute modern slavery, and further information is available in the modern slavery statutory guidance (2020 updated 2026)

8.12 Child criminal exploitation (CCE)

8.12.1 Specific forms of CCE can include learners being forced or manipulated into an organized network or gang, transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation

8.13 Child sexual exploitation (CSE)

8.13.1 A form of child sexual abuse, which may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving learners in the production of sexual images, forcing learners to look at sexual images or watch sexual activities, encouraging learners to behave in sexually inappropriate ways or grooming a learner in preparation for abuse including via the internet. CSE can affect any learner who has been coerced into engaging in sexual activities. This includes 16 and 17-year-olds who can legally consent to have sex. Some learners do not realise they are being exploited and may believe they are in a genuine romantic relationship.

8.14 County Lines

8.14.1 As county lines is a form of criminal exploitation and is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

8.14.1 Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

8.15 Domestic abuse

8.15.1 Can encompass a wide range of behaviours and may be a single or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Learners can be victims of domestic abuse as 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).

8.15.2 Our Academy is part of Operation Encompass, a national police and education early intervention safeguarding partnership, which supports children who experience Domestic Abuse, as children are recognised as victims of domestic abuse in their own right within the 2021 Domestic Abuse Act.

8.15.3 There is a legislative requirement for police forces to share information with educational settings through Operation Encompass when attendance has been made at any domestic abuse incident, which involve any of our learners who are related to either of the adults involved in the incident. The notification will inform the Academy about the context of the incident and will include the Voice of the Child and occur PRIOR to the start of the next school day.

8.15.4 Our parents are aware that the Academy is an Operation Encompass setting and the notifications are stored in line with all other confidential safeguarding and child protection information. The Designated Safeguarding team have completed training about Operation Encompass, the prevalence of Domestic Abuse and the impact of this abuse on children

alongside discussing how the learners who are experiencing Domestic Abuse can be best supported

8.16 Mental health

8.13.1 Awareness that mental health problems can, in some cases, be an indicator that a learner has suffered or is at risk of suffering abuse, neglect or exploitation. Academy staff are well placed to observe and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

8.17 Serious violence

8.17.1 Awareness of the indicators, which may signal learners are at risk from, or are involved with serious violent crime. These may include increased absence from the Academy, a change in friendships or relationships with older individuals or groups, a significant decline in educational performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that learners have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

8.18 Female Genital Mutilation (FGM)

8.18.1 Comprises "all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences".

8.18.2 Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. Teachers will rarely see visual evidence and they should not exam learners. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. The member of staff must speak to the DSL who will, in line with local safeguarding procedures, refer to Children's Social Care. Unless the member of staff has been specifically told not to disclose, they should discuss the case with the DSL and in line with local safeguarding procedures, refer to Children's Social Care.

8.19 Honour or faith-based abuse (including FGM)

8.19.1 Honour or faith-based abuse (HBA) encompasses incidents or crimes which have been committed to forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving honour often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA

8.20 Forced Marriage

8.20.1 Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

8.21 Preventing Radicalisation

8.21.1 Learners may be susceptible to radicalisation into terrorism and the Academy is subject to a duty under Section 26 of the Counter Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from becoming terrorists or supporting terrorism". This duty is known as the PREVENT duty and as defined by this duty and the Terrorism Act 2000:

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation** is the process of a person legitimising support for, or use of, terrorist violence.
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate

the public and is made for the purpose of advancing a political, religious or ideological cause.

8.21.2 Where there is concern, the DSL will be aware of the local procedures to enable consideration to be given to the levelof risk and decide which agency to refer to. This could include the local authority children's social care team; Channel; or Prevent Team.

- **Channel** is a voluntary, confidential support programme focusing on providing support at an early stage to learners who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multiagency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required.

Further information and additional support can be found within Keeping Children Safe in Education 2026 and on the Government website; educate against hate and channel guidance

9 Learners Potentially at Greater Risk of Harm

9.1 Whilst all learners should be protected, some groups are potentially at greater risk of harm than others (both online and offline). Additional information about specific forms of abuse, exploitation and safeguarding issues can be found within Keeping Children Safe in Education 2026 and should be used as a reference by all Academy staff when working directly with our learners.

9.2 Learners who are Lesbian, Gay, Bisexual or Gender Questioning

9.2.1 Risks for learners being lesbian, gay, bisexual or gender questioning can be compounded where learners lack trusted adults with whom they can be open, therefore it is vital that Academy staff endeavour to reduce the additional barriers faced and create a culture where all learners can speak out or share their concerns with members of staff. There remain many unknowns about the impact of social transition and wider vulnerabilities for learners questioning their gender therefore they should be encouraged to s eek clinical help and advice.

9.3 Learners with Special Educational Needs, Disability or Health Issues

9.3.1 Learners with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges and close liaison between the designated safeguarding lead (or a deputy) and the special educational needs coordinator (SENCO) is required

9.3.2 The Academy offers extra pastoral support for these learners.

9.4 Learners with a Social Worker

9.4.1 Some learners may need a social worker due to safeguarding or welfare needs.

9.4.2 The DSL and members of staff at the Academy will work with and support social workers to help protect vulnerable learners. Where the Academy is aware that a learner has a social worker, the DSL will always consider this fact to ensure any decisions are made collaboratively and are in the best interests of the learner's safety, welfare and educational outcomes.

9.4.3 The DSL will also ensure that the Academy, and their staff, know who these learners are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort supporting teaching staff to identify the challenges that learners in this group might face and the additional academic support and adjustments that they could make to best support these learners

9.5 Children in Need

9.5.1 A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Children in need may be assessed under section 17 of the Children Act 1989.

9.6 Learners Suffering or Likely to Suffer Significant Harm

9.6.1 Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment.

9.6.2 Using the graduated response process (please refer to the Academy Attendance Policy) to determine the vulnerability or ongoing reason for absence of the learner, the staff will complete a welfare home visit to the home address and discuss the return to school. The Academy will prioritise those learners considered vulnerable e.g., Looked After Children; learners subject to Child Protection Plans; learners open to Social Care as a Child in Need; learners who have previously been reported missing; primary-aged learners who make their own way to school

9.7 Looked-After, Previously Looked-After Children and Children in Kinship Care

9.7.1 The Trust will ensure that staff have the skills, knowledge and understanding to keep looked after children, and previously looked-after children, safe. In particular, ensuring that appropriate

staff have relevant information about learners' looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements, including children in kinship care.

9.7.2 The Academy has appointed a designated teacher Ben Connell, Assistant Principal, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with the DfE statutory guidance designated teacher for looked after children. The DSL and Designated Teacher will maintain details of learners' social workers and relevant Virtual School Heads and liaise to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to. The Virtual School Heads will promote the educationalachievement of looked-after and previously looked-after children though the Personal Education Plans (PEPs), including the best use of pupil premium plus funding. The Virtual School Heads will champion the attendance, attainment and progress of children in kinship care

9.8 Learners Who are Absent or Missing from Education

9.8.1 All staff should be aware that learners being absent from the Academy, particularly repeatedly and/or for prolonged periods can act as a vital warning sign of a range of safeguarding possibilities. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a learner going missing in future.

9.8.2 We recognise that learners who are home educated may not have been/be in receipt of suitable education and we will work closely with the Local Authority following guidance to return them to full-time education where appropriate.

9.8.3 The Academy will treat a learner as missing if their whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be the subject of a crime or at risk of harm to themselves or another. The Academy will provide information to and work with the police and Children's Social Care where appropriate.

9.8.4 Further information can be found within the Attendance Policy and Keeping Children Safe in Education 2026

9.9 Young Carers

9.9.1 The Academy should be alert to the needs of young carers, recognising that caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing. Early identification is essential to ensure young carers receive support at the right time and by the appropriate services including additional support from external partners, or local authority and health service.

9.10 Learners Who Attend Alternative Provisions

9.10.1 The Academy will continue to be responsible for the safeguarding of all learners when placed with an alternative provision provider and should be satisfied that the placement meets the learner's needs.

9.10.2 The Academy will work closely with LEBC (Leicester Education Business Company) and the providers to ensure the provisions are risk assessed, monitored and safer recruitment checks have been undertaken. This includes written confirmation that the alternative provider will inform the Academy of any arrangements that may put the learner at risk (i.e. staff changes),

so the Academy can ensure itself, that appropriate safeguarding checks have been carried out on new staff.

9.10.3 The Academy will ensure:

- A risk assessment is in place for all leaners on alternative provision
- Relevant staff at the provision are aware of any additional needs and vulnerabilities of the learner
- Attendance is monitored and the Academy should always know where a learner is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the learner may attend
- Regular reviews of the alternative provision placements are made. These reviews should be frequent enough (at least half termly) to provide assurance that the learner is regularly attending and the placement continues to be safe and meets the learner's needs. Where safeguarding concerns arise, the placement should be immediately reviewed, and terminated, if necessary, unless or until those concerns have been satisfactorily addressed.

9.10.4 When placing a learner in a work experience placement, the Academy will confirm whether the criteria for regulatory activity is meet, all necessary checks are completed and an enhanced DBS has been considered; that is the teaching/training/instructing is frequent or more than 3 days in a 30-day period and there is an opportunity for contact with learners. If placed within our Academy

9.11 Learners Requiring Support – Family Help (Leicester City) and Family Help (Leicestershire)

9.11.1 We recognise that any learner can be the victim of abuse and may benefit from Early Help at any time and we will provide support as soon as a problem emerges. If Family Help is

appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in a family help assessment, in some cases acting as the lead practitioner.

9.11.2 The DSL will keep the case under constant review and the Academy will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

9.11.3 The Academy is committed to supporting families as soon as a possible problem arises. We will work closely with the Leicester City Council and Leicestershire County Council when considering a referral:

Leicester Early Help

Leicestershire Family Help

9.12 Online Safety

9.12.1 The Academy recognise it is essential to safeguard learners from potentially harmful and inappropriate online material and a whole Academy approach to protect and educate learners and staff in a safe learning environment enables concerns to be escalated where appropriate.

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

- **content**: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, misandry, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theory
- **contact**: being subjected to harmful online interaction with other users; for example: peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **conduct**: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying
- **commerce**: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

9.12.3 The Academy has an appropriate filtering and monitoring system in place and regularly reviews the effectiveness as harms evolve and change rapidly, supported by guidance from UK Safer Internet Centre; South West Grid for Learning; London Grid for Learning; UK Council for child internet safety and DfE guidance

9.12.4 The DSL and Trust Safeguarding Lead will ensure a review of the filtering and monitoring system occurs at least annually.

9.12.5 The Academy is a mobile phone free environment and staff should refer to the mobile phone procedure.

10 Understanding the Views of Learners

10.1 The Academy recognises the importance of listening to the voice of the learner and ensuring that all learners feel heard and understood. Designated Safeguarding Leads and DDSLs will continue to develop their knowledge and skills to:

- Encourage a culture of listening where learners can speak out and share concerns with staff taking account of their wishes and feelings and ensure protective measures are in place
- Understand the difficulties that learners may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR) and the Data (use and Access) Act 2025 (DUAA).
- Be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

11 Equality Statement

11.1 Some learners have an increased risk of abuse, and additional barriers can exist for these learners, with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise learners' diverse circumstances. We ensure that all learners have the same protection, regardless of any barriers they may face.

12 Confidentiality

12.1 We acknowledge that sharing information is an intrinsic part of safeguarding learners and that the decisions about how much information to share, with whom and when, can have a profound

impact on our learners' lives. Where there is a need to safeguard and promote the welfare of learners at risk of abuse or neglect we will share information with relevant agencies and safeguarding partners. Staff will take responsibility for sharing the information they hold, and cannot assume that someone else will pass on information, which may be critical to keeping a learner safe. Where there are concerns all staff will follow Academy procedures and report concerns to the DSL.

12.2 Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of learners. The Data Protection Act (DPA) 2018, the UK General Data Protection Regulation (UK GDPR) and the Data (use and Access) Act 2025 (DUAA) do not prevent, or limit, the sharing of information for the purposes of keeping learners safe. Information can be found at Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers and staff can refer to the DfE Data Protection guidance for schools (2023 updated 2026)

12.3 The Academy will maintain clear and concise records on CPOMS (Child Protection Online Management System) and retain these records as per statutory guidance.

13 Complaints

13.1 Information regarding the procedures for raising complaints can be found in the Trust Complaints Policy available on the LwLAT website.

13.2 Complaints Against Staff

13.2.1 Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with concerns or allegations made against staff (please refer to the Trust Allegations Against Staff (Including Low Level Concerns) Policy).

14 Whistleblowing

14.1 The Trust operates aculture of safeguarding. If there are any concerns about poor or unsafe practice, or our Academy's safeguarding processes, staff should speak to the Principal who will take all concerns seriously, consider next steps and take appropriate action as required.

14.2 In the event that amember of staff is unable to raise an issue with senior leadership in the Academy, they should refer to Keeping Children Safe in Education for additional guidance on whistleblowing procedures.

14.3 Further information can be found in the LwLAT Whistleblowing Policy which is available on the Trust website.

15 LwLAT Wellbeing Statement

15.1 The Trust will always put the effective education of our learners at the heart of any decision that we make. In doing so, we recognise that the requirement to adhere to policies and procedures may be time consuming and can impact on workload. For this reason, the Trust and its Academies will always endeavour to support staff when policies and procedures are being actioned.

16 Review of this Policy

16.1 This template policy will be reviewed annually by the Trust Safeguarding Lead and approved by the Trust Board.

16.2 The local Academy version of this policy will be reviewed by the Academy Senior Leadership Team (SLT) and DSL and approved by the Trust Safeguarding Lead before being submitted to the local governing board for adoption by the Academy.

16.3 Monitoring and evaluation of the Child Protection and Safeguarding Policy is conducted in line with the yearly Section 157 and 175 Safeguarding Audits; internal Academy/Trust audits; Governor visits

17 Useful Contact Details

Safeguarding Agency Support	Contact Details
Leicester City CASP	0116 454 1004
Leicestershire County Council First Response Children's Duty Team	0116 305 0005
Leicestershire CC - Children & Young People's Services	0116 232 3232
Leicestershire CC Family Help	0116 305 8727
Safeguarding in education Leicester City Leicestershire County	 0116 454 1454 0116 305 7750
Leicester City Health and Safety	0116 454 4300 (helpline)
Leicestershire County Council - Health, Safety and Wellbeing Duty & General Enquiries	0116 305 5515
Leicester City Virtual School	0116 454 3370 virtualschool@leicester.gov.uk
Leicestershire Virtual School	0116 305 6097 **virtualschool@leics.gov.uk**
Leicester City LADO	0116 454 2440 **Lado-allegations-referrals@leicester.gov.uk**
Leicestershire County LADO	0116 305 7597 & 0116 305 4532 CFS-LADO@leics.gov.uk
Leicester and Leicestershire Prevent Co-Ordinator	0116 273 3459 **Email: Leicestershire Prevent** **Website: Leicester Prevent**
DfE Prevent	0207 340 7264 Counter.extremism@education.gov.uk(non urgent matters)
Confidential Anti-terrorist hotline	0800 789 321
NSPCC Whistleblowing Helpline	0800 028 0285 help@nspcc.org.uk
NSPCC Helpline	0802 800 5000

18 Archived Policy Review Changes

Version	Date	Author	Changes
V1.0	July 2020	KK	New Trust-wide version created.
V1.1	September 2020	KK	Final KCSIE 2020 Issued
V1.2	January 2021	KK	Appendix 2 updated re Post EU Brexit
V2.0	August 2021	KK	KCSIE Updated for September 2021. Academy logos updated. Contents list added.
V3.0	August 2022	KK	KCSIE Updated for September 2022.
V4.0	August 2023	KK	KCSIE (Draft) Updated for September 2023.
V4.1	September 2023	KK	KCSIE final version released 1st September 2023.
V5.0	August 2024	KK	Updated inline with KCSIE September 2024 (Draft). DSL contact email addresses and external links updated. References to 'kinship carers' added, 'custody' replaces 'prison'. In 9.4 'trans' updated to 'gender questioning'. Bullying definition added to 30.2.1. 35.4 Artificial Intelligence added. Appendix 5 title updated and content revised.
V5.0a	Sept 2024	<Initials>	Localised for use in <NAME> Academy
V6.0	August 2025	MB	The policy has been significantly restructured and rewritten by the Trust Safeguarding and Attendance Lead for clarity and in line with KCSIE 1st September 2025. List of Associated Policies updated. Policy Changes review table moved to end of documents. Reference to 'pupil', 'student' or 'young person/people' updated to learner(s) throughout, unless the term pupil or child(ren) directly relates to DfE guidance. Approved at Trust Board Meeting 25th September 2025.