



LEAGRAVE PRIMARY SCHOOL
'Striving for Excellence, Learning for Life'

SAFEGUARDING CHILDREN IN SPECIFIC CIRCUMSTANCES GUIDANCE

Ratified by Governors

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NON-STATUTORY

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations

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**This guidance must be read with the Leagrave Primary School
Safeguarding Children and Child Protection Policy (2026)**

1. Safeguarding in Specific Circumstances: Children who are Vulnerable to Extremism

Leagrave Primary School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to extreme Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

In accordance with the Prevent Duty placed upon the school by the Counter Terrorism and Security Act 2015 we understand the specific need to safeguard children, young people and families from violent extremism. We clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

We value freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both children and teachers have the right to speak freely and voice their opinions. However, free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued.

Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. Essential to this school are the fundamental British values of Democracy, Rule of Law, Equality of Opportunity, Freedom of Speech and the rights of all women and men to live free from persecution of any kind and it would be expected that views and opinions expressed would be commensurate with these.

Risk reduction

The school governors, the Headteacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of children by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy. In addition, the school Prevent Action Plan may be used to demonstrate how the organisation is fulfilling the prevent duty.

This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and Luton Safeguarding Children Board.

In accordance with the Prevent Duty, Debbie Bastin is the Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism.

When any member of staff has concerns that a child may be at risk of radicalisation or involvement in terrorism, they speak with the SPOC/ Designated Safeguarding Lead. Concerns are recorded on the school's safeguarding referral form.

If a child or young person is thought to be at risk of radicalisation a referral will be made using the National Prevent Referral Form which will be sent directly to the Police.

Initial advice regarding Prevent related concerns or whether to submit a referral is sought from Bedfordshire Police by emailing Prevent@beds.police.uk

Completed National Referral forms are emailed to preventreferrals@beds.police.uk

In all cases, in accordance with advice provided by Bedfordshire Police, the school ensures appropriate interventions are secured which are in line with local procedures in order to safeguard children assessed as being vulnerable to radicalisation.

If we are concerned that a child may be at risk of significant harm in relation to radicalisation or involvement in violent extremism, a child protection referral is made to Children's Social Care.

Indicators of vulnerability to radicalisation.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy as:

'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.'

We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

- The demonstration of unacceptable behaviour by using any means or medium to express
- views which:
- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs,
- Seek to provoke others to terrorist acts,
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts, or
- Foster hatred which might lead to inter-community violence in the UK.

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

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

Indicators of vulnerability include:

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

- Special Educational Need – children may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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

More critical risk factors could include:

- Being in contact with extremist recruiters,
- Accessing violent extremist websites, especially those with a social networking element,
- Possessing or accessing violent extremist literature,
- Using extremist narratives and a global ideology to explain personal disadvantage,
- Justifying the use of violence to solve societal issues,
- Joining or seeking to join extremist organisations,
- Significant changes to appearance and / or behaviour,
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

MUU ideology (Mixed, Unclear, Unstable) is a category within the Prevent system, introduced in 2017/18 and designed to distinguish from those cases in which an individual's ideology is obvious, well-embedded and appears to be the primary factor drawing them towards TACT offences. It describes what appears to be an increasingly common phenomenon where individuals do not have a well-defined or well-understood ideological motivation. These individuals often seem drawn towards acts of extremism, extremist or terrorist groups or causes, or terrorist violence, as a means of providing them with a 'solution' to other problems in their lives. They commonly present with multiple and complex vulnerabilities. These include:

- Mixed: individuals who show interest in several (sometimes disparate) ideologies simultaneously. For example, a joint interest in right-wing extremism and involuntary celibate ("incel") content or Islamist extremism and white supremacy.
- Unstable: individuals who initially appear to adhere solely to one ideology but then switch or transition to another.
- Unclear: individuals whose ideological influences are less coherent and not easily identifiable. This can include individuals motivated by a hatred of a 'perceived other' without relating to prominent, well-known forms of extremism. It also includes but is not limited to those who appear fixated with mass violence (such as school shootings) and incels, whose intolerance is predominantly directed at women.

Individuals referred for MUU display a variety of characteristics, including: an interest in multiple extremist ideologies in parallel (e.g. Islamic extremism and white supremacy); switching from one ideology to another over time; targeting a 'perceived other' of some kind without specifically identifying with a particular cause; obsession with massacre or mass violence without a particular target group; and vulnerability to being drawn into terrorism out of a desire for belonging or elevated social state.

If there is a concern about extremism

If there is a concern about extremism and the DSL should be spoken to first to agree a course of action.

If in **exceptional circumstances** the DSL is not available, this should not delay appropriate action being taken. A member of the senior leadership team should be consulted and/or advice sought from MASH. A referral must be made to MASH directly, if appropriate (see 'Referral' above). The DSL should be informed as soon as possible.

Where there is a concern, the DSL will consider the level of risk. Referrals will be made to MASH and possibly the police and they may lead to a referral to [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The DfE also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. They can also be contacted via email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

Think someone is in immediate danger

Think someone may be planning to travel to join an extremist group

See or hear something that may be terrorist-related

2. Safeguarding Children in Specific Circumstances: Female Genital Mutilation (FGM) / Forced Marriage / Modern Day Slavery

If it is discovered that Female Genital Mutilation (FGM) has taken place or a pupil is at risk of FGM

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

It is carried out for cultural, religious and social reasons within families and communities. There is no medical reason for this procedure to be carried out.

FGM is also known as "female circumcision" or "cutting", and by other terms such as sunna, gudniin, halalays, tahur, megrez and khitan, among others.

It is usually carried out on young girls between infancy and the age of 15, most commonly before puberty starts.

FGM is recognised as child abuse. It is very painful and can seriously harm the health of women and girls. It can also cause long-term problems with sex, childbirth and mental health.

FGM is illegal in the UK and it's also illegal to take a British national or permanent resident abroad for FGM, or help someone trying to do this.

Female Genital Mutilation Act 2003 (section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** (along with social workers and healthcare professionals) **to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. This is in addition to following the school's safeguarding reporting procedures. A teacher means any person within the Education Act 2002 (section 141A (1)) employed or engaged to carry out teaching work at schools or other institutions.

Any teacher who either:

Is informed by a girl under 18 that an act of FGM has been carried out on her; or observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

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

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures which are to complete a child protection form and hand to the DSL as soon as it is practicable to do so.

If the school is concerned that a girl has experienced or is at risk of FGM a Child Protection referral will be made to the Multi Agency Safeguarding Hub (MASH) in accordance with interagency procedures produced by the LSCB. In addition, all teachers will follow mandatory reporting duties.

Effects of FGM

There are no health benefits to FGM and it can cause serious harm, including:

- constant pain,
- pain and/or difficulty having sex,
- repeated infections, which can lead to infertility,
- bleeding, cysts and abscesses,
- problems passing urine or incontinence,
- depression, flashbacks and self-harm,
- problems during labour and childbirth, which can be life-threatening for mother and baby.

Some girls die from blood loss or infection as a direct result of the procedure

Why FGM is carried out

FGM is carried out for various cultural, religious and social reasons within families and communities in the mistaken belief that it will benefit the girl in some way (for example, as a preparation for marriage or to preserve her virginity).

There are no acceptable reasons that justify FGM. It's a harmful practice that isn't required by any religion and there are no religious texts that say it should be done. There are no health benefits of FGM.

FGM usually happens to girls whose mothers, grandmothers or extended female family members have had FGM themselves or if their father comes from a community where it's carried out.

Where FGM is carried out

Girls are sometimes taken abroad for FGM, but they may not be aware that this is the reason for their travel. Girls are more at risk of FGM being carried out during the summer holidays, as this allows more time for them to "heal" before they return to school.

Communities that perform FGM are found in many parts of Africa, the Middle East and Asia. Girls who were born in the UK or are resident here but whose families originate from an FGM practising community are at greater risk of FGM happening to them.

Communities at particular risk of FGM in the UK originate from:

Egypt	Yemen	Eritrea	Sudan
Ethiopia	Somalia	Gambia	Sierra Leone
Guinea	Nigeria	Indonesia	Saudi Arabia
Mali	Ivory Coast	Malaysia	Iraqi Kurdistan
Kenya	Liberia	Oman	

The law and FGM

FGM is illegal in the UK.

It is an offence to:

- perform FGM (including taking a child abroad for FGM)
- help a girl perform FGM on herself in or outside the UK
- help anyone perform FGM in the UK
- help anyone perform FGM outside the UK on a UK national or resident
- fail to protect a girl for whom you are responsible from FGM

Anyone who performs FGM can face up to 14 years in prison. Anyone found guilty of failing to protect a girl from FGM can face up to seven years in prison.

Female Genital Mutilation Act 2003 (section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers (along with social workers and healthcare professionals) to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Possible signs and indicators of FGM

A girl or woman who's had FGM may:

- have difficulty walking, sitting or standing,
- spend longer than normal in the bathroom or toilet,
- have unusual behaviour after an absence from school or college,
- be particularly reluctant to undergo normal medical examinations,
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

Below are some warning signs that MAY indicate a girl is at risk of FGM

- Parents requesting additional periods of leave around school holiday times,
- If the girl comes from a country with a high prevalence of FGM,
- Mother and siblings have undergone FGM,
- Child may indicate that they are going for a special event.

Further information can be obtained from: <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

Forced Marriage

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

The Anti-Social Behaviour, Crime and Policing Act 2014 makes it a criminal offence to force someone to marry. This includes:

- Taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- Marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)
- Breaching a Forced Marriage Protection Order
- Further multi-agency statutory guidance for dealing with forced marriage can be found at "The Right To Choose: Government Guidance on Forced Marriage."

Modern Slavery is the term used within the UK and is defined within the Modern Slavery Act 2015. The Act categorises offences of Slavery, Servitude and Forced or Compulsory Labour and Human Trafficking (the definition of which comes from the Palermo Protocol).

These crimes include holding a person in a position of slavery, servitude forced or compulsory labour, or facilitating their travel with the intention of exploiting them soon after.

Although human trafficking often involves an international cross-border element, it is also possible to be a victim of modern slavery within your own country.

Types of human trafficking

There are several broad categories of exploitation linked to human trafficking, including:

- Sexual exploitation
- Forced labour
- Domestic servitude
- Forced marriage and illegal adoption (if other constituent elements are present)
- Organ harvesting
- Child related crimes such as child sexual exploitation, forced begging, illegal drug cultivation, organised theft, related benefit frauds etc

3. Safeguarding Children in Specific Circumstances: Child on Child Abuse (including harassment and violence)

All staff at Leagrave Primary School are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments.

All staff, especially the DSL (and Deputies) consider whether children are at risk of exploitation or abuse outside of their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including, but not limited to, sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse - including physical, sexual, emotional abuse, and stalking), criminal exploitation (including financial exploitation), serious youth violence, county lines and radicalisation. This can lead to a culture of unacceptable behaviour, misogyny, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

We recognise that children can abuse each other, and such behaviours are never viewed simply as 'banter' or as part of growing up. All staff recognise it is a safeguarding issue for both victim and alleged perpetrator, it is preventable and it may involve serious physical harm or threats involving weapons.

We recognise that child on child abuse can take many different forms such as:

- cyber-bullying
- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- physical abuse, hitting, kicking, shaking, biting, hair pulling ((this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sending or posting sexually suggestive images including nude or semi-nude photographs via mobiles or over the internet by persons aged under 18 (referred to as youth Produced Sexual Imagery)
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery)
- sexual assault, causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- sexual violence or harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexually harmful or problematic behaviour
- gang initiation or hazing type violence
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online.
- Harassing or misogynistic messages
- The sharing of abusive images and pornography to those who do not want to receive such content
- The exploitation of others, linked to youth produced images
- upskirting (upskirting is an illegal offence which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm) All staff are alert to when children might be at greatest risk of this during the school day.

Staff are clear about our policy and procedures with regards to child on child abuse and the role they have to play in preventing it. Staff are able to identify the indicators of child on child abuse and they respond where they believe a child may be at risk from it.

Members of staff will reassure victims that they are being taken seriously and that they will be supported and kept safe.

Staff at Legrave Primary School recognise serious violence and signals that children are at risk from or are involved in serious violent crime. Indicators may include increased absences, a change in friendships/relationships with older individuals or groups, a significant decline in performance, self-harm, significant change in wellbeing or signs of assaulted/unexplained injuries. Unexplained gifts or new possessions could indicate that children have been appropriated, or are involved with, individuals associated with criminal networks or gangs.

All staff recognise that early, evidence-based support for those considered at risk of serious violence is vital. This includes access to trusted adults, social and emotional skill support, and, where available, targeted interventions such as mentoring or therapeutic support. Guidance can be accessed via Youth Endowment Fund (YEF) where appropriate.

Contextual safeguarding/extra familial risk as referenced in KCSIE (2026) highlights that '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'.

Contextual safeguarding can also be known as 'risk outside the home' (Working Together, 2026)

All staff at Legrave Primary School have a thorough understanding of contextual safeguarding and will make a referral in the first instance if apparent.

The school has a Child-on-child Abuse Policy which outlines the actions we will take in responding to reports of Child-on-child abuse.

We manage the use of mobile and smart technology on the premises and through our Child Protection Policy, Acceptable Use of Mobile Devices Policy and Internet Safety Policy.

Contextual safeguarding/extra familial risk as referenced in KCSIE (2022) highlights that '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 schools and colleges provide as much information as possible as part of the referral process'.

We carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers the risks to children.

'Report Abuse in Education' (NSPCC helpline) is available. Young people and adults can contact the NSPCC helpline, Report Abuse in Education on [0800 136 663](tel:0800136663) or email help@nspcc.org.uk

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

Between 2 children of any age and sex

Through a group of children sexually assaulting or sexually harassing a single child or group of children

Online and face to face (both physically and verbally)

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

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

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

When supporting victims, staff will:

- Reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them
- Regularly review decisions and actions, and update policies with lessons learnt
- Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns
- Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again
- Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence, and show sensitivity to their needs

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

Staff should be aware of the importance of:

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

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in our Safeguarding Children and Child Protection Policy.

4. Safeguarding Children in Specific Circumstances: Sexualised Behaviours

Where children display sexualised behaviours, the behaviours will be considered in accordance with the children's developmental understanding, age and impact on the alleged victim. Tools such as Brook Traffic Light Tool will be used to assist in determining whether the behaviour is developmental or a cause for concern. This will assist in ensuring the child/ren receive the right support at the right time either via universal services and community-based early help or a referral to Children's Social Care/ the targeted early help level of Family Help.

Leagrave Primary School follows Keeping Children Safe in Education Guidance (2026) when responding to such issues alongside local interagency procedures. This includes responding to any reports in a child-centred manner and undertaking an immediate risk and needs assessment in relation to the victim, the alleged perpetrator and other children.

The Lucy Faithfull Foundation has developed a HSB Toolkit, which amongst other things, provides support, advice and information on how to prevent Harmful Sexual Behaviour, links to organisations and helplines, resources about HSB by children, internet safety, sexual development and preventing child sexual abuse.

We will seek specialist advice, guidance and assessment and will work with partner agencies in relation to management of information and what should be shared with staff, parents and carers.

All staff will reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.

In all cases of child on child abuse the school will consider the vulnerability of all children including those alleged to have caused the harm and those alleged to be victims and provide a safeguarding response. Consideration will be given to violence in children's relationships.

Where necessary, the school behaviour policies will be invoked and any sanctions applied will be consistent with these procedures

Where issues indicate that a criminal offence may have been committed a report will be made to Bedfordshire Police.

5. Safeguarding Children in Specific Circumstances: Gang Related Violence

Contextual safeguarding/extra familial risk as referenced in KCSIE (2026) highlights that '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.

We understand contextual safeguarding and will make a referral in the first instance if apparent.

We are aware of indicators that may signal children are involved with serious violent crime. All staff recognise that these may include:

- Increased absences from school
- A change in friendships or groups (friendships with older children or groups)
- A decline in performance
- Changes to wellbeing or signs of self-harm
- Unexplained injuries
- Unexplained gifts and possessions (this may indicate they have been approached with individuals associated with gangs)

Leagrave Primary School recognises the risks posed to children in relation to involvement in gang related activity which may be street gangs, peer group or organised crime. Children who are involved in gangs are more like to suffer harm themselves, through retaliatory violence, displaced retaliation, and territorial violence with other gangs or other harm suffered whilst committing a crime. In addition, children may experience violence as part of an initiation or hazing practices.

All staff recognise that harm can be committed or facilitated by an organised network, or gang and children may identify as part of one of these groups. Children are not always recognised as victims and can be criminalised for actions they take while under coercion. This may constitute modern slavery

The school understands that Early Help can be crucial in the early identification of children who may need additional support due to gang related activity and as such will provide an Early Help response, including referral when concerns are raised about indicators of gang activity.

If, however information suggests a child may be at risk of significant harm due to gang related activity, a referral will be made to Children's Social Care.

Where there are concerns that a child may be, or is at risk of becoming involved in gang related activity, a referral will be made to the Serious Youth Violence Panel in accordance with local procedures as part of the safeguarding response.

Serious violence is an ongoing safeguarding concern and may involve physical assault, the carrying or use of weapons, and potential criminal exploitation.

All staff understand that concerns regarding a child carrying, using or intending to use a weapon should be reported to the designated safeguarding lead (DSL), who should carry out a risk assessment

We understand the process of completing a multi-agency information sharing form which highlights broader concerns contextually occurring outside the child's home.

Gang involvement

There are particular risk factors and triggers that young people experience in their lives that can lead to them becoming involved in gangs. Many of these risk factors are similar to involvement in other harmful activities such as youth offending or violent extremism.

Risk indicators may include:

- Becoming withdrawn from family,
- Sudden loss of interest in school - decline in attendance or academic achievement,
- Starting to use new or unknown slang words,
- Holding unexplained money or possessions,
- Staying out unusually late without reason,
- Sudden change in appearance - dressing in a particular style or 'uniform',
- Dropping out of positive activities,
- New nickname,
- Unexplained physical injuries,
- Graffiti style tags on possessions, school books, walls,
- Constantly talking about another young person who seems to have a lot of influence over them,
- Broken off with old friends and hanging around with a new group,
- Increased use of social networking sites,
- Starting to adopt codes of group behaviour e.g. ways of talking and hand signs,
- Expressing aggressive or intimidating views towards other groups of young people some of whom may have been friends in the past,
- Being scared when entering certain areas,
- Being concerned by the presence of unknown youths in their neighbourhood.

This is not an exhaustive list and should be used as a guide, amended as appropriate in light of local knowledge of the risk factors in a particular area.

6. Safeguarding children in Specific Circumstances: Serious Violence

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

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

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

- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

7. Safeguarding Children in Specific Circumstances: Youth Generated Sexualised Imagery.

Leagrave Primary School recognises the impact of online social communication and the issue of sending or posting consensual or non-consensual sexually suggestive images including nude or semi-nude photographs via mobiles or over the internet. We pay due regard to the Guidance issued by the UK Council for Child Internet Safety in relation to how we respond to incidents. Sharing nudes and semi-nudes: advice for education settings working with children and young people (updated March 2024).

What is Youth Generated Sexualised Imagery?

Definition: This advice uses the term 'sharing nudes and semi-nudes' to mean the sending or posting of nude or semi-nude images, videos, or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline

Incidents covered by this guidance and by the school's Safeguarding Children and Child Protection Policy 2021:

- A person under 18 creates a sexual image of themselves and shares it with another person under 18,
- A person under 18s shares an image of another under 18 with another person under 18 or an adult,
- A person under 18 is in possession of sexual imagery created by another person under 18.

Incidents not covered by this guidance and policy:

- Under 18s sharing adult pornography.

- Under 18s sharing sexual texts without sexual imagery.
- Adults sharing sexual imagery of under 18s. (This is child sexual abuse and must always be reported to police.)

The Law

“Making, possessing, and distributing any imagery of someone under 18 which is indecent is illegal. This includes imagery of yourself if you’re under 18.”

Indecent is not definitively defined in law, but images are likely to be considered indecent if they depict:

- nude or semi-nude sexual posing (e.g. displaying genitals and/or breasts or overtly sexual images of young people in their underwear)
- someone nude or semi-nude touching themselves in a sexual way
- any sexual activity involving a child
- someone hurting someone else sexually
- sexual activity that includes animals.

The term ‘indecent images’ also include pseudo-images which are computer-generated images that otherwise appear to be a photograph or video. These may be created using tools such as photo/video editing software, deepfake apps and generators (to combine and superimpose existing images or videos onto other images and videos), and AI text-to-image generators.

These laws were not created to criminalise children but to protect them. Although sharing sexual images of themselves is illegal and risky, it is often the result of curiosity and exploration. We believe children need education, support, and safeguarding, not criminalisation.

The National Police Chiefs Council has made clear that incidents of youth producing sexual imagery should be treated primarily as a safeguarding issue. However, the Police may need to be involved in cases to ensure thorough investigation including collection of evidence. If a child 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 school to manage the incident directly. In contrast any incidents with aggravating factors, for example, a young person sharing someone else’s imagery without consent and with malicious intent, should generally be referred to the Police and/or Children’s Social Care.

If there are any doubts about whether to involve other agencies, a referral will be made to the Police.

The school recognises the impact of online social communication and the issue of sending or posting sexually suggestive images including nude or semi-nude photographs via mobiles or over the internet. We pay due regard to the Guidance issued by the UK Council for Child Internet Safety in relation to how we respond to incidents.

In all cases where an incident of youth produced sexual imagery is reported, the following actions will be undertaken:

- The incident will be reported to the Designated Safeguarding Lead as soon as possible.
- The Designated Safeguarding Lead will hold an initial review discussion or meeting with appropriate school staff.
- There will be subsequent interviews with the children involved (if appropriate).
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the child at risk of harm.
- At any point in the process if there is a concern that a child has been harmed or is at risk of harm a referral will be made to Children’s Social Care and/or the police immediately.

An immediate referral will be made to the Police and Social Care in the following circumstances:

- The incident involves an adult.
- There is reason to believe that a child has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent. (For example, owing to special educational needs)
- the imagery suggests the content depicts sexual acts which are unusual for the child's developmental stage, or are violent.
- The imagery involves sexual acts and any pupil in the imagery is under 13.
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example, the child is presenting as suicidal or self-harming.

If none of the above applies the school may choose to deal with the incident without involving Bedfordshire Police or Children's Social Care. This will usually be the case where Designated Safeguarding Lead is confident that there is enough information to assess the risks to the pupils involved and the risks can be managed within the school pastoral support and disciplinary framework. All decisions and rationale for decision making will be recorded. All decisions will be based on the best interests of the child/ren

The school will pay due regard to the Department for Education guidance: Searching, Screening and Confiscation advice

Adults in the school will not view youth produced sexual imagery. Wherever possible the Designated Safeguarding Lead will respond to an incident based on what they have been told about the imagery.

All incidents will be recorded.

Assessing the risks

The circumstances of incidents can vary widely. If at the initial review stage, a decision has been made not to refer to Police and/or Children's Social Care, the DSL will conduct a further review (including an interview with the children involved) to establish the facts and assess the risks.

When assessing the risks, the following will be considered:

- 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 pupil 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?

Informing parents (or carers)

Parents/ carers will be informed and involved in the process at an early stage unless informing the parent will put the child at risk of harm. Any decision not to inform the parents/carers would generally be made in conjunction with other services such as Children's Social Care and/or the Police, who would take the lead in deciding when the parents/carers should be informed.

The DSL may work with the children involved to decide on the best approach for informing parents. In some cases, the DSL may work to support the child/ren in informing their parents themselves.

Searching devices, viewing and deleting imagery

Adults should not view youth produced sexual imagery unless there is good and clear reason to do so. Wherever possible responses to incidents should be based on what the DSL has been told about the content of the imagery.

If a decision is made to view imagery, the DSL would need to be satisfied that viewing:

- is the only way to make a decision about whether to involve other agencies (i.e. it is not possible to establish the facts from the child involved)
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the child or parent/carer in making a report
- is unavoidable because the child has presented an image directly to a staff member or the imagery has been found on a school device or network

If it is necessary to view the imagery, then the DSL will:

- Never copy, print or share the imagery, this is illegal
- Discuss the decision with the Headteacher
- Ensure viewing is undertaken by the DSL or another member of the safeguarding team with delegated authority from the Headteacher
- Ensure viewing takes place with another member of staff present in the room, ideally the Headteacher or a member of the Senior Leadership Team. This staff member does not need to view the images.
- Wherever possible ensure viewing takes place on school or college premises, ideally in the Headteacher or a member of the Senior Leadership Team's office.
- Ensure, wherever possible, that images are viewed by a staff member of the same sex as the young person in the imagery
- Record the viewing of the imagery in the school's safeguarding records including who was present, why the image was viewed and any subsequent actions and ensure the safeguarding recording procedures for the school are followed

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized, a teacher who has been formally authorised by the Headteacher can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If during a search, a teacher finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, they can decide whether they should

delete the material or retain it as evidence of a criminal offence or a breach of school discipline. They can also decide whether the material is of such seriousness that the police need to be involved.

Further details on searching, deleting and confiscating devices can be found in the DfE Searching, Screening and Confiscation advice (note this advice is for schools only)

8. Safeguarding Children in Specific Circumstances: Child Sexual Exploitation (CSE) and Child Criminal exploitation(CCE)

Child Sexual Exploitation (CSE)

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

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

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

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

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

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

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

All staff will be aware that being absent, as well as missing, from education can be warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation.

The school has procedures in place to manage poor school attendance and this is regularly reviewed.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Child sexual exploitation does not always involve physical contact. It can occur through use of technology without the child's immediate awareness, for example the persuasion to post sexual images on the internet/mobile phones with no immediate payment or gain. In all cases those exploiting the child have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other

resources. Violence, coercion and intimidation are common. Involvement in exploitative relationships is characterised in the main by the child's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

We recognise that both boys and girls can be vulnerable to Child Sexual Exploitation and as such ensure staff are alert to signs and indicators.

We recognise that there are various 'models' of CSE which include but not limited to:

Gangs and groups	Boyfriend/Girlfriend model
Child on Child	Familial
Online	Abuse of authority

Where concerns are identified in relation to Child Sexual Exploitation the Pan Bedfordshire Effective Support Meeting the Needs of Children Guidance will be consulted in order to ensure the child receives support at the earliest possible opportunity.

An Early Help multi agency response may be initiated by the school as the lead professional completing a Multi-Agency Safeguarding Hub (MASH) referral.

If a child is thought to be at risk of significant harm through child sexual exploitation a referral will be made to MASH.

Advice will be sought to establish if a National Referral Mechanism is appropriate.

In all cases intelligence will be shared with Bedfordshire Police using the information sharing form.

"Resources for Education Settings/CSA Centre" will be utilised to strengthen our approach to Child Sexual Abuse.

Child sexual exploitation takes different forms - from a seemingly 'consensual' relationship where sex is exchanged for attention, affection, accommodation or gifts, to serious organised crime and child trafficking.

Child sexual exploitation involves differing degrees of abusive activities, including coercion, intimidation or enticement, unwanted pressure from peers to have sex, sexual bullying (including cyber bullying), and grooming for sexual activity.

There is increasing concern about the role of technology in sexual abuse, including social networking, internet sites and mobile phones.

The key issue in relation to child sexual exploitation is the imbalance of power within the 'relationship'. The perpetrator always has power over the child, increasing the dependence of them as the exploitative relationship develops.

Many children are groomed into sexually exploitative relationships, but other forms of entry exist. Some children are engaged in informal economies that incorporate the exchange of sex for rewards such as drugs, alcohol, money or gifts. Others exchange sex for accommodation or money as a result of homelessness and experiences of poverty.

Some children have been bullied and threatened into sexual activities by peers or gangs which is then used against them as a form of extortion and to keep them compliant.

The key indicators of child sexual exploitation include:

Health

- Physical symptoms (bruising suggestive of either physical or sexual assault),

- Chronic fatigue,
- Recurring or multiple sexually transmitted infections,
- Pregnancy and/or seeking an abortion,
- Evidence of drug, alcohol or other substance misuse,
- Sexually risky behaviour.

Education

- Truancy/disengagement with education or considerable change in performance at school.

Emotional and Behavioural Issues

- Volatile behaviour exhibiting extreme array of mood swings or use of abusive language,
- Involvement in petty crime such as shoplifting, stealing,
- Secretive behaviour,
- Entering or leaving vehicles driven by unknown adults,
- Reports of being seen in places known to be used for sexual exploitation, including public toilets known for cottaging or adult venues (pubs and clubs).

Identity

- Low self-image,
- low self-esteem,
- self-harming behaviour, e.g. cutting,
- overdosing,
- eating disorder,
- promiscuity.

Relationships

- Hostility in relationships with staff, family members as appropriate and significant others,
- Physical aggression,
- Placement breakdown,
- Reports from reliable sources (e.g. family, friends or other professionals) suggesting the likelihood of involvement in sexual exploitation,
- Detachment from age-appropriate activities,
- Associating with other young people who are known to be sexually exploited,
- Known to be sexually active,
- Sexual relationship with a significantly older person, or younger person who is suspected of being abusive,
- Unexplained relationships with older adults,
- Inappropriate use of the Internet and forming relationships, particularly with adults, via the Internet,
- Phone calls, text messages or letters from unknown adults,
- Adults or older youths loitering outside the home,
- Persistently missing, staying out overnight or returning late with no plausible explanation,
- Returning after having been missing, looking well cared for in spite of having no known home base,
- Missing for long periods, with no known home base,
- Going missing and being found in areas where they have no known links.

Please note: Whilst the focus is often on older men as perpetrators, younger men and women may also be involved and staff should be aware of this possibility.

Social Presentation

- Change in appearance,

- Going out dressed in clothing unusual for them (inappropriate for age, borrowing clothing from older young people).

Family and Environmental Factors

- History of physical, sexual, and/or emotional abuse, neglect, domestic violence, parental difficulties.

Housing

- Pattern of previous street homelessness,
- Having keys to premises other than those known about.

Income

- Possession of large amounts of money with no plausible explanation,
- Acquisition of expensive clothes, mobile phones or other possessions without plausible explanation,
- Accounts of social activities with no plausible explanation of the source of necessary funding.

This list is not exhaustive.

Child Criminal Exploitation (CCE)

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

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

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

Indicators of CCE can include a child:

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

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

9. Safeguarding Children in Specific Circumstances: Children who are absent from education

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

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

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

We will follow our procedures for unauthorised absence and for dealing with children who are absent 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 going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

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

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

10. Safeguarding Children in Specific Circumstances: Further Guidance

Further guidance in relation to safeguarding children in specific circumstances can be located in the Luton Safeguarding Children Board / Luton Council procedures as listed below:

Abuse Linked to Spiritual Belief

Child Sexual Exploitation
 Safeguarding Children vulnerable to Gang Activity
 Supporting individuals vulnerable to violent extremism
 Private Fostering
 Children missing from home or care
 Children missing education (See our Children Missing Education Policy)
 Children of Parents who Misuse Substances
 Children of Parents with Learning Difficulties
 Working with parents/carers with mental health problems
 Working with parents/carers with disabilities
 Disabled Children
 Protocol for dealing with domestic violence when children are involved
 Online – Children Exposed to Abuse through the Digital Media
 Fabricated or Induced Illness (See our Fabricated Illness and Induced Illness Policy)
 Female Genital Mutilation
 Forced Marriage / Honour Based Violence
 Modern Day Slavery / Human Trafficking
 Criminal Exploitation of children across county Lines
 Practice Guidance & Procedures to distinguish between healthy and abusive sexual behaviours in children and young people
 Safeguarding children who may have been trafficked
 Protocol & Guidance, Working with Sexually Active Young People
 Working with hostile, non-compliant parents/carers and those who use disguised compliance
 Safeguarding children on the Autism Spectrum

11. CHILDREN IN CIRCUMSTANCES WHICH MAKE THEM ESPECIALLY VULNERABLE.

11.1 Children who have issues with Mental Health (X ref: SEMH Policy 2026)

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

Only appropriately trained professionals will attempt to diagnose a mental health problem. However, staff will observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how these experiences, can impact on children's mental health, behaviour and education.

We ensure that any mental health support or interventions we offer are evidenced as safe, effective and appropriate for the need and phase of education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken following the child protection policy including discussion with the Designated Safeguarding Lead or Deputy.

The school will access a range of advice to help them identify children in need of extra mental health support. This includes working with external agencies as described in [Promoting and Supporting mental health and wellbeing in schools and colleges](#)

11.2 Children who are Homeless or at risk of Becoming Homeless

Leagrave Primary School recognises that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The Designated Safeguarding Lead (and Deputies) are aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

We recognise that homelessness in the context of our children will be of those who live with their families.

Staff are aware of the indicators that a family may be at risk of homelessness, to include: household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

Referrals and/or discussion with the Local Housing Authority will be progressed as appropriate but will not replace a referral to Children's Social Care where a child has been harmed or is at risk of harm.

The Local Authority has a legal duty to address concerns under the Homelessness Reduction Act 2017. The focus is early intervention and to encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

11.3 Children who Live with Domestic Abuse

All staff are aware of The Domestic Abuse Act 2021 which introduced the first statutory definition of domestic abuse and recognises that children can be victims of domestic abuse; they may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (as below). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Staff will continue to develop their understanding of domestic abuse, and how all children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

Staff are aware that exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

We recognise that domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Domestic abuse is not limited to physical acts of violence or threatening behaviour, and can include emotional, psychological, controlling or coercive behaviour, sexual and/or economic abuse.

Staff understand that anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

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

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child/young person under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (the DSL) before the child or children arrive at school the following day.

The DSL will provide support according to the child's needs and update records about their circumstances.

11.4 Children who are Victims of Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).

Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- Denial of Service (Dos or DDoS) attacks or 'booting'- attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources;
- making, supplying or obtaining malware such as viruses, with the intent to commit further offences.
- Children with a particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.
- If there are concerns about a child in this area, the Designated Safeguarding Lead (or Deputy), will consider referring into the **Cyber Choices** programme.
- Cyber Choices is a nationwide police programme supported by the Home Office and led by the National Crime Agency which aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences.

Additional advice can be found at: Cyber Choices

11.5 Children with Additional Needs

Leagrave Primary School recognises that while all children have a right to be safe, some children may be more vulnerable to abuse, for example a young carer, a child frequently missing from home/care, children

with disabilities or special educational needs, a child living with domestic abuse, parental mental ill health or substance abuse, or a child who has returned home to their family from care.

Schools and colleges should be alert to the needs of young carers and recognise that caring responsibilities can impact attendance, attainment, behaviour and wellbeing. Early identification is key to making sure young carers receive support at the right time from the right services.

We recognise that additional barriers can exist when recognising abuse and neglect in children with special educational needs or disabilities, medical or physical health conditions.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in managing or reporting these challenges
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

We offer extra pastoral support for some pupils. This may include:

- 1:1 support
- Wellbeing interventions and group times.
- Zones of Regulation
- Play therapy and other external professionals as appropriate.

The SENDCo and DSL liaise closely when abuse is known about or suspected involving pupils with SEND.

Any reports of abuse involving children with SEND will require close liaison with the Designated Safeguarding Lead (or Deputy) and the SENDCO.

Our Core Inclusion Team (CIT) considers extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment will always be completed prior to convening a meeting of the Governing Body.

If a child's behaviour has caused the school to consider excluding, either fixed term or permanently, a vulnerable child and/or a child who is the subject of a child protection plan or where there is an existing child protection file, we will call a multi-agency risk assessment meeting prior to making the decision to exclude.

If a parent/carer was to express an intention to remove a child from school with a view to educating at home, we would work together with Local Authority and other key professionals to coordinate a meeting with parents/carers where possible. We would aim to do this before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

Leagrave Primary school will utilise alternative provision providers for children where required, and we understand that we maintain the responsibility for the safeguarding of that child. The school will use the Local Authority Approved Provider List when seeking alternative provision. We will ensure the placement meets the child's needs. We will ensure we obtain written confirmation of the following:

- Information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment (i.e. those checks that schools would otherwise perform on their own staff).
- Written confirmation that the alternative provider will inform the commissioning school of any arrangements that may put the child at risk (i.e. staff changes), so that the commissioning school can ensure itself that appropriate safeguarding checks have been carried out on new staff.
- Where a child is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. We will regularly (at least half termly) review the alternative provision placements in order to gain assurance that the child is regularly attending and the placement continues to be safe and meets the child's needs. Where safeguarding concerns arise, the placement will be immediately reviewed, and terminated, if necessary.

Leagrave Primary school has due regard to the following statutory guidance:

- Arranging Alternative Provision (February 2025)
- Arranging education for children who cannot attend school because of health needs (December 2023)

11.6 Children who are Lesbian, Gay, Bi or Trans (LGBT) or gender questioning

The fact that a child may be LGBT is not in itself an inherent risk factor for harm. However, we recognise that children who are LGBT can be targeted by other children.

A child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

We endeavour to reduce barriers faced by children who are LGBT and will provide a safe space for them to speak out or share their concerns with members of staff. This safe space is the Nurture Base.

The thoughts and feelings of children who are questioning their gender is understood and staff are professionally curious about the child's experiences, including potential vulnerabilities.

Staff recognise that they should not adopt any changes relating to social transition unless a decision has been made by the school following involvement from the child's parents or carers.

Decision-making processes around requests for support with social transition is documented and records are kept. We consider whether pupils would be best supported by a policy on social transition which explains the steps the school would take, as outlined in Keeping Children Safe in Education 2026.

We understand the legal responsibility required to record a child's biological sex accurately wherever it is recorded. All relevant staff are aware of a child's biological sex.

11.7 Pupils with a Social Worker

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

The DSL and all members of staff work with and support social workers to help protect vulnerable children.

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

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

11.8 Looked-after and previously looked-after children

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

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements,
- The DSL has details of children's social workers and relevant virtual school heads,
- We have appointed a designated teacher, Debbie Bastin, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#),
- The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role,
- As part of their role, the designated teacher will:
 - ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
 - Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans.