



LEICESTER TIGERS *Foundation*

Policy and Guidance for Child Protection, Safeguarding and Promoting the Welfare of Children

The Board of Trustees and staff of the Leicester Tigers Foundation were notified of this policy and the accompanying guidance in November 2020

Introduction

This policy applies to Leicester Tigers Classroom and facilities utilised within the Mattioli Woods Welford Road Stadium and all activities conducted on behalf of the Leicester Tigers Foundation, by the Trustees, Staff and its' Volunteers in the wider general community.

Safeguarding within The Leicester Tigers Foundation is underpinned by three key principles:

- Everyone who comes into contact with children and their families has a role to play in safeguarding children. Leicester Tigers Foundation Trustees, Employees and Volunteers all have a responsibility and role to play in identifying concerns, share information appropriately and take prompt action.
- All Employees and Volunteers will maintain a vigilant attitude for warning signs of safeguarding issues
- When concerned about a child's welfare, Employees and Volunteers will always act in the best interests of the child.



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For the purposes of this policy “children and young people” includes everyone under the age of 18.

The purpose of this policy is to:

- Protect children and young people who attend Foundation organised activities at the Tigers Classroom and Mattioli Woods Welford Road Stadium and participate in Foundation activities within the wider general community.
- Outline the procedures to be followed in cases of suspected harm or abuse
- Emphasis the requirements for safer recruitment of employees and volunteers
- Promote safe practice and challenge poor, unsafe practice
- Contribute to effective partnership working between parents, guardians and all those involved with providing services for children and young people.

Key Roles

Role	Name	Contact Details
Dedicated Safeguarding Lead	Scott Clarke	scott.clarke@tigers.co.uk
Deputy Designated Safeguarding Person	Sam Swift	sam.swift@tigers.co.uk



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Links to Safeguarding legislation, guidance and procedures

The Leicester Tigers Foundation role in safeguarding children in education is set out in both statutory guidance and advice documents. These are:

- Duties and responsibilities as set out within The Education Act 2002 section 175/157, The Children Act of 1989, DFE statutory Guidance Keeping Children Safe in Education 2020 and HM working Together to Safeguard Children 2015 (last updated Feb 2017) which are incorporated into this policy.
- Children's Acts 1989 and 2004
- Prevent Duty for England/ Wales (2015) under Section 26 of the Counter-Terrorism and Security Act 2015
- Section 5B of Female Genital Mutilation Act 2003 (inserted by Section 74 of the Serious Crime Act 2015)
- Dealing with Allegations of Abuse against Teachers and Other Staff (2012)
- Local Safeguarding Children's Board (SCB) interagency child protection and safeguarding procedures.

Our Policy takes into account statutory guidance and advice provided by the DFE and acts within the local guidance and procedures of the Leicestershire Local Authority Safeguarding Children Board (LSCB). The LSCB is an independent board which has responsibility for co-



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ordinating the work of agencies within the Local Authority to safeguard and promote the welfare of children and for ensuring the effectiveness of that work.

It provides the safeguarding procedures and guidance, delivers a programme of multi-agency training and monitors safeguarding practice through multi-agency audits, case reviews and performance information. The Board is key to agreeing how relevant organisations co-operate to safeguard and promote the welfare of children, and ensure the effectiveness of what they do. It also provides local practice guidance on child protection issues.

SAFEGUARDING PRINCIPLES

Safeguarding and Promoting the Welfare of Children is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's 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

Source Working Together to Safeguard Children 2015 page 6



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

- Pupils' Health, safety and well-being including their mental health
- Meeting the needs of children with special educational needs and /or disabilities
- The use of reasonable force
- Meeting the needs of children with medical conditions
- Providing first aid
- Educational visits
- Intimate care
- On line safety and associated issues
- Appropriate arrangements to ensure Foundation security, taking into account the local context.

Safeguarding can involve a range of potential issues such as:

- Neglect, physical abuse, sexual abuse and emotional abuse
- Bullying, including cyber bullying (e.g. by text message, or via social media) and prejudice based bullying.
- Peer on peer abuse



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- Racist disability and homophobic, biphobic or transphobic abuse.
- Gender based violence/ violence against women and girls
- Extremist behaviour i.e. Radicalisation
- Child sexual exploitation and human trafficking
- The impact of new technologies, including 'sexting' and accessing pornography
- Substance misuse by the child or young person
- Particular issues affecting children including domestic violence, sexual exploitation, female genital mutilation and forced marriage
- Child abuse linked to faith or belief
- Fabrication or induction of illness in a child
- Mental health issues including self-harming
- Child trafficking
- Issues which may be specific to a local area or population, for example gang activity and youth violence.

The Leicester Tigers Foundation will incorporate signs of abuse and specific safeguarding issues which are relevant to the local area into Briefings, Employee Induction Training and ongoing development training for all employees/anyone who has contact with a child or



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young person including Trustees and Volunteers. In our area we are advised that there are specific concerns regarding:

- Child Sexual Exploitation
- Bullying including cyber bullying
- Domestic Violence
- Private Fostering
- On-line abuse/sexting
- Teenage relationship abuse
- Trafficking
- Missing children and vulnerable adults
- Child sexual abuse within the family
- Poor parenting, particularly in relation to babies and young children
- Substance abuse

Our ethos is 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 the Foundation will play their part, including working with professionals from other agencies 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.



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The Foundation aims 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 be suffering, or likely to suffer, significant harm.

Where employees or others need to raise concerns these should be to the Designated Safeguarding Lead (DSL) who will coordinate a response. The DSL (and deputy) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns. Where employees 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 DSL. Concerns can be raised directly with Children's Social Care but we advocate contact with the DSL first. The DSLs, who are familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies.

THE POLICY

There are five main elements to our policy:

- Providing a safe environment in which children can learn and develop
- Ensuring we practice safer recruitment in checking the suitability of employees, directors and volunteers to work with children
- Developing and implementing procedures for identifying and reporting cases or suspected cases of abuse



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- Supporting children/young people who have been abused or harmed in accordance with his/her child protection plan
- Raising awareness of safeguarding children, child protection processes and equipping children with the skills to keep them safe.

We recognise that because of their day-to-day contact with children our employees are well placed to observe the outward signs of abuse. The Foundation will therefore:

- Establish and maintain an environment where children feel secure, and encouraged to talk/are listened to
- Ensure children know that there are adults in the Foundation whom they can approach if they are worried
- Make every effort to establish effective working relationships with parents and other agency colleagues
- Include opportunities in the delivery curriculum for children to develop the skills they need to recognise and stay safe from abuse
- Take all reasonable measures to ensure risks of harm to children's welfare are minimised
- 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
- Ensure robust child protection arrangements are embedded in the daily life and practice of the Foundation



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- Promote children's health and safety
- Promote safe practice and challenge unsafe practice
- Ensure that procedures are in place to deal with allegations of abuse against tutors and other employees including volunteers (DfE Keeping Children Safe in Education 2018 and the Leicestershire SCB Local Inter-Agency Procedures as at: lrsqb.proceduresonline.com)
- Provide first aid and meet the health needs of children with medical conditions
- Ensure Foundation site security
- Address drugs and substance misuse issues
- Support and plan for young people in custody and their resettlement back into the community
- Work with all agencies with regard to missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation
- Ensure everyone understands their duty to safeguard children inside/outside the Foundation environment, including trips, extended Foundation activities and vocational placements.

We will follow the procedures set out by the relevant Local Safeguarding Children Board and take account of guidance issued by the DfE in Keeping Children Safe in Education 2018 to:



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- Ensure we have a Senior Designated Safeguarding Lead (DSL) who is a member of the Foundation management team, and at least one Deputy DSL for child protection/safeguarding, who have received appropriate training and support for this role.
- Ensure we have a nominated Trustee responsible for child protection/safeguarding Mr. Chris Rose.
- Ensure every employee (including temporary and volunteers) and the Board of Trustees know the name of the Senior DSL and their Deputy, and their role.
- Ensure all employees and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL or to children's social care/police if a child is in immediate danger/risk of harm
- Ensure all employees and volunteers are aware of the early help process and understand their role in it
- Ensure that the Foundation follows the whistleblowing policy and has a culture where employees can raise concerns about unsafe practice
- Ensure the complaints system in place for children and families is in line with the Foundation complaints policy
- Ensure that all parents have an understanding of the responsibility placed on the Foundation and employees for child protection by setting out its obligations on the Foundation website



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- Notify the home school or behaviour partnership and social care if there is any unexplained absence of a Foundation student who is subject to a child protection plan
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences
- Keep written/electronic 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
- Ensure all records are kept securely; separate from the main file
- Ensure we follow robust processes to respond when children are missing from education, home or care
- Follow set procedures where an allegation is made against an employee or volunteer
- Ensure safer recruitment practices are always followed
- Apply confidentiality appropriately
- Apply the escalation policy if there is any concern about the actions or inactions of social care employees or employees from other agencies.

Any concerns should be discussed in the first instance with the DSL or in their absence the Deputy DSL.



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If, at any point, there is a risk of immediate serious harm to a child, a referral should be made to Children's Social Care or the Police immediately. Anybody can make such a referral.

Early help

Where parents, carers or children tell us that they require support, or Foundation employees identify that there may be emerging needs and that services may be required, an Early Help Assessment (EHA) is likely to be beneficial. In such cases employees will have an open discussion with the parents/carers and child about the support and services that might help and agree how they would be accessed. An Early Help Assessment Form (EHAF) may need to be created. If early help is appropriate the DSL (or Deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate.

Any child may benefit from early help, but all Foundation staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific needs;
- has special educational needs (whether or not they have a Statutory Education, Health and Care Plan);
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;



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- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

Vulnerable Children

We recognise that some children will be at increased risk of neglect and/or abuse, including criminal exploitation. To ensure that all of our children receive equal protection we will give special consideration and attention to children who are:

- Disabled or have special educational needs
- Living in a known domestic abuse situation
- Affected by known parental substance abuse (drugs and/or alcohol) misuse
- Asylum seekers/refugees
- New communities
- Living away from home, including private fostering arrangements



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- Vulnerable to being bullied, or engaging in bullying
- Missing from Foundation planned activity, particularly on repeat occasions
- Homeless or living in temporary accommodation and/or transient lifestyles
- Living in chaotic, neglectful and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of protected characteristics such as race, ethnicity, religion or sexuality
- At risk of sexual exploitation, hate crime or radicalisation
- Young carers
- Looked After and previously Looked After including care leavers
- Without English as a first language
- Involved in the court system – for example because of crimes committed against them, crimes they have witnessed or as a result of making child arrangements via the family courts following family separation
- In a family where members are in prison.

Child criminal exploitation – county lines

We recognise that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of ‘county lines’ criminal activity, where drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, for example. We will be alert to the signs (such as



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missing from school episodes) that a child may have become involved in county lines, and respond within the context of our child protection and safeguarding policy.

Contextual safeguarding

Assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's Social Care assessments should consider such factors so it is important that we provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

Supporting children

We recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. Foundation activities and time may be the only stable, secure and predictable element in the lives of children at risk. When participating in Foundation delivered activities and programmes their behaviour may be challenging and defiant or they may be withdrawn.

The Foundation will endeavour to support the child through:

- The content of the curriculum
- A Foundation ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- The Foundation behaviour policy which is aimed at supporting vulnerable children.

The Foundation will ensure that the child knows that some behaviour is



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unacceptable but they are valued and not to be blamed for any abuse that has occurred.

- Liaison with other agencies that support the child within our Local Authority such as Children's Social Care, Early Help services and other Foundation support services such as the Education Psychology Service.

Prevention in the Curriculum

The Foundation recognises the importance of developing children's awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe.

The Foundation programmes provide personal development opportunities for children to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle children are taught to:

- Safely explore their own and others' attitudes
- Recognise and manage risks in different situations and know how to behave responsibly
- Judge what kind of physical contact is acceptable and unacceptable
- Recognise when pressure from others (including people they know) threatens their personal safety and well-being, including knowing when and where to get help
- Manage healthy relationships/understand how to deal with domestic violence/unhealthy relationships/consent



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- Keep safe on-line
- Understand about so-called Honour Based Violence issues (HBV) egg forced marriage, female genital mutilation (FGM)
- Protect themselves and others from bullying/cyberbullying
- Keep themselves safe from drugs, alcohol and substance abuse
- Protect themselves from sexual exploitation of children (CSE)
- Prevent and protect themselves from extremism and radicalisation
- Prevent the production and sharing of Youth Produced Sexual Imagery

We know how important it is that our children understand the risks associated with sharing indecent images of, or information about, themselves (sexting). Research indicates that this is increasingly associated with concerns such as sexual exploitation.

Photographs and Videos of Children actively engaged through Foundation activities

Within the Foundation we take a sensible and balanced approach to photographing and videoing children on our sites and participating in our wider activities. Taking pictures and video images of children's lessons, activities and achievements is a wonderful way of evidencing work, capturing a memory and promoting success. We will always obtain parental permission (consent forms at the start of the academic year) while taking such images and put safeguards in place to ensure anonymity (wherever possible) in their usage.



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Employees of the Foundation will be aware of the identity of children who, for whatever reason, may not be photographed (see permission slips).

Further guidance is provided by the Information Commissioners Office on taking photographs in schools and the Data Protection Act 1998.

Confidentiality

We recognise that all matters relating to child protection are confidential. However, an employee must never guarantee confidentiality to children; children will not be given promises that any information about an allegation will not be shared.

Where there is a child protection concern it will be passed immediately to the DSL and/or to Children's Social Care. When a child is in immediate danger Children's Social Care/the police will be contacted.

The DSL (or deputy) will disclose personal information about a child to other employees, including the level of involvement of other agencies, only on a 'need to know' basis.

All employees 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 should not be a barrier to the sharing of information where the failure to do so would result in a child being placed at risk of harm.

Appendix 3 provides more details about our record keeping systems.

Working with parents/carers



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Parents and carers play an important role in protecting their children from harm. In most cases the Foundation will discuss concerns about a child with the family and, where appropriate, seek their agreement to making referrals to Children's Social Care. Where there are any doubts the DSL should clarify with Children's Social Care whether, and if so when and by whom, the parents should be told about the referral. The child's views will be considered in deciding whether to inform the family, particularly where the child is sufficiently mature to make informed judgements about the issues, and about consenting to that.

Safe Employees

Safer recruitment processes will be followed in accordance with The Safer Recruitment Policy and guidance and relevant sections of DfE Keeping Children Safe in Education 2018. The level of DBS certificate required and whether a check for any prohibition, direction, sanction or restriction is required, will depend on the role that is being offered and duties involved.

The Foundation expects that an appropriate number of employees and Trustees have undertaken Safer Recruitment training so that all interview panels have at least one Safer Recruitment trained representative with up to date knowledge of the required checks needed. Checks and references are an essential part of the Safer Recruitment process.

Employees will have access to advice on the boundaries of appropriate behaviour and will be aware of the Staff Handbook, including contact between employees and pupils outside the workplace. The guidance for Safer Working Practices for Adults who work with Children



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and Young People (2009) will be observed. This should assist in limiting complaints against employees of abuse of trust and/or allegations.

In the event of a complaint or allegation against a Foundation employee, the Manager should be notified immediately. If the complaint or allegation relates to the Manager, the Safeguarding Trustee (Chris Rose) should be notified. The Chair of Trustees should be informed without delay where this relates to the Safeguarding Trustee. The Foundation will respond to all allegations robustly in collaboration with the Local Authority Designated Officer (LADO).

Further guidance to support the work around child protection and safeguarding:

- <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> DfE Statutory Guidance - Keeping Children Safe in Education – September 2020
- <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2> - February 2019
- Female Genital Mutilation (FGM)
<https://media.education.gov.uk/assets/files/pdf/f/fgm%20guidance.pdf>
- Children who may have been trafficked
<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>
- Private fostering arrangements – www.privatefostering.org.uk



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- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/647389/Overview_of_Sexting_Guidance.pdf Sexting in Schools and College
- Use of reasonable force <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- Preventing child on child sexual violence and sexual harassment:
www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges
- <https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

Key national contacts

- NSPCC helpline – helping adults protect children 24 hours a day. For help and support, including anyone needing advice about female genital mutilation, young people affected by gangs, concerns that someone may be a victim of modern slavery contact the NSPCC trained helpline counsellors on: help@nspcc.org.uk or text 88858 or telephone 0808 800 5000
- NSPCC Whistleblowing Advice Line – free advice and support for professionals concerned about how child protection issues are being handled by their organisation help@nspcc.org.uk or telephone 0800 028 0285



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- UK Safer Internet Centre professional advice line – helpline for professionals working with children and young people in the UK with any online safety issues they may face themselves or with children in their care: helpline@saferinternet.org.uk or telephone 0844 381 4772
- Police Anti-Terrorist Hot Line number 0800 789 321



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GUIDANCE

ROLES AND RESPONSIBILITIES

if staff have **any** concerns about a child's welfare they must act on them immediately.

Employees and volunteers will always promptly inform the Designated Safeguarding Lead (DSL) if there is:

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- Any explanation given which appears inconsistent or suspicious
- Any behaviours which give rise to suspicions that a child may have suffered harm
- Any concerns that a child may be suffering from inadequate care, ill treatment or emotional maltreatment
- Any concerns that a child is presenting signs or symptoms of abuse or neglect
- Any significant changes in a child's presentation, including non-attendance
- Any hint or disclosure of abuse about or by a child/young person
- Any concerns regarding person(s) who may pose a risk to children, e.g. living in a household with children present
- Any concerns about peer on peer abuse; this should never be tolerated and passed off as banter or part of growing up (see appendix 4)
- Information which indicates that the child is living with someone who does not have parental responsibility for them (private fostering)
- Any concerns that a child is at risk of forced marriage, honour based violence or female genital mutilation (FGM)

Options will then include:



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- Managing any support for the child internally via the Foundation support processes
- An early help assessment
- A referral for statutory services for example as the child might be in need, is in need or suffering or likely to suffer harm.

Designated Safeguarding Lead (DSL)

We have a DSL with lead responsibility for safeguarding children and child protection who has received appropriate training and support for this role. This role includes duties under the Prevent agenda. The DSL is the Foundation manager and their responsibilities are explicit in their job description. The DSL will liaise with the Local Authority and work with other agencies in line with Working Together to Safeguard Children.

We also have a Deputy DSL (see page 2 of this policy) who will provide cover for the DSL when they are not available. Our Deputy DSL has received the same training as the DSL. They will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the Foundation ethos and that specific duties are discharged. They will assist the DSL in managing referrals, attending Child Protection Conferences, reviews and meetings and supporting the child/children. The Deputy has completed the required training and is overseen by the DSL to ensure we fulfil our child protection responsibilities to meet the needs of our children/young people.

We acknowledge the need for effective and appropriate communication between all employees in relation to safeguarding children. Our DSL ensures there is a structure within the Foundation, followed by all of the members of the Foundation community in cases of suspected abuse, including where concerns are raised under Prevent.

The Designated Safeguarding Lead is expected to:

Manage Referrals

- Refer cases of suspected abuse or allegations to the relevant investigating agencies
- Support employees who make referrals to Children's Social Care and other agencies
- Refer cases, where a person is dismissed or left due to risk/harm to a child, to the DBS

Work with others



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- Liaise with the case manager and the LADO/LADO Allegation Officer where there are concerns about an employee
- Liaise with employees on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies.
- Act as a source of support, advice and expertise for other employees
- Take part in strategy discussions or attend inter-agency meetings and/or support other employees to do so and to contribute to the assessment of children
- Liaise with the Local Authority and other agencies, in line with Working Together To Safeguard Children 2015, with the most recent updates and the local Safeguarding Children Board procedures and practice guidance

Undertake training

- Formal DSL training will be undertaken every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually. The DSL is responsible for their own training and should obtain access to resources or any relevant refresher training at Quarterly intervals.
- The DSL is also responsible for ensuring that the Deputy DSL accesses up to date and timely safeguarding training and maintains a register to evidence the training

The training undertaken should enable the Designated Safeguarding Lead to:

- Understand the assessment process for providing early help and intervention
- Have a working knowledge of how the local Safeguarding Children Board operates, the conduct of a Child Protection Conference, and be able to attend and contribute to these effectively when required to do so
- Ensure that each employee has access to the child protection policy and procedures
- Be alert to the specific needs of children in need, including those with special educational needs, and/or disabilities, and young carers
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Understand the Prevent Duty and provide advice and support to employees on protecting children from the risk of radicalisation



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- Be able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at Foundation facilities.
- Recognise the additional risks that children with SEN and disabilities (SEND) face online, for example from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of protecting children; listening to children and their wishes and feelings

Raise awareness

- Ensure that the safeguarding and child protection policies are known, understood and used appropriately
- Ensure that the safeguarding and child protection policy is reviewed annually in consultation with employees, procedures are updated and reviewed regularly and implemented, and that the Board of Trustees are kept up to date and actively involved
- Work strategically to ensure policies and procedures are kept up to date and drive and support development work within the Foundation
- Ensure that the safeguarding and child protection policy is available to parents/carers and uploaded to Foundation website, and make them aware that referrals may be made about suspected abuse or neglect
- Liaise with the local SCB and ensure all employees receive induction training covering child protection and are able to recognise and report any concerns immediately as they arise

Availability

The DSL (or Deputy) will always be available (during working hours) for employees to discuss any safeguarding concerns. The Foundation ensure that appropriate arrangements are in place for any out of hours activities in line with the guidance contained in DfE KCSIE 2020.



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Governance

The charity's Board of Trustees are collectively responsible for ensuring that safeguarding arrangements are fully embedded within the Foundation's ethos and reflected in the Foundation's day to day safeguarding practices by:

- Ensuring there is an individual member of the Board of Trustees to take leadership responsibility for safeguarding, and champion child protection issues within the Foundation (Chris Rose)
- Ensuring that the Foundation has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2015 and KCSIE 2020) and local LSCB guidance, monitoring the Foundation's compliance with them
- Ensuring that safeguarding policies and procedures are in place for appropriate action to be taken in a timely manner to promote a child's welfare
- Recognising the importance of information sharing between agencies; ensuring cooperation with the Local Authority and other safeguarding partners
- Appointing a DSL from the management team to take lead responsibility for child protection/safeguarding
- Ensuring that all employees read and understand at least part one of Keeping Children Safe in Education 2020 and ensuring that there are mechanisms in place to assist employees to understand and discharge their role and responsibilities as set out in Part One
- Ensuring that the Board of Trustees is collectively responsible for the Foundation's safeguarding arrangements
- Ensuring that the Chair of the Board of Trustees and the named safeguarding Trustee are suitably trained to enable them to discharge and comply with their child protection/safeguarding responsibilities
- Ensuring there is a training strategy in place for all employees, including the Manager, so that child protection training is undertaken with refresher training at three yearly intervals. The DSL and Deputy DSL should receive refresher training at two yearly intervals
- Ensuring that employees undergo safeguarding child protection training at induction and that there are arrangements in place for employees to be regularly updated to ensure that safeguarding remains a priority



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- Ensuring that temporary employees and volunteers who work with children are made aware of the Foundation's arrangements for child protection and their responsibilities
- Ensuring there are procedures in place to manage allegations against employees and exercise disciplinary functions in respect of dealing with a complaint
- Ensuring a response if there is an allegation against Foundation Manager by liaising with the LADO and appropriate Trustees
- Ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual exploitation
- Ensuring that appropriate filters and monitoring systems are in place at the Foundation facilities to protect children online
- Ensuring that children are taught about safeguarding online through teaching and learning opportunities
- Ensuring that peer on peer abuse is included in child protection and safeguarding policy, sexting and the Foundation's response is included and different gender issues that are prevalent in peer on peer abuse
- Giving employees the opportunities to contribute and shape safeguarding arrangements and policy
- Preventing people who pose a risk of harm from working with children by adhering to statutory responsibilities to check employees who work with children, making decisions about additional checks and ensuring volunteers are supervised as required
- Ensuring at least one person on any appointment panel has undertaken safer recruitment training
- Recognising that certain children are more vulnerable than others, such as looked after children (previously or current), care leavers and children with special educational needs and disabilities



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Identifying Concerns and Taking Action

All employees, volunteers and directors will know how to identify children who may be being harmed and then how to respond to a pupil who discloses abuse, or where other raise concerns about them. Our employees will be familiar with procedures to be followed. Employees 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. Employees 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](#)

Some of the following signs may be indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who may strong efforts to avoid specific family members or friends, without obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at the Foundation, for example a sudden lack of concentration and learning or they appeared to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who are regularly missing from school;
- Children who are reluctant to go home after school;
- Children with poor attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children when drunk or under the influence of drugs;
- Children who drink alcohol regularly from an early age;



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- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements;
- Children who self-harm.

The four categories of child abuse are as follows:

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

Physical Abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing deliberate 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.

Some of the Possible Indicators Could Include: Children with frequent injury such as bruising, bite marks, burns and scalds, fractures, but also by aggressive behaviour. It may also be an indicator of concern where a parent gives an explanation inconsistent with the injury or gives several different explanations for the injury.

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

Some of the Possible Indicators Could Include: Developmental delay, attachment issues, aggressive behaviour, appeasing behaviour, watchfulness or stillness, low self-esteem,



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withdrawn or a loner, or having difficulty in forming relationships. Emotional abuse may be difficult to recognise as signs are usually behavioural rather than physical. Signs of emotional abuse may be associated with similar to other forms of abuse, so presence of emotional abuse may indicate other abuse is prevalent as well.

Sexual Abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children.

Some of the Possible Indicators Could Include: inappropriate sexualised conduct, age inappropriate sexualised play or conversation, sexually harmful behaviour, - contact or non-contact, self-harm, eating disorders, continual, inappropriate or excessive masturbation, anxiousness or unwillingness to remove clothes – sports/PE etc., pain or itching in the genital area, blood on underclothes, bruising in genital region and/or inner thighs.

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 as a result of maternal substance or alcohol abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Some of the Possible Indicators Could Include: Being constantly hungry; constantly tired; have a poor state of clothing; be emaciated; have untreated medical problems; be frequently late or have poor or non-attendance; have low self-esteem; display neurotic behaviour and/or have poor social relationships; have poor personal hygiene. A neglected child may also be apathetic, fail to thrive, or be left with or in the care of adults under the influence of drugs or alcohol.



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Children with Special Educational Needs

We recognise that some children with special educational needs and/or disabilities (SEND) can face additional safeguarding challenges. Such children 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. We know that additional barriers can exist when recognising abuse and neglect in this group of children which include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Children with SEN(D) can be disproportionately impacted by things like bullying – without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers
- Being more prone to peer group isolation than other children

Because of these vulnerabilities, we will consider on a case by case basis the level of pastoral support needed for children with SEN and disabilities.

Taking action where concerns are identified

The Local Safeguarding Children's Board Procedures contain the inter-agency processes, protocols and expectations for safeguarding children. The Foundations response to any concerns will be set within this context.

Our employees recognise the difference between concerns about a child and a child in immediate danger. If employees have concerns about a child, a discussion should take place with the DSL to agree a course of action. If a child is at immediate risk of harm a referral will be made immediately to the relevant agency and/or the police, by the employee if required, with the DSL being informed of the referral.

If a child chooses to tell an employee about alleged abuse, there are a number of actions that employees will undertake to support the child using the TED approach of Tell me, Explain, Describe:

- The key facts will be established in a language that the child understands and the child's words will be used in clarifying/expanding what has been said
- No promises will be made to the child, e.g. to keep secrets
- Employees will remain calm and be available to listen



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- Employees will actively listen with the utmost care to what the child is saying
- Where questions are asked, this should be done with without pressurising and only using open questions:
 - Leading questions should be avoided as much as possible
 - Questioning should not be extensive or repetitive
- Employees will not put words in the child's mouth but subsequently note the main points carefully
- A full written record will be kept by the employees, signed/logged and dated, including the time of the conversation, an outline of what was said, any comment on the child's body language etc.
- It is not appropriate for employees to make children write statements about abuse that may have happened to them or get them to sign the employee's record.
- Employees will reassure the child and let them know that they were right to inform them and tell the child that this information will now have to be passed on.
- The DSL will be immediately informed (if the disclosure was not made to them)
- Information should be shared with Children's Social Care without delay, either to the child's own social worker if applicable, or to the relevant Local Authority multi-agency hub. Children's Social Care will liaise with the police as required to ensure an appropriate police officer response rather than a uniform response
- The police would only therefore be contacted directly in an emergency

Employees should never attempt to carry out an investigation of suspected child abuse by interviewing the child or any others involved. The only people who should investigate child abuse and harm are Social Care, Police or the NSPCC.



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Records and Monitoring

A written record of any concerns about a child will be made within 24 hours. All records will provide a factual and evidence based account with accurate recording of any actions. Records will identify the person making the record, be dated and, where appropriate, be witnessed. Where an opinion or professional judgement is recorded this should be clearly stated as such.

At no time should an individual tutor/employee be asked to consider taking photographic evidence of any injuries or marks to a child. This type of behaviour could lead to the employee being taken into managing allegations procedures. The body map approach should be used in accordance with recording guidance.

Any concerns should be reported and recorded without delay to the appropriate safeguarding services.

Why recording is important

Our employees will be encouraged to understand why it is important that recording is comprehensive and accurate and know the messages from serious case reviews in terms of recording and sharing information. We acknowledge that 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.

Recording practice

The Foundation uses standard templates and forms for recording information which reflect any mandatory or required Local Authority or Local Children's Safeguarding Board procedures, where these exist. The DSL will ensure that all employees are familiar with the reporting formats for the Foundation. These form part of the Foundation's safeguarding practice and employees are required to ensure they follow these.

Peer on Peer Abuse

The Foundation recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Peer on peer abuse will not be tolerated or passed off as part of "banter", just "having a laugh" or "part of growing up".

In cases where peer on peer abuse is identified we will follow our child protection and safeguarding procedures, recognising that both the victim and perpetrator will require support.



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We recognise that peer on peer abuse can manifest itself in many ways such as:

- Child Sexual Exploitation
- Sexting or youth produced digital imagery
- Sexual violence and sexual harassment
- Bullying (including cyber bullying)
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence
- Technology can be used for bullying and other abusive behaviour
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Initiation/hazing type violence and rituals

There are a number of factors that make children more vulnerable to peer on peer abuse: experience of abuse within their family; living with domestic violence; young people in care; children who go missing' children with additional needs (SEN and/or disabilities); children who identify as or are perceived as LGBT; or who have other protected characteristics (race, religion).

Research tells us girls are more frequently identified as being abused by their peers; girls are more likely to experience unwanted sexual touching in schools. Boys are less likely to report intimate relationship abuse. Boys report high levels of victimisation in areas where they are affected by gangs. There is an increasing evidence base emerging on the sexual exploitation of boys (both by adults and peers) and LGBTQ young people. We recognise that both boys and girls experience peer on peer abuse but they do so in gendered ways.

All peer on peer abuse is unacceptable and will be taken seriously. Any incidents will be recorded, investigated and dealt with in accordance with our safeguarding procedures.



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Child Sexual Exploitation (CSE)

The Foundation adheres to the local SCB procedure in relation to CSE. We recognise that CSE is a high profile issue both regionally and nationally.

CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity:

- a) In exchange for something the victim needs or wants, and/or
- b) For financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology

The Foundation recognises that CSE can cause a great deal of harm to a child, including physically, emotionally, educationally and socially. Where it exists it can also cause harm to communities, including The Hub.

CSE can happen in a number of ways to both boys and girls, for example it can happen through various social media, and this can cause significant harm. It can happen through inappropriate relationships such as older boy/girlfriends or through parties, gangs or organised abuse. Some children will be particularly vulnerable to being exploited, for example if they have had a chaotic upbringing, or if they are in care, go missing, involved in gangs or being bullied. We recognise however that any child can become a target for exploitation, particularly where the internet and social media are involved. This is because the normal life events that go with being a child in today's age can be a challenge and make them susceptible to being groomed and exploited.

At the Foundation we recognise that prevention is the best position with regard to CSE. We seek to support children to develop confidence and build resilience. We will endeavour to support their age appropriate knowledge and raise awareness and understanding of what CSE is, to understand the risks of CSE, to spot the warning signs for themselves and also their friends and peers, and by doing so keep safe.

If prevention is not possible we aim to identify children who are at risk of, or are being exploited, very early. Early intervention is key to effectively working with the child to prevent or reduce the level of risk. Once they have been groomed some children will find it difficult to withdraw from their abusers and we need to contribute to helping to protect



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them. Some children feel that they are in a relationship with these people. We commit to working with our inter-agency partners to safeguard and protect children.

An important part of educating our children is focussing on what is a healthy relationship and issues of consent. This will also target potential abusers at an early age with the intention of helping to shape their attitudes to others. We want to have a culture where the welfare of children is actively promoted and employees and children are vigilant. As part of this children will feel safe and listened to.

Further information is available from the Department of Education:

<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

Youth Produced Sexual Imagery (Sexting)

Introduction

The Foundation recognises that 'sexting' is a growing concern amongst professionals and parents as it can expose children to risks, particularly if the imagery is shared further. It can lead to embarrassment, bullying and increased vulnerability to sexual exploitation. Producing and sharing images of under-18's is also illegal.

There is no clear definition of what is 'sexting' and indeed many professionals, young people and parents have different interpretations ranging from sending flirty messages to sending nude or semi-nude photographs via mobiles or over the internet.

This guidance is based on the UKCCIS Sexting in Schools and Colleges guidance 2016. The full guidance is located at <https://www.saferinternet.org.uk/blog/new-sexting-guidance-schools-released-uk-council-child-internet-safety>. This guidance covers:

- A person under the age of 18 who creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 who shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 who is in possession of sexual imagery created by another person under the age of 18

It does not cover:

- The sharing of sexual imagery of people under 18 by adults as this constitutes child sexual abuse – The Foundation would always inform the police and CSC



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- Young people under the age of 18 sharing adult pornography or exchanging sexual texts which don't contain imagery

The term youth produced sexual imagery has been adopted to provide some clarity and to distinguish it from imagery where there are adults involved in some manner.

The purpose of this guidance is to make expectations clear to pupils and their parents and carers, as well as to be clear to employees, about the Foundation's policy and procedure in responding to incidents.

This policy forms part of the Foundation's safeguarding arrangements, and our response to concerns about 'sexting' will be guided by the principle of proportionality. Our primary concern at all times is the welfare and protection of the children and young people involved. The Foundation recognises that it is an offence under the Sexual Offences Act 2003 to possess, distribute, show and make indecent images of children (a child being under 18 years), but the Act does not define what is indecent.

However, the police accept that a law which criminalised indecent images of children was created before the technological advances of today and it originally sought to protect children from adults. It was not intended to criminalise children. Despite this, children who share sexual images of themselves or peers are breaking the law and therefore we will seek to manage this type of case appropriately.

All professionals, including the National Police Chiefs Council, agree that incidents involving youth produced sexual imagery should primarily be treated as a safeguarding issue. It is agreed that we should not unnecessarily criminalise children, as the consequence of this can be significant in terms of their life chances in adulthood. Where children do share images it is often as a result of natural curiosity and exploring relationships, and in the context of the digital world we live in.

The Foundation is therefore empowered to deal with the majority of these incidents without involving the police.

Handling Incidents

The Foundation may become aware of the issue in a variety of ways i.e. from the child direct, a friend or parent, or an employee.

We recognise that the child is likely to be very embarrassed and worried about what might happen. We also recognise the pressure a child can be under to take part in sharing such imagery, but we will reassure them they are not on their own and we will help and support them. We will also help them to understand what has happened and the context for the concerns. We will also discuss issues of consent and trust within healthy relationships.



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All incidents will be dealt with in line with our safeguarding and child protection policy.

Where an incident comes to our attention:

- The incident will be reported to the DSL as soon as possible
- An initial meeting will be held to:
 - Establish if there is immediate risk, what further information is needed and whether or not the imagery has been shared
 - Consider facts about the children involved which could influence a risk assessment. Further guidance and questions to consider is in Annexe A, page 25 of [UKCCIS Sexting in Schools Guidance 2016](#)
- A meeting with the young person will be held (if appropriate)
- Parents will generally be informed at an early stage

An immediate referral to Children's Social Care and/or the police should be made if, at the initial stage:

- The incident involves an adult
- The child has been coerced, blackmailed or groomed or if there are concerns about capacity to consent
- If the sexual acts are unusual for the developmental age or violent
- Children under 13 years are involved
- The child is at immediate risk e.g. suicidal or self-harming

Where the above do not apply then the Foundation will generally deal with this matter without involving the police or Children's Social Care, although this will be subject to review.

This decision is made where we are confident that we have sufficient information to assess and manage any risks within our pastoral support and disciplinary framework. The decision will be made by the DSL and others as appropriate and will be recorded.

Examples of cases where there is no need to involve the police are:

If a young person has shared imagery consensually, such as when in a romantic relationship, or as a joke, and there is no intended malice, it is usually appropriate for the Foundation to manage the incident directly.



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In contrast, any incidents with aggravating factors, such as a young person sharing someone else's imagery without consent and with malicious intent, should generally be referred to police and/or Children's Social Care.

The following information will be considered when deciding on a course of action:

- Why was the imagery shared? Was the young person coerced or put under pressure to produce the imagery?
- Who has shared the imagery? Where has the imagery been shared? Was it shared and received with the knowledge of the young person in the imagery?
- Are there any adults involved in the sharing of the imagery?
- What is the impact on the young people involved?
- Do the young people involved have additional vulnerabilities?
- Does the young person understand consent?
- Has the young person taken part in this kind of activity before?

Professional judgement should always be applied.

The images should not generally be viewed by employees unless there is a clear reason for doing so and the decision recorded; reporting of the content is usually sufficient.

- We will NOT copy, print or share the image as this is illegal
- If viewing is done, it will be with another member of the safeguarding team or senior leadership.

Once a decision has been made not to involve the police or CSC then images may be deleted, but we will be clear that this is appropriate action. Where it is necessary to involve the police and it is appropriate we are authorised to seize any device (Education Act 2011) and pass it to the police.

CSC will be involved where there are concerns which meet the threshold or if we know they are already involved with a child.

Educating Young People

We need to teach children in an age appropriate way about youth produced imagery to prevent harm by providing them with the skills, attributes and knowledge to help them navigate risks.



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This approach to tackling sensitive issues promotes a whole Foundation approach to safeguarding, giving children the space to explore key issues and the confidence to seek the support of adults should they encounter problems.

This issue will be taught as part of a wider PSHE programme and through IT curriculum work to underpin a specific message such as 'sexting'.

The work that we do therefore will include issues such as:

- Communication
- Understanding healthy relationships, including trust
- Understanding and respecting the concept of genuine consent
- Understanding our rights (especially our collective right to *be* safe and to *feel* safe)
- Recognising abusive and coercive language and behaviours

Helplines and reporting

- Children can talk to a ChildLine 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/>
- If parents or carers are concerned that their child is being contacted by adults as a result of having shared sexual imagery they should report to NCA-CEOP at www.ceop.police.uk/safety-centre
- ChildLine and the Internet Watch Foundation have partnered to help children get sexual or naked images removed from the internet. A young person can get their photo removed by talking to a ChildLine counsellor. More information is available at <https://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx>
- If parents and carers are concerned about their child they can contact the NSPCC Helpline by ringing 0808 800 5000, by emailing help@nspcc.org.uk or by texting 88858. They can also ring the Online Safety Helpline on 0808 800 5002, which is a result of a NSPCC partnership with O2 to offer direct support on online safety issues

Advice and information for parents and carers

- The NSPCC has information and advice about sexting available on its website: [NSPCC Sexting](#)



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- The National Crime Agency/CEOP has produced a film resource for parents and carers to help them prevent their children coming to harm through shared sexual imagery:
<https://www.thinkuknow.co.uk/parents/articles/Nude-selfies-a-parents-guide/>
- Childnet have information and advice about sexting available on its website:
<https://www.childnet.com/young-people/secondary/hot-topics/sexting>
- Parent Info (<https://parentinfo.org/>) provides information and advice to parents from expert organisation on topics ranging from sex and relationships, mental health and online safety including sexting.

Resources parents and carers could highlight to their children

- ChildLine have created Zip-It, an app that provides witty comebacks in order to help young people say no to requests for naked images:
<https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/zipit-app/>
- There is information on the ChildLine website for young people about sexting:
<https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/>
- The Safer Internet Centre has produced resources called 'Childnet So you got naked online' which help young people to handle incidents of sexting:
<https://d1afx9quaogywf.cloudfront.net/sites/default/files/Resources/So%20you%20got%20naked%20online.pdf>

The NSPCC adults helpline: 0800 800 5002



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Online Safety

The Foundation ensures that children are able to use the internet and related communications technologies appropriately and safely, and this is part of our wider duty of care. We recognise that the use of technology can be a significant component of many safeguarding issues including CSE, radicalisation and sexual predation.

Online safety covers the safety issues associated with all information systems and electronic communications as a whole. This encompasses not only the internet but all wireless electronic communications, including mobile phones, games consoles, cameras and webcams. It also needs to take into account the increasing mobility of access to digital technology through the range of mobile devices.

Technology often provides a platform to facilitate harm. However, it is important to remember that the issue at hand is not the technology but the behaviour around how it is used; the use of new technologies in education brings more benefits than risks.

We will ensure that we meet our statutory obligations to ensure that children and young people are safe and are protected from potential harm, both within and outside the Foundation. This also forms part of our protection from legal challenge, relating to the use of digital technologies.

There are additional duties under the Counter Terrorism and Securities Act 2015 which requires the Foundation to ensure that children are safe from terrorist and extremist material on the internet.

We monitor children's time on the internet, which is primarily spent in a classroom situation relating to the relevant lesson being taught.

We observe our responsibilities under the relevant Data Protection Act.



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Prevent Duty and Radicalisation/Extremism

Duties imposed on schools and other agencies in relation to The Prevent Duty came into force in 2015, Prevent Duty Guidance 2015 (updated April 2019). The Prevent Duty is incorporated into our existing policies. Further advice in relation to this is within KCSiE (updated September 2020) and also the DfE non-statutory guidance in relation to risk assessment, working in partnership, employees training, IT policies and building children's resistance to radicalisation.

We are proactive in our approach and have ensured the DSL has accessed face to face training to help identify risk and support other colleagues where there are specific concerns. Staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

We will work with key partners to ensure that we are aware of any tensions within our local community, and nationally and internationally, so that we can create safe spaces for our children to discuss their experiences and concerns. Where we are concerned about individual children there is a referral pathway which all employees will be familiar with. Initial advice and support can be obtained from the Prevent Engagement Team, and more serious concerns that a child may be at immediate risk should be referred to the Police Prevent Team. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include the DSL (or Deputy) making a referral to the Channel programme.

The Manager and Chair of Trustees will:

- Establish or use existing mechanisms for understanding the risk of extremism
- Ensure staff understand the risk and build capabilities to deal with issues arising
- Communicate the importance of the duty
- Ensure all staff (Trustees and Volunteers) implement the duty to prevent radicalisation.

All staff/anyone who has contact with a child or young person including Trustees and volunteers know about Prevent to take action, offer advice and support. We will respond to any concern about Prevent as a Safeguarding concern and will report in the usual way using local Safeguarding procedures. We will seek to work in partnership, undertaking risk assessments where appropriate and proportionate to risk, building our children's resilience



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to radicalisation. We will use the relevant forms to record any concerns, keeping records as appropriate.

In exercising our specific duty under Prevent we seek to protect children and young people from being drawn into, and against, the messages of all violent extremism. This includes and is not restricted to Daesh, AQ, Far Right, Neo Nazi, White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The use of social media and the internet as tools to radicalise young people cannot be underestimated. We recognise that those that seek to recruit young people to follow extremist ideology often target those who are already vulnerable in some way and that exposure to extreme views can make children and young people vulnerable to further manipulation and exploitation. We will therefore ensure that we build children and young people's critical thinking skills and resilience through both our curriculum and pastoral provision/systems.

<https://www.gov.uk/government/publications/prevent-duty-guidance>

Female Genital Mutilation

Guidance Notes for Employees/Directors

Female Genital Mutilation (FGM) is a safeguarding issue; it is child abuse and a form of violence against girls. Local guidance is contained within the Leicestershire Safeguarding Children Board procedures.

FGM is a procedure that includes the partial or total removal of the external female genital organs for non-medical reasons. It is illegal in the UK to subject a child to FGM; to assist or facilitate the practice; or to take a child abroad to undergo the procedure – Female Genital Mutilation Act 2003. The age at which girls are subject to FGM varies greatly from shortly after birth to any time up to adulthood. The majority of girls have the procedure between the ages of 5-8 years. It is estimated that 24,000 girls in the UK are at risk and 66,000 women living with the physical and psychological consequences.

Although prevalence of FGM within Leicestershire is not likely to be high, no local authority area is likely to be free from FGM entirely. Employees and directors therefore need to have an awareness of the signs that a girl may have undergone FGM or be at risk of the practice. The Female Genital Mutilation Act 2003 was amended by the Serious Crime Act 2015, which strengthened protection for women and girls through the introduction of FGM Protection Orders and placed new mandatory duties on professionals to report known cases of FGM on girls under 18 to the police. The duty only applies in cases where the victim discloses. If someone else, such as a parent or guardian, discloses that a girl under 18 has had FGM, a



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report to the police is not mandatory. However, in these circumstances disclosures should still be handled in line with wider safeguarding responsibilities. In all cases where a girl is suspected to be at risk staff must follow normal safeguarding procedures.

Certain times of year present a greater risk to girls from practicing communities. The 'cutting season' during the summer months is often the riskiest time for girls, as the healing time following the procedure often necessitates it being carried out during the long school summer holiday. The main indicators and risk factors are highlighted below but all employees and the nominated director for safeguarding will need to have undergone at least basic awareness raising training to ensure they can identify when a girl may be at risk.

Employees should be alert to the following indicators:

- The family comes from a community that is known to practice FGM or is less integrated within the community
- A child may talk about a long holiday to a country where the practice is prevalent
- A child may talk about 'special female visitors' who are staying with the family, especially during the 'cutting season'
- A child may confide that she is to have a 'special procedure' or to attend a special occasion
- A child may request help, directly or indirectly, from a tutor or another adult
- Any female child who has a sister who has been subjected to FGM must be considered to be potentially at risk, as must other female children in the extended family
- A girl is withdrawn from PHSE/sports without any specific reason being given

In brief the signs that FGM may have occurred are:

- Difficulty walking, sitting or standing
- Spending longer in the bathroom
- Urinary or menstrual problems
- Prolonged absence and then noticeable behaviour changes
- Reluctance to undergo normal medical examinations
- May confide in a professional but may not be explicit or may be embarrassed



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Where it is suspected that a girl may have undergone or is likely to undergo FGM, employees must share concerns with the DSL.

Where you suspect that FGM has occurred:

- Be sensitive to the child, and family, be gender sensitive, make no assumptions, be non-judgemental, use simple language, record clearly
- You have a duty to protect, safeguard and share information
- Refer to Children's Social Care for coordination of careful assessment (not necessarily with consent)
- There will be potential enquiries under Section 47
- Potential police enquiries
- Possible use of police protection or legal orders such as FGM PO, prohibitive steps but not necessarily the removal of the child.

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**. If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police.

Children Missing from Education

Following government consultation on plans to amend CME regulations, changes were made to improve information sharing between schools and LA's to help identify children missing education and help protect to children from potential harm.

<https://www.gov.uk/government/publications/children-missing-education>

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

We recognise that a child going missing from education is a potential indicator of abuse or neglect. When a child is absent from the Foundation without authority we will follow our procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.



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We have an admission register and an attendance register which supports the Foundation in safeguarding children who may be at risk of missing education.

Wherever reasonably possible, we will hold more than one emergency contact number for each pupil or student. This goes beyond the legal minimum and is good practice to give us additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

We will discuss and agree actions with regards to individual cases with the relevant colleagues in safeguarding/education within the Local Authority for pupils who are to be removed from the admission register where the pupil:

- has been taken out of Foundation participation by their parents and the LEA has received written notification from the parent they are being educated outside the education system e.g. home education – this will be communicated with the home elective team
- does not arrive at the Foundation as part of an admission / registration process and we are not aware of their whereabouts
- has ceased to attend the Foundation programme, and no longer lives within reasonable distance of The Behaviour Partnership at which they are registered, and has been discussed with the Children Missing in Education Team as they have not been registered at a new school
- has been certified by a medical practitioner as unlikely to be in a fit state of health to attend Foundation delivery before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the Foundation after ceasing to be of compulsory school age;
- is in custody for a period of more than four months due to a final court order and we do not reasonably believe they will be returning to the Foundation at the end of that period; or have been permanently excluded

Every child should be accounted for, their whereabouts should be known, or we will make a referral to the relevant service. We will not remove a child from our roll unless we can evidence an agreement with the local authority to do so.

Where a pupil who fails to attend the Foundation regularly, or has been absent without the Behaviour Partnership's permission for a continuous period of 10 school days or more we will follow the Local Authority procedures.



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Absence

Children can register in the morning and then go missing throughout the day without a satisfactory explanation. If a child is 'missing', their whereabouts cannot be established within the Foundation's delivery hours. We need to identify whether the child is at significant risk.

Children are more vulnerable who:

- are on a plan (child protection plan, child in need plan, looked after child, early help)
- have specialist educational needs and or a disability
- are using substances
- have an education health care plan there are indications that the child is at risk of CSE, grooming, radicalisation

There may be other contributing factors that should be taken into consideration when determining if the child is at significant risk such as the child's emotional health, known issues at home etc.

Foundation employees will always try to locate the child and attempt to establish the whereabouts of the child. Once a child has been identified as missing and cannot be located within Foundation facilities, the Designated Safeguarding Lead (or Deputy) will be informed.

Employees will use their professional judgement and risk assess the urgency of the situation to help inform the timeframe required in establishing the child's whereabouts before notifying the police. Parents/carers will always be informed before contact with the police is made, unless a child is at immediate risk of harm and a police response is needed. This will be judged on a case by case basis.

When a decision has been made to contact the police, the police will require information from the Foundation to assist in locating the child and returning them to a safe environment.

If a child has a social worker or case manager, then they should also be informed.

Where a child is known to regularly go missing from the Foundation, a risk assessment for the child will be undertaken.



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Private Fostering

Education establishments play an essential role in identifying privately fostered children. Although most children in private fostering situations are likely to be safe, in some private fostering arrangements there can be safeguarding issues and children and young people often find it difficult to know who to talk to about their safety or welfare.

What is a private fostering arrangement?

A private foster carer is someone other than a parent or a close relative who cares for a child for a period of 28 days or more, in agreement with the child's parent. It applies only to children under 16 years, or under 18 if they are disabled.

A private fostering arrangement is not when a child is Looked After by the Local Authority or placed in any residential home, hospital or Academy.

Private foster carers can be part of the child's wider family, a friend of the family, the parents of the child's boyfriend or girlfriend or someone unknown but willing to foster the child. A cousin, great aunt or a cohabitee of a mother or father would therefore be a private foster carer. Close relatives - a grandparent, a brother or sister, an aunt or an uncle, a step parent - are *not* private foster carers.

Who may be privately fostered?

This list is by no means exhaustive and indicates the scale and variety of situations and agencies these arrangements can cover:

- Children whose parents are unable to care for them, for example if they have chronic ill health or are in prison
- Children sent to this country, for education or health care, by parents who live overseas
- A child living with a friend's family because they don't get on with their own family
- Children living with a friend's family because of their parents' study or work
- Children staying with another family because their parents have separated or divorced
- Teenagers living with the family of a boyfriend or girlfriend
- Children from abroad who attend a language or mainstream school in the county and are staying with host families



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- Unaccompanied asylum seeking minors who are living with friends, relatives or strangers

Children who are trafficked into the UK are especially vulnerable and are often living in de facto private fostering arrangements. Child trafficking is the movement of children for exploitation, including domestic servitude, commercial sexual exploitation and to support benefit claims

What to do if you are aware of a private fostering arrangement:

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. However, parents and carers often do not tell professionals or agencies about such arrangements; they may not be aware that they need to (and this may apply particularly to new communities in the UK such as migrant families from new-EU states), or they chose not to tell agencies about these arrangements.

Children's Social Care are **not** involved in making private fostering arrangements but are responsible for checking that the arrangements are suitable for the child. As a professional it is important for you to notify Children's Social Care if you are in contact with a child or young person who is being privately fostered. This will help protect the child against abuse or neglect and provide some reassurance that the child is being looked after properly.

Signs to watch out for:

- Has someone else started collecting a child from Foundation on a regular basis?
- Has a child mentioned to you that they are staying with someone else or that their parent(s) have gone away for a long time?
- Is there something unusual or unclear in the child's administration file? This may include copies of passports, visas and other immigration related documents which are unclear or do not clearly show that the child has rights of residence in the UK, or that it is unclear who has parental responsibility for the child.

What we can do:

- Ensure that all employees are aware of the definition of private fostering and the Local Authority's responsibilities when such arrangements occur
- Look at admission files to check on the home situation, and make a note to follow up any circumstances which are not clear



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- Whenever employees become aware of private fostering arrangements they should notify the DSL.
- The DSL or another appropriate employee should speak to the families of children who might be involved in private fostering and check that they are aware of their duty to notify the Local Authority of the arrangement. Hub employees should actively encourage the parents and/or carer to notify Children's Social Care of the arrangement.
- **If you believe that a private fostering arrangement has not been reported to Children's Social Care you should contact them directly:**
- **If you suspect that a child who is living in a private fostering arrangement is being harmed or is at risk of significant harm (including suspecting that a child may be trafficked) and urgent action is required, follow your Child Protection procedures as laid out in this Safeguarding Policy.**

Further Guidance & Resources:

- <http://privatefostering.org.uk/>
- <https://www.ecpat.org.uk/news/dfc-training-for-foster-carers>

Child on child sexual violence and sexual harassment

Sexual violence and sexual harassment is not acceptable and will not be tolerated at The Hub. We will not pass off any sexual violence or sexual harassment as 'banter', 'part of growing up' or 'having a laugh'.

Responding to reports of sexual violence and sexual harassment Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. It is not possible to provide detailed guidance on what to do in any or every particular case. The guidance provides effective safeguarding practice and principles for The Hub to consider in our decision making process. We make decisions on a case-by-case basis, with the DSL (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

Responding to the report

We recognise that any report of sexual violence is likely to be traumatic for the victim; our initial response to a report from a child is important. We will ensure that **all** victims are



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reassured that they are being taken seriously, that they will be supported and kept safe. We will apply the same principles to handling concerns, including disclosures, as outlined in this policy and this will be reflected in our staff training.

When there has been a report of sexual violence, the DSL (or deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim, especially their protection and support;
- the alleged perpetrator; and
- all the other children (and, if appropriate, adult students and staff) at the Foundation, especially any actions that are appropriate to protect them;

Risk assessments should be recorded (written or electronic) and should be kept under review. The DSL (or a deputy) should ensure they are engaging with children's social care and specialist services as required. 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.

The DSL (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the Foundation'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 should 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;
- 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;



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- are there ongoing risks to the victim, other children, adult students or academy staff; and
- other related issues and wider context (contextual safeguarding)

We will consider every report on a case-by-case basis, taking account of the guidance in **Part 5 of Keeping Children Safe in Education 2020** when responding to reports of sexual violence or harassment. This includes consideration of

- The proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing Foundation premises and transport. We will keep any decisions made in this regard under review
- ensuring that as far as possible, the victim can continue in their normal routine, including continuing to receive a suitable education
- whether children are in need of statutory intervention or whether it would be appropriate to handle the incident internally, e.g. through utilising our behaviour and bullying policies and by providing pastoral support
- the importance of collaborative working which will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support
- ensuring any action we take does not jeopardise a statutory investigation
- being tenacious with children's social care where a decision has been made that a statutory assessment is not appropriate, if we believe the child remains in immediate danger or at risk of harm
- reporting to the Police

Managing the implications of the outcomes of any criminal proceedings or caution for a sexual offence, or any classification of no further action by the police or CPS, to ensure both the victim and alleged perpetrator remain protected, especially from any bullying or harassment (including online). Where a criminal investigation into sexual assault leads to a conviction or caution, we will consider any suitable sanctions in light of our behaviour policy, if we have not already done so, including consideration of permanent exclusion.

Our response will take into account

- the age and developmental stage of the victim, the nature of the allegations and the potential risk of further abuse
- the needs and wishes of the victim
- the proportionality of the response in terms of both sanctions and support

We will ensure that children and their families are signposted to appropriate specialist support, where this is available, such as

- Children and Young People's Independent Sexual Violence Advisors (ChISVAs), based within the specialist sexual violence sector



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- Child and Adolescent Mental Health Services (CAMHS)
- Rape Crisis Centre's can provide therapeutic support for children who have experienced sexual violence.
- Internet Watch Foundation (to potentially remove illegal images)

We recognise it may be necessary for the Foundation to maintain arrangements to protect and support the victim for a long time and will work with children's social care and other agencies as required. We will do everything we reasonably can to protect the victim from bullying and harassment as a result of any report they have made.

Drafted by: _____

Updated by: _____

November 2020

Alleged Concern Form

Name of Person Completing the Form: _____

Name of Alerter: _____

Date Reported: _____

Date alleged concern took place: _____

Time: _____

Nature of Alleged Concern.



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Were there any other people present? Yes No

Action taken by the referrer.

Date closed: _____

By (Name): _____ **Signature:** _____