



Safeguarding & Child Protection Policy

Safeguarding Statement

At Thorpe Acre Infant School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at Thorpe Acre Infant School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

GDPR statement

The school has arrangements in place to ensure that all personal data records held by the school are obtained, processed, used and retained in accordance with the eight rules of data protection (based on the Data Protection Acts).

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents*

* **Please note:** Under section 576 of the Education Act (1996), a "parent" in relation to a child is defined as:

- The biological parents of a child, whether they are married or not
- Anyone, who although not a biological parent, has parental responsibility for a child
- Any person, who although not a biological parent and who does not have parental responsibility, has care of a child. A person typically has care of a child if they are the person with whom the child lives and who looks after the child, irrespective of their biological or legal relationship with the child (e.g. foster carer).

Approved : Governing Body
Date : 01.09.24
Date of last review : 30.08.24
Next review by : 30.08.25

Reaching High, Learning and Growing Together

It is the policy of the school to follow the procedures laid down by the LA. This policy is therefore, based on the model policy provided by the LA. This updated policy was agreed by the Chair of Governors and adopted from the 1st September and will be ratified by the full governing body at the first formal Full Governing Body meeting of the Autumn term.

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1. Introduction

Safeguarding is about promoting welfare and defined as:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring children grow up in circumstances consistent with the provision of safe and effective care and
- Taking action if children are identified to be at risk of harm.

Child Protection is part of safeguarding and promoting welfare. It is:

- The activity undertaken to protect children who are suffering - or are likely to suffer - significant harm. This includes harm that occurs inside and outside the home, including online.

2. Policy statement and principles including culture and ethos

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We will endeavour to provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse, neglect and exploitation and follow our procedures to ensure that children receive effective support, protection, and justice. Adults in our school will take all welfare concerns seriously and encourage children to talk to us about anything that worries them. When managing safeguarding and child protection concerns, we will always act in the best interests of the child. All staff are expected to maintain ongoing vigilance and a professional curiosity if they have a concern.

We will:

- Take all reasonable measures to ensure any risk of harm to children's welfare is minimised, inside and outside of the school environment, by teaching children how to keep themselves safe and creating a supportive environment which encourages children to raise and report concerns and on school trips, extended school activities, and when children are attending alternative education provision.
- 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 in place and embedded in the daily life and practice of the school.
- Promote pupil health and safety.
- Provide first aid and meet the health needs of children with medical conditions.
- Promote safe practice, and challenge unsafe practice.
- Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers, supply staff and contractors.
- Ensure school site security.
- Address drugs and substance misuse issues.
- Work with all agencies regarding missing children, children at risk of sexual exploitation, anti-social behaviour, gang activity and violence in the community including knife crime.

Our school operates a **trauma informed approach** and offers support and interventions to children and parents/carers. These include:

- Having a Trauma Informed Practice (TIP) policy
- Providing Operation Encompass training to staff

- Providing ELSA support
- Delivering an age-appropriate PSHE curriculum
- Delivering structured assemblies
- Responding swiftly when concerns are raised
- Making appropriate referrals e.g. to Social Care; Early Help; Police; Prevent; school nurse
- Working with other agencies
- Working with parents/carers and external services to form strong and trusted partnerships which advocate trauma aware responses, and go on to create safe places and spaces within the community, so children know how to access a place of safety outside of the school environment if needed.
- Attending Violence Reduction Network meetings.

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

Safeguarding is the responsibility and priority of every adult employed by, or invited to deliver services at, Thorpe Acre Infant School. Our school fully recognises the contribution it can make to protect children and support pupils in school. We respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. We foster an open, honest, caring and supportive environment where children are encouraged to talk about their worries and to report their concerns to us. The pupil's welfare is of paramount importance and adults in our school take all welfare concerns seriously and will always act in the best interests of the child.

There are seven main elements to our Safeguarding and Child Protection policy:

- i. Providing a safe environment in which children can learn and develop.
- ii. Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- iii. Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- iv. Supporting pupils who have social care involvement, or are subject to LA Care, in accordance with their Child in Need plan, Child Protection plan or Personal Education plan.
- v. Raising awareness of safeguarding children and child protection processes and equipping children with the skills needed to keep them safe in and outside of school.
- vi. Working in partnership with outside agencies and safeguarding partners in the "best interest of the child."
- vii. Ensuring we have appropriate policies and procedures to deal with child-on-child sexual violence and sexual harassment, including those that have happened outside of the school and/or online, forms of harassment and harmful sexual behaviour (Filtering and monitoring arrangements for online safety and harms are included within this main policy).

3. Purpose and Aims

Our policy applies to all staff, governors and volunteers working in Thorpe Acre Infant School and considers statutory guidance provided by the Department for Education (DfE) and local guidance issued by the Leicestershire Safeguarding Children Partnership (LSCP).

Our school is led by senior members of staff and governors whose aims are to:

- Provide a safe environment.
- Build a vigilant culture where children can learn and be safeguarded.
- Respond with appropriate action, in a timely manner, to those children who:
 - may need help
 - may be suffering significant harm
 - may be likely to suffer significant harm
 - we have safeguarding concerns for.

We will ensure that all parents/carers are made aware of our responsibilities regarding child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this child protection policy. These duties and responsibilities, as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2024 and HM Working Together to Safeguard Children 2023 are incorporated into this policy.

This Child Protection Policy will be reviewed by the SDSL on a regular basis to ensure it remains current and incorporates all revisions made to local or national safeguarding guidance. This policy will be fully reviewed once a year during the autumn term and provided to the Governing Body for approval and sign off at the first autumn term meeting.

4. Roles and Contact Details

If you see, hear or have any concerns about a child, within school hours, please contact the school office and ask for:

Ms Jo Beaumont, the school's Senior Designated Safeguarding Lead (SDSL)
Tel: 01509 212021

If you have a concern out of school hours which you need to report, or need help, please contact:

First Response, Leicestershire Children's Social Services
Tel: 0116 305 0005

If you believe a child is at risk of immediate danger or abuse, please call the:

Police
Tel: 101 or 999 in an emergency.

Role	Name	Contact Details
School contacts:		

Headteacher Senior Designated Safeguarding Lead (SDSL) Prevent Leader Designated teacher for Looked After Children (LAC) Attendance Champion	Jo Beaumont	01509 212021 dsl@taj.leics.sch.uk
Deputy headteacher Deputy Designated Safeguarding Lead (DDSL)	Charlotte Shaw	01509 212021 office@tais.leics.sch.uk
Senior Teacher available for contact in the absence of the DSLs	Beth Taylor	01509 212021 office@tais.leics.sch.uk
Designated Governor for Child Protection and Safeguarding	Gill Lyon	01509 212021 glyon@tais.leics.sch.uk
SENCo	Vicki Bowman	01509 212021 office@tais.leics.sch.uk
Other contacts:		
Leicester and the Leicestershire and Rutland Safeguarding Children Partnerships Procedures Manual.	Report Your Concerns about a Child or Young Person	LCC report neglect or abuse
Local Authority (LA) Safeguarding Children in Education Officer	Charlotte Davis	0116 3057750 Charlotte.davis@leics.gov.uk
LA Child Protection Contact/LADO	CFS-LADO@leics.gov.uk LADO service is available office hours only: Monday-Thursday, 8.30am - 5.00 pm and Friday, 8.30am - 4.30pm	Allegations Line: 0116 3054141 CFS-LADO@leics.gov.uk emails for referral forms. Outside of office hours, contact the Leicestershire First Response Children's Duty Team: 0116 305 0005
First Response	For urgent concerns about a child who needs a social worker or police officer today	0116 305 0005
Police (to report a crime and immediate risk of harm or abuse to child)	101	999 In an emergency only
NSPCC help/whistleblowing line	line is available 8.00am to 8.00pm Monday to Friday	0800 028 0285- email: help@nspcc.org.uk

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5. Child centred and coordinated approach

Everyone who works at Thorpe Acre Infant School understands they are an important part of the wider safeguarding system for children and accepts safeguarding and promoting the welfare of children is everyone's responsibility. To fulfil this responsibility effectively, all our staff, including supply staff and volunteers, will ensure their approach is child-centred and will be supported to consider, always, what is in the best interests of the child.

Our school ethos demonstrates that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say.

We recognise no single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns early, sharing information, taking prompt action, promoting children's welfare and preventing concerns from escalating. Every individual within Thorpe Acre Infant School will play their part, including working with professionals from other agencies, particularly social workers, to meet the needs of our most vulnerable children and keep them safe.

6. Whole school approach

We understand the importance every member of our staff has through their contact with children in and outside of our school environment and the particular importance of the roles and relationships they have which places them in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating. We will make every effort to identify children who may benefit from early help and swiftly put support in place.

Any staff member who has any concerns about a child's welfare should follow the processes set out in this safeguarding and child protection policy and raise concerns with the SDSL or DDSL without delay.

Where staff members have concerns about a child (as opposed to a child being in immediate danger) they must decide what action to take in conjunction with the SDSL, or if unavailable the DDSL. Although we advocate that any staff member can make a referral to children's Social Care or First Response, especially where a child is identified as being in immediate danger, they should however ensure that the SDSL, or if unavailable the DDSL, is informed as soon as possible.

We also ensure that all our staff are clear that, whilst they should discuss and agree with the SDSL, or DDSL, any actions to be taken, they are able to escalate their concerns and contact First Response, First Response Consultation Line or Social Care to seek support for the child if, despite the discussion with the SDSL or DDSL, their concerns remain. Staff are also informed of the school's whistle blowing procedures and the contact details for the Local Authority Designated Officer (LADO) and NSPCC helpline. This is provided to all staff on induction, during annual safeguarding training and is available on the school website. All our staff should expect to support social workers and other agencies following any referral, especially if they were involved in being alert to, or receiving, a disclosure of risk, harm or abuse or harassment from a child.

The DSLs will provide support to staff to carry out their safeguarding duties and will liaise closely with other services such as children's Social Care, Police, Early Help and Health where required, as the SDSL (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

All staff should **always** speak to the SDSL, or DDSL, at the earliest opportunity.

We recognise that because of the day-to-day contact our school has with children they, and we, are well placed to observe the outward signs of abuse.

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

Our school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to and heard.
- Ensure children know that there are trusted adults in the school who they can approach if they are worried.
- Ensure that every effort is made to establish effective working relationships with parents, carers, colleagues from other agencies and external services.
- Include opportunities in the PSHE and RSE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Recognise and manage risks including online safety, radicalisation and extremism, sexual exploitation, child on child sexual violence and sexual harassment and the sharing of nude and semi-nude images (replaced what was termed as sexting).
- Support the development of healthy relationships and awareness of domestic abuse, recognising that domestic abuse can encompass a wide range of behaviours and may involve a single incident or a pattern of incidents.
- Know that abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional harm and children can be victims of domestic abuse as they may see, hear or experience the effects of abuse at home. All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.
- Recognise how pressure from others, and safeguarding vulnerabilities, can affect their behaviour.
- Recognise the link between mental health, school attendance and children 'absent from education' and the negative impact it can have on learning, progress, and educational attainment.
- Know that as a school we will act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.
- Ensure our behaviour policy includes measures to prevent bullying, including cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying and the use of social media platforms and networks.
- Maintain, and regularly review, an online safety policy which address statutory filtering and monitoring standards and considers remote learning and the use of mobile and smart technology including any new threats (Appendix 9).

- Take all reasonable measures to ensure any risk of harm to children's welfare is minimised inside and outside of the school environment.
- 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 in place and embedded in the daily life and practice of the school.
- Promote pupil health and safety.
- Provide first aid and meet the health needs of children with medical conditions.
- Ensure school site security.
- Promote safe practice and challenge unsafe practice.
- Address drugs and substance misuse issues.
- Work with all agencies regarding missing children, anti-social behaviour, gang activity, violence in the community, knife crime and children at risk of CSE.
- Ensure everyone knows they have a duty to safeguard children inside/outside the school environment including on school trips, extended school activities and at Alternative Provision (AP).
- Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers, supply staff and contractors (KCSiE 2024 Part 4).

Raising Awareness

All staff and volunteers

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone in our school who comes into contact with children and their families has a role to play in safeguarding children.

All staff in our school consider, always, what is in the best interests of children. Through staff meetings, briefings and training we give staff the confidence to identify and report concerns.

All staff contribute to providing a safe environment in which children can learn by following safe practice protocols and safeguarding training, by promoting what it means to be a member of our school community, by owning our values and by promoting our ethos and culture.

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

We employ specific staff (ELSA and SENCo) who engage with children, families and partner agencies and are available for parents/carers to seek support or advice. Parent newsletters and Weduc notices provide links to help, advice and support on a wide range of potential issues and early identification is always encouraged.

A DSL is always available, and we recognise the importance of children and social workers meeting during the school day where required. Through working together positively with social care and safeguarding partners we ensure children subject to Child Protection plans, Child in Need plans and LAC plans are kept safe, and their needs are met.

7. Procedures for identifying concerns and reporting cases

All members of staff, volunteers and governors will be aware of indicators of abuse, neglect and exploitation and know what to look for. They will know how to identify pupils who may be being harmed, how to respond to a concern or to a pupil who discloses abuse, who to report it to and how to record it. Our staff recognise that early identification is vital if support is to be put in place in a timely manner. All staff will be familiar with procedures to be followed and will receive safeguarding and child protection, including online safety, updates.

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

The main categories of child abuse are as follows:

- Physical Abuse
- Abuse
- Sexual Abuse
- Neglect
- Exploitation.

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

If staff have concerns about a child, they will decide what action to take. A discussion should take place with the SDSL, or DDSL, to agree a course of action. If a child is in immediate danger, or at risk of harm, a referral will be made immediately to First Response and/or the Police.

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

- The key facts will be established in language that the child understands, and the child's words will be used in clarifying/expanding what has been said.
- No promises will be made to the child e.g., to keep secrets.
- Staff will stay calm and actively listen with the utmost care to what the child is saying.
- Leading questions should be avoided as much as possible.
- Where questions are asked, this should be done without pressurising, and only using open questions.
- Questioning should not be extensive or repetitive.
- Staff should not put words in the child's mouth but will subsequently note the main points carefully.
- A full written record will be uploaded to CPOMS by the staff including the date and time the conversation with the child took place, an outline of what was said and a comment on the child's body language etc.
- Staff will not ask children to make written statements about abuse that may have happened to them or get them to sign the staff record.
- Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on.
- The SDSL will be immediately informed.
- The information should be shared with children's Social Care without delay, either to the child's own Social Worker or to First Response. Children's Social Care will liaise with the Police where required, and they will ensure an appropriate police officer

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

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

8. Indicators of abuse, neglect and exploitation

All our staff and volunteers are aware of the indicators of abuse, neglect and exploitation and know what to look for. Early identification of abuse, neglect and exploitation is vital so that appropriate support can be put in place in a timely manner.

The definitions of the different forms of abuse are as follows:

Abuse:

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

Physical abuse:

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

Emotional abuse:

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

Sexual abuse:

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. rape or oral

sex) and non-penetrative acts (e.g. masturbation, kissing, rubbing, and touching outside of clothing). They may also include non-contact activities, such as involving children to look at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue, known as child-on-child abuse.

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

Child Criminal Exploitation (CCE)

Occurs where an individual, or group, takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited, even if the activity appears consensual. CCE does not always involve physical contact, it can also occur using technology. CCE often happens alongside sexual or other forms of exploitation. CCE is broader than just county lines and includes for instance children forced to work on cannabis farms, commit theft, shoplift, pickpocket or to threaten other young people.

Child sexual exploitation (CSE)

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

9. Broader aspects of care and education

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

- Pupils' health and safety, emotional well-being, mental health and physical health or development.
- Meeting the needs of children with special educational needs and/or disabilities (SEND).
- Where a child has an Education Health Care Plan (EHCP) and receives elective home education (EHE) the LA should work with parents/carers to review the plan
- Meeting the needs of pupils with medical conditions.
- Meeting the legal duties on the school under the Equality Act, that being we will not unlawfully, discriminate against pupils based on protected characteristics, we will carefully consider how we support pupils regarding protected characteristics and will take positive action to deal with particular disadvantages affecting pupils.
- The use of reasonable force.
- Providing first aid.
- Providing intimate care.
- Supporting pupils' emotional well-being.
- Educational visits and off-site education.

- On-line safety and associated issues including filtering and monitoring in accordance with the DfE monitoring standards
- Appropriate arrangements to ensure site security, considering the local context.
- Keeping children safe from risks, harms, exploitation and sexual violence and sexual harassment between children (KCSiE 2024, Annex A).

10. Safeguarding and potential issues including child abduction; community issues; PSHE and Absences.

Safeguarding can involve a range of potential issues including:

- Neglect, physical abuse, sexual abuse, emotional abuse, exploitation.
- Harm outside the home, contextualised abuse (also known as extra-familial abuse) e.g. anti-social or criminal behaviour, gang activity, involvement and associations with organised crime groups, knife crime, county lines, child criminal exploitation (CCE), child sexual exploitation (CSE), human trafficking or modern slavery.
- Has a family member in prison or is affected by parental offending.
- Domestic abuse.
- Child-on-Child abuse (broadened by KCSiE 2024 to include children abusing other children, other varying forms of bullying including online and sexually harmful behaviour, sexual violence, and sexual harassment).
- Prejudice-based bullying such as racist, disability-based, homophobic, bi-phobic, or transphobic abuse.
- Gender based violence.
- Children at risk of extremist behaviour and/or radicalisation and children susceptible to being drawn into terrorism.
- Female genital mutilation, and honour-based abuse.
- Being a young carer.
- Having a mental health need which impacts on school attendance and achievement.
- Children who frequently go missing from school, home or care.
- Children who are persistently absent from education.
- Children at risk of suspension or permanent exclusion.
- Vulnerabilities around having SEND.
- Being privately fostered.
- Returning to the family home from care.
- The impact of new technologies, including 'sexting' and accessing pornography.
- Being subject to any conduct where the purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats, or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages (Law change on Forced Marriage, February 2023).
- 'Upskirting'- The Voyeurism (Offences) Act, which is commonly known as Up-skirting Act, came into force on 12 April 2019. Upskirting is a criminal offence and reportable by all teachers (KCSiE Annex A).

All staff and volunteers should:

- Be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of our school environment.

- Be aware of the specific safeguarding issues that indicate, or inform of, concerns or incidents linked to CCE and CSE and know to report concerns directly to the SDSL, DDSL or a member of the senior leadership team should the DSLs not be available.
- Have an awareness of safeguarding issues that can put children at risk of harm e.g. behaviours linked to issues such as:
 - Drug taking
 - Alcohol misuse
 - Deliberately missing education
 - Unexplainable and/or persistent absences from education
 - Consensual and non-consensual sharing of nude and semi-nude images and/or videos.

Child abduction and community safety

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents, other family members, people known but not related to the victim (such as neighbours, friends, and acquaintances) and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents e.g. people loitering nearby or unknown adults engaging children in conversation. All staff are vigilant, and our school operates the following:

- The school gates are staffed at the beginning and end of the day.
- Children are handed over to parents, or their representative, at the end of the day. Our school operates a password system on collection.
- The identity of escorts is checked for those children using LA transport or social care.
- Registers are taken promptly, and parents of any missing children are contacted.
- The site is secure, and visitor entry is controlled.
- All visitors are signed in on arrival and anyone not DBS checked is escorted around the building.
- There is CCTV footage.
- Staff are alerted to those adults who are not allowed unsupervised contact with a child.
- Invacuation protocols are practised.

Curriculum

We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate.

Through our PSHE curriculum children, or staff, may recognise when things are not as they should be, and relationships are not healthy. By knowing the signs to look out for staff can take appropriate action. Children are encouraged to use the Zones of Regulation to express their feelings, worries and concerns. Children know that they can speak to any adult in our school. Our ELSA may work directly with children to provide them with pastoral support.

Absence

Our school follows clear protocols to monitor absence including following up on unexplained absences, checking medical evidence of appointments, regular monitoring of attendance registers, regular meetings between the office manager and attendance champion, referrals to the Education Welfare Officer (EWO) and termly meetings with the LA Attendance team.

As a school we are aware that abuse, neglect, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore all staff should always be vigilant and always raise any concerns with the SDSL or DDSL.

All our staff have received information and training regarding the variety of different forms this can take, children's vulnerability, the risks and the multiple harms including, but not limited to, CSE, CCE, sexual abuse, serious youth violence and county lines.

11. Operation Encompass

Our school is part of Operation Encompass, a police and school early intervention safeguarding partnership which supports children who experience domestic abuse. This involves the police sharing information with the DSLs about police attended incidents of domestic abuse where they feel there has been an impact on a child's physical, emotional or mental well-being, so as we can better understand the child's lived experience and can support them effectively.

12. Online Safety

Our school approach to online safety, including appropriate filtering and monitoring on school devices and school networks, is reflected in this Safeguarding and Child Protection Policy, including awareness of the ease of access to mobile phone networks (see KCSIE 2024; paragraph 138).

We will teach children, in an age-appropriate way, about online risks and provide them with the knowledge to help them navigate risks including online safety, remote learning, filters and monitoring, information security, cyber-crime, reviewing online safety platforms and the use of mobile technology.

The education we provide for online safety will consider the need for children to learn using online technologies in a safe environment, whether that be in school, in the home or in a community environment. This will also be taught as part of a wider PSHE programme, as well as through Computing and other subjects.

Our staff are aware that technology offers many opportunities and is a significant component of many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. Children can also abuse their peers online. This can take the form of abusive, harassing and misogynistic messages, the non-consensual sharing of indecent images, (especially around chat groups), and the sharing of abusive images and pornography, to those who do not want to receive such content. All our staff understand the expectations, applicable to their roles and responsibilities, in relation to filtering and monitoring of IT systems and the regular monitoring of school's equipment and networks.

Our school provides on-line guidance and support for parents and children to remain free from risk, exploitation, grooming or radicalisation. Children are taught how to report online concerns. We will support understanding of harmful online challenges and hoaxes and share information with parents and carers signposting them, as appropriate, to where they can get help and support. Our DSLs will always act in the 'best interest of the child' and will remain mindful of children's access to online sites when away from school.

Our DSL team has the lead responsibility in this area, which is overseen and regularly reviewed by the Governing Body.

The school's IT technician manages the filtering and monitoring systems, and these will be reviewed at least annually.

Our Governing Body will ensure they maintain oversight of the Online Safety policy and the arrangements put in place to ensure appropriate filtering and monitoring on school devices and the school network. The appropriateness of any filtering and monitoring systems will, in part, be informed by the risk assessment required by the Prevent Duty and KCSiE 2024 (paragraphs 140-150). This will include:

- Identifying and assigning roles and responsibilities to manage filtering and monitoring systems.
- Reviewing filtering and monitoring provision at least annually.
- Blocking harmful and inappropriate content without unreasonably impacting teaching and learning.
- Having effective monitoring strategies in place that meet the school's safeguarding need.
- Reviewing and discussing the standards with the leadership team, IT staff and service providers to ensure the school meets the standard published by the Department for Education filtering and monitoring standards.

Staff are vigilant at monitoring when working with pupils on devices so that pupils feel confident using the internet safely. Any concerns must be reported immediately to the SDSL, or DDSL.

Our Governing Body will ensure a review is maintained to ensure standards. They will discuss with IT staff and service providers these standards and whether more needs to be done to support our school in meeting and maintaining these standards and communicating these to staff, pupils, parents/carers, visitors to the school and those who provide teaching to children as part of the learning and educational opportunities we provide. The number, age range, vulnerability of the children and how often they access the IT system will be considered along with the proportionality of costs versus safeguarding risks.

All forms of abuse or harassment will be reported in accordance with national safeguarding guidance, and we will take a 'zero tolerance' approach to harassment and abuse as informed in KCSiE. As a school, should an incident or disclosure be made by a child, our staff will always reassure the child (victim) that they are being taken seriously and that they will be supported and kept safe, however, we recognise that not every victim will view themselves as such. We will also be mindful of the use of other terminology such as 'alleged perpetrator(s)' or 'perpetrator(s)' as in some cases the abusive behaviour will have been harmful to the perpetrator as well.

We will do our best to ensure children understand the law on child-on-child abuse is there to protect them rather than criminalise them. Where appropriate we will discuss all concerns or incidents with relevant statutory safeguarding agencies to ensure these are addressed fully. Where required, different types of assessment and services will be put in place in accordance with the Pathway to Provision v 9.1.

13. SEND

Our school acknowledges that children with SEND may have additional safeguarding vulnerabilities on and offline. All staff are aware that additional barriers can exist when recognising abuse, neglect and exploitation for children with SEND and this group may be more prone to peer group isolation or bullying (including prejudice-based bullying) than other

children. Children with SEND may not always show outward signs and may have communication barriers and difficulties in reporting challenges. They may struggle to express their concerns or worries and may find it challenging to report. Our staff's vigilance will be a supporting factor to keeping all children safe and staff will consider extra pastoral support and attention for these children.

We recognise that additional barriers can exist when recognising abuse, neglect and exploitation in pupils with SEND which may include:

- Assumptions that indicators of abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Children with SEND can be disproportionately impacted by issues such as bullying without outwardly showing any signs.
- Addressing individual behaviour concerns and incidents considering the pupil's SEND.
- Recognising and having in place additional support to teach, advise, mentor and support children with SEND from online harms, hoaxes, bullying, grooming and radicalisation and enable them to have confidence and the ability to stay safe online.

Extra pastoral support is available for our SEND children. We use a number of resources such as social stories, NSPCC advice on [protecting children with SEN](#) and [deaf/disabled children and young people](#) and our trained ELSA.

Our school works with other support agencies and organisations including SENDIASS; LA Specialist Teaching Service; Mosaic Psychology; ADHD Solutions; Oakfield Short Stay school and the NHS.

Further information can be found in the DfE SEND Code of Practice 0 – 25 years and Supporting Pupils at School with Medical Conditions guidance.

14. Alternative providers (APs)

Where our school places a pupil with an AP, we continue to be responsible for the safeguarding of that pupil and we should be satisfied that the provider can meet the needs of the pupil prior to any placement.

Our school understands the importance of information sharing for pupils who receive education provision outside of a mainstream setting. We recognise how it is vital to support the child, and we will ensure the learning environment where they are placed has all necessary information for the child before they access the provision. The Working Together Principles are key to keeping pupils safe and Thorpe Acre Infant School will obtain written confirmation from the AP that appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

Our school supports the management and review of children in AP where applicable. This includes confirmation of risk assessments and statutory policies, communication to inform of attendance on the days the pupil should be attending the Alternative Provision, updates on the pupil's progress, visits to the AP by a DSL and updating the AP of key, relevant information.

15. Partnership working

Our staff will build trusted relationships with children which facilitate good opportunities for communication. We recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. We understand that children may also feel embarrassed, humiliated, or could be being threatened not to tell, so not feel able to share what is happening to them. We also recognise children may not want to make a disclosure or talk about what is happening due to their vulnerability, SEND, disability, sexual orientation or language barriers.

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

This should not prevent staff from having a professional curiosity and speaking to the SDSL, or DDSL, if they have concerns about a child so as appropriate support can be put in place.

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

Our school will endeavour to support the pupil through:

- Developing the content of the curriculum to reflect the context of the school, current best practice and legislation.
- Maintaining a school ethos which promotes a positive, supportive, and secure environment, and which gives pupils a sense of them being valued.
- Proactively ensuring all children know that some behaviours are unacceptable and will need to be addressed but as members of our school they are valued and will be supported through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents.
- Liaising with other agencies that support the pupil such as Children's Social Care (in line with the [Thresholds for access to services](#), updated in September 2021), [Leicestershire Inclusion Service](#) and [Education Psychology Service](#), and the [Children and Family Wellbeing Service](#), etc.
- Ensuring that, where a pupil leaves and is subject to a Child Protection plan, Child in Need plan or where there have been wider safeguarding concerns, or additional SEND safeguarding vulnerabilities their information is transferred to the new school immediately, or within **5 working days** and that the child's social worker is informed.
- Ensuring that where a child discloses a concern or informs of an incident that has involved them in an incident involving sexual violence and or sexual harassment, the staff member will ensure the child (victim) is taken seriously, kept safe and never made to feel like they are creating a problem by reporting abuse, sexual violence, or sexual harassment.

16. Other agencies

The SDSL, or Headteacher, (in this school this is the same person) who is familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies.

Our school works with other agencies, including statutory safeguarding partners and Social Care to support vulnerable children. We hold regular meetings in school with other agencies, take part in partnership forums/events and access multi-agency training. Our school also facilitates meetings for individual children and families in school to support easier local access and involvement by children and their parents/carers.

The SDSL will, as required, liaise with the case manager (as per KCSiE Part 4) and the LADO where there are child protection concerns and/or allegations that relate to a member of staff.

Concerns are promptly shared by the SDSL, or DDSL, with other professional agencies as necessary and/or appropriate. These may include Social Care, Social Workers, Family Support Workers, Early Help, LA Inclusion Team, EWO, Art therapist, Play therapist and/or Educational Psychologist. (This is not an exhaustive list).

Support and advice will be sought from Social Care, or Early Help, where necessary. In this way a picture can emerge which will assist in promoting an evidence-based assessment and help determine any action(s) to be taken.

Thorpe Acre Infant School will obtain written confirmation from providers that appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

Third party organisations, or individuals, using the school's premises to run activities for children should follow our usual safeguarding policies and appropriate referrals should be made to external agencies as required. Where the school receives an allegation related to an incident that happened when an individual or organisation was using the school premises for the purpose of running activities for children (e.g. community groups, sports associations or service providers that run extra-curricular activities) the school will follow safeguarding policies and procedures, including informing the LADO (KCSiE 20204; paragraph 377).

17. Monitoring and record keeping, including the transfer of files

Timely and accurate recording will take place when there are any issues regarding a child. Our school recognises the importance of recording every incident or concern, including any correspondence with other professionals, as together these can build a bigger picture of concern and can help identify patterns and emerging risks and needs.

Our school records all safeguarding concerns using an online management system, CPOMS. This secure system allows all staff to report their concerns immediately to the DSLs, who receive an email alert, and DSLs to record actions taken. Only DSLs can access pupils' records.

Safeguarding concerns about a child will be recorded within 15mins. whilst other concerns will be recorded within 24hrs. CPOMS automatically dates and times records. All staff will ensure their recording of concerns, or accounts, are comprehensive, accurate, factual and evidence based. Where a professional judgement, or opinion is stated it will be clearly recorded as such.

When logging a concern on CPOMS staff will:

- Note the reason for the recording the incident
- Record the following factually:
 - Who?

- What? If recording a verbal disclosure by a child, use the child's own words
- Where?
- When?
- Names of any witnesses. Using full names and role.
- Add professional opinion where relevant (how and why might this have happened?)
- Note any actions taken
- Include any other relevant information, making sure to distinguish between fact and opinion.
- Check that the report is clear to someone else reading it.
- Link the report to siblings or other pupils if relevant.

The DSLs will record on CPOMS:

- Any advice sought, including the date, time, name, role, organisation and advice given.
- Any advice given, including to whom and the reasons.
- Any action taken.
- Whether parents were informed.
- The outcome of any referral, including names of individuals, roles, agencies.

At no time should a member of school staff be asked to take photographic evidence of any injuries or marks to a child's person. This type of behaviour could lead to the member of staff being taken into managing allegations procedures.

The body maps should be used to support clarity e.g. site of injury/mark; size; colour etc.

Any concerns regarding injuries and/or marks should be recorded and reported immediately to the appropriate safeguarding services i.e. First Response Children's Services or, if already an open case to Social Care, to the child's social worker.

Records will be kept up to date and reviewed regularly by the DSLs to support and evidence actions taken by staff in discharging their safeguarding arrangements. CPOMS records may be active or non-active in terms of monitoring e.g. a child is no longer LAC, subject to a Child Protection Plan or Child in Need Plan etc. If future concerns arise, they can be re-activated as new information arises.

Our school will keep records of in the event of a

- Referral to First Response
- Referral to Children's Social Care
- Child being open to social care.

Our school will also keep records of concerns about children, even when there is no immediate need to refer the matter to First Response Children's Services or Children's Social Care (or similar).

We will ensure all files are available for external scrutiny by authorised personnel e.g. a regulatory agency because of a serious case review or audit. Our school will adopt the file transfer guidance contained in KCSiE 2024 and ensure when a child moves school their CPOMS file is transferred to their new educational setting within 5 working days.

The SDSL will liaise directly with the receiving school, or alternative placement, and hold a discussion to share important information to support the child's transfer to ensure the child

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

In accordance with KCSI 2014, our school will maintain information on children who have been open to Social Care, have had a social worker, are closed to Social Care, who have returned to the family home, who have been victims of abuse and/or receiving support through the Channel programme. This information will only be considered for sharing, if appropriate, with the new school in advance of the child leaving to allow for the new school to continue supporting the child.

18. Information sharing

Effective sharing of information between practitioners and local organisations and agencies is essential for early identification of need, assessment and service provision to keep children safe. Serious Case Reviews and Rapid Reviews have highlighted that missed opportunities to record and, thereby, understand the significance of information sharing in a timely manner can have severe consequences for the safety and welfare of children. (Working Together to Safeguard Children 2023).

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

- DfE Keeping Children Safe in Education 2024
- Working Together to Safeguard Children 2023
- Data Protection Act and General Data Protection Regulation (GDPR) 2018
- Leicestershire and Rutland Safeguarding Children's Partnership (LRSCP) policy and practice guidance.

19. Confidentiality

We recognise that all matters relating to child protection are confidential, however, a member of staff must never guarantee confidentiality to children. Children will not be given promises that any information about an allegation will not be shared.

Where there is a child protection or safeguarding concern this will be passed immediately to the SDSL, DDSL and/or Children's Social Care. When a child is in immediate danger Children's Social Care and/or the Police will be contacted.

The Headteacher/SDSL will disclose personal information about a pupil to other members of staff, including the level of involvement of other agencies, only on a "need to know" basis.

All staff are aware that they have a professional responsibility to share information with other agencies to safeguard children. They are aware that the Data Protection Act 1998 should not be a barrier to sharing of information where failure to do so would result in a child being placed at risk of harm.

Staff should refer to the DfE Data Protection Guidance for Schools (DfE, 2024). Further guidance can be found on the Leicestershire and Rutland Safeguarding Children Partnership website <https://lrsb.org.uk>

20. Staff Responsibilities

We will follow the procedures set out by the LRSCP and take account of guidance issued by the DfE in Keeping Children Safe in Education 2024.

All staff

All staff in our school have a key role in identifying concerns and providing early help for children. To achieve this, they will:

- Ensure they know who the SDSL and DDSL are and how to contact them.
- Have an awareness of this Safeguarding and Child Protection policy, Staff Handbook, Staff Code of Conduct, Guidance for Safer Working Practice and KCSiE 2024 sections relevant to their role.
- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Lead and ensure robust arrangements and procedures are in place to effectively manage and regularly monitor the online safety, and specifically appropriate filtering and monitoring on school devices and school networks, including awareness of ease of access to mobile phone networks.
- Attend training to be aware of and alert to the signs of abuse.
- Maintain an attitude of “it could happen here” with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the SDSL as soon as practical that day. If the SDSL is not contactable immediately the DDSL should be informed.
- Be prepared to refer directly to Social Care, and the Police if appropriate, if there is a risk of significant harm and the SDSL or their DDSL is not available.
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the LRSCP and take account of guidance issued by the DfE KCSiE 2024.
- Support pupils in line with their Child Protection plan, Child in Need plan, LAC Care Plan. Be aware of the systems in our school which support safeguarding, explained to them as part of staff induction.
- Receive appropriate safeguarding and child protection training.
- Receive updates regarding safeguarding and child protection as required, and at least annually.
- Know what to do if a child tells them they are being abused, neglected or exploited.
- Maintain confidentiality but never promise to “keep a secret.”
- Notify the SDSL, or the DDSL, of any child on a Child Protection plan or a Child in Need plan who has unexplained absence.
- Understand early help and be prepared to identify and support children who may benefit from Early Help, including children who are frequently missing/go missing from education, home or care, who has experienced multiple suspensions, is at risk of being permanently excluded from schools, in AP or a pupil referral unit (PRU), has a parent/carer in custody or is affected by parental offending.
- Ensure every effort is made to establish effective working relationships with parents/carers and colleagues from other agencies.
- Liaise with other agencies that support pupils and provide early help.
- Work with partners to tackle harm outside the home.
- Promote health and safety.
- Promote safe practice and challenge unsafe practice.

Senior Designated Safeguarding Lead (SDSL)

We have a SDSL who takes responsibility for safeguarding children and child protection. The governors will ensure an appropriate member of the school leadership team is appointed to the role of SDSL, that they have received appropriate training and support, and this is in their job description. In our school the SDSL is the Headteacher.

The SDSL will:

Manage referrals:

- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Support staff who make referrals to Children's Social Care and other referral pathways.
- Refer cases where a person is dismissed, or left employment, due to risk and/or harm to a child and make a referral to the Disclosure and Barring Service.
- Ensure arrangements are in place year-round for all staff and volunteers to seek advice, support and inform of safeguarding concerns, or incidents and disclosures.
- Ensure appropriate systems are in place to manage and address online safety, access to mobile phones networks and refer concerns, where required, to Prevent duty.
- Remain responsible for oversight of children attending Alternative Provision.

Work with others:

- Liaise, as required, with the case manager and LADO where there are child protection concerns and/or allegations that relate to a member of staff or volunteer, including low-level concerns are dealt with in accordance with guidance from KCSiE 2024 Part 4.
- Liaise with staff on matters of safety and safeguarding, deciding when to make a referral by liaising with other agencies. Act as a source of support, advice and expertise for other staff.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters.
- Take part in strategy discussions and contribute to the assessment of children. Attend child protection conferences, core group meetings, emergency strategy meetings, inter-agency meetings as appropriate and/or support other staff to do so.
- Work with the LA, LRSCP and LCC.
- Contribute to inter-agency working in line with HM Working Together to Safeguard Children 2023 guidance.
- Work with Children's Social Care to support their assessment and planning processes.
- Provide a coordinated offer of early help when additional needs of children are identified.
- Carry out tasks delegated by the Governing Body such as the safeguarding and child protection training of staff and volunteers, ensuring safer recruitment and the maintaining of a Single Central Record (SCR).
- Inform the Governing Body, and Headteacher, of the number of children open and subject to Child Protection and those who are on a Child in Need (CiN) plan.
- Along with the DT for LAC, will inform the Governing Body and Headteacher the number of children in each cohort who have, have had, a social worker. They will share appropriate information with staff on individual children's circumstances on a need-to-know basis.

- With the DT, maintain data for children who have LAC or Post LAC status.

Training:

- Undergo DSL required training on a bi-annual basis.
- Undertake informal training and updating of knowledge at regular intervals, at least annually.
- Ensure all other staff with DSL responsibilities access up to date and timely safeguarding training and maintain a log to evidence the training received.

The SDSL will oversee the DDSL to ensure child protection responsibilities are fulfilled. They will meet regularly and frequently to discuss cases so each is fully informed and able to respond to the needs of children subject to safeguarding concerns.

Deputy Designated Safeguarding Lead (DDSL)

In our school, the Governing Body has decided to have one DDSL who will provide cover for the SDSL when they are not available.

The Governing Body will ensure the DDSL is trained to the same standard as the SDSL, and the role is explicit in their job description. The DDSL will undergo DSL required training on a bi-annual basis.

The DDSL will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the school ethos and that specific duties are discharged.

They will assist the SDSL in managing referrals, attending child protection conferences, reviews, core group meetings and other meetings of a safeguarding and protection nature to support the child/children.

Whilst it is recognised the activities of the SDSL can be delegated to the appropriately trained DDSL, the ultimate lead responsibility for child protection remains with the SDSL, this lead responsibility should not be delegated. (KCSIE 2024, Annex C).

DSL team (SDSL and DDSL)

Our DSL team meet formally, monthly, to ensure they are all fully informed and aware of pupils who have a social worker; are on a Child Protection plan, Child in Need plan or are LAC or have been recently referred for outside agency support. Discussions will also include children of historic and current concern; actions taken to date and follow up action to be taken.

The DSL team will maintain a key role in raising awareness amongst staff about the needs of children who have, or who have had, a social worker and the barriers that those children might experience in respect of attendance, engagement and achievement at school.

They will:

- Ensure every member of staff (including temporary, supply staff and volunteers) knows the name of the SDSL, and their deputies responsible for child protection, and their role.

- Ensure every member of staff has access to the child protection and safeguarding policy.
- Ensure all staff and volunteers understand their responsibilities in being alert to the definitions and signs of abuse and their responsibility for referring any concerns to the SDSL, or DDSL, or to children's Social Care/Police if a child is in immediate danger.
- Ensure all staff, supply staff and volunteers are alert to the definitions of abuse and indicators through access to regular training opportunities and updates.
- Ensure all staff and volunteers are alert to the various factors that can increase the need for early help.
- Ensure all staff and volunteers are aware of the Early Help process and understand their role in making referrals or contributing to early help offers and arrangements.
- Provide support and advice on all matters pertaining to welfare, safeguarding and child protection matters to all staff, regardless of their position within the school.
- Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.
- Encourage a culture of protecting children and listening to them including their wishes and feelings.
- Notify Children's Social Care if there is an unexplained absence for a child who is subject to a Child Protection plan and where no contact can be established with the child, or a parent or appropriate adult linked to the child.
- Ensure robust processes are followed to respond when children are missing from education or missing from home or care.
- Maintain and keep written records of concerns about children, in accordance with statutory guidance in KCSiE 2024, 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. The school uses CPOMS to manage and record safeguarding incidents.
- Ensure that parents understand the responsibility placed on the school and staff for child protection and safeguarding by setting out its obligations on the school's website.
- Ensure safe recruitment practices are always followed.
- Apply confidentiality appropriately.
- Apply the LRSCB escalation procedures if there are any concerns about the actions or inaction of Social Care staff or staff from other agencies.
- Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice, and that these concerns will be taken seriously.
- Ensure that there is a complaints system in place for children and families.
- Work strategically to ensure policies and procedures are up to date and drive and support development work within our school.

Availability

During term time the SDSL, or DDSL, will always be available during school hours, and out of hours for school activities, for staff to discuss any safeguarding concerns. Whilst the SDSL or DDSL is expected to be available in person, in exceptional circumstances this may be online or via a telephone call. In the absence of both the SDSL and DDSL a senior teacher will be nominated to provide cover.

Appropriate arrangements are also in place all year round for any out of school hours activities in line with guidance contained in KCSiE Part 2 and Annex C. The LA has the mobile telephone number of the SDSL should the need arise for contact to be made during the holidays and a DSL email address.

The Headteacher

The Headteacher will ensure that:

- The policies and procedures adopted by the Governing Body are understood and followed by all staff.
- Our school maintains an up-to-date SCR which is regularly reviewed and compliant with statutory guidance.
- Sufficient resources and time are allocated to enable the DSLs and other staff to discharge their responsibilities.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice regarding children and such concerns will be addressed sensitively, effectively and in a timely manner in accordance with agreed whistle-blowing policies.
- Where there is an allegation made against a member of staff, (paid or unpaid), that meets the criteria for referral to the LADO, the Headteacher will discuss the allegation with the LADO immediately (within 24hrs) and ensure that cases are managed according to KCSiE 2024, Part 4, "Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors".
- Staff know who to report to should the safeguarding allegation be against the Headteacher i.e. The Chair of Governors.

The Designated Teacher (DT) for Looked After Children (LAC) and Post LAC (PLAC)

We will ensure that we have a DT for LAC. The Children and Social Work Act of 2017, places responsibilities for the DT to have responsibility for promoting the educational achievement of children who are in care, or have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England and Wales.

The DT will:

- Have appropriate training.
- Maintain links with the Virtual School Head to improve educational outcomes for LAC or Post LAC (PLAC) pupils.
- Work closely with the DSL team as we recognise that children may have been abused or neglected before becoming looked after.
- Work closely with the child's social worker, the virtual school, carers and parents where appropriate to support their education.

We also recognise those children who are PLAC remain vulnerable, and the DT will inform staff of the importance of maintaining support for them. The DT will continue to recognise the importance of working with agencies and take prompt actions where necessary to safeguard these children, who may remain vulnerable.

The Special Educational Needs Co-ordinator (SENCo)

The SENCo will:

- Provide advice and assistance to staff on supporting SEND pupils with additional safeguarding vulnerabilities.
- Work with staff, and other agencies and organisations, to help SEND pupils express their worries or concerns.
- Work with others to support pupils with those experiencing mental health challenges e.g. ELSA sessions; Art therapist; play therapist.

Teachers (including ECTs)

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

Teachers will:

- Be aware of those pupils who are LAC or PLAC so as they can closely monitor their achievement and support with pastoral and academic needs.
- Recognise the link between mental health, school attendance and children absent from education and the impact of this on learning.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

Governing Body

We recognise our Governing Body has strategic leadership responsibility for our school's safeguarding arrangements and must ensure they comply with their duties under legislation and must have regard to KCSiE 2024, ensuring policies, procedures and training in our school are effective and always comply with the law.

The Governing Body will be collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices by:

- Ensuring our school has a nominated governor responsible for child protection and safeguarding.
- Ensuring that the school has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2023) as well as with local LRSCP guidance and monitors the school'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 through the statutory guidance provided within KCSiE 2024 (Annex C) and the guidance put in place by our school.
- Ensuring cooperation with the local authority and other safeguarding partners.
- Appointing a SDSL from the leadership team to take lead responsibility for child protection and safeguarding and ensuring they are properly trained .
- Appointing a DT for LAC and ensuring they are appropriately trained.

- Ensuring that all staff, supply teachers and governors read and fully understand at least KCSiE 2024 Part One, and/or Annex A, as a minimum and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as required within the guidance.
- Ensuring that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.
- The Governing Body will collectively ensure there is a training strategy in place for all staff, including the Headteacher, so that child protection training is undertaken and refreshed in line with KCSiE 2024 and LRSCP guidance.
- All members of the Governing Body will undertake safeguarding training to ensure they have the knowledge and information needed to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of robust 'safeguarding arrangements and to act as the 'critical friend'. This training must focus on their strategic role and not on operational procedures.
- Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated to ensure that safeguarding remains a priority.
- Ensuring that arrangements/procedures are in place to manage and provide clarity on the process for sharing 'low level' concerns, which should be referred to within the school Staff Code of Conduct. (Allegations and concerns about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO).
- Ensuring there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of dealing with a complaint KCSiE 2024 Part Four Section One.
- The Chair of Governors and named Safeguarding Governor will access role specific training to enable them to comply and discharge their child protection and safeguarding responsibilities including should any allegations be made against the Headteacher, ensuring a response if there is an allegation against the Headteacher by liaising with the LADO or other appropriate officers within the LA.
- 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 and going missing in future.
- Be aware of the issues involving the complexity of serious violence and sexual violence and sexual harassment between children and ensure the school has a procedure in place and staff are trained to recognise and respond to incidents, and resources to manage actions and support for those involved are available.
- Be alert and respond to harmful online challenges and hoaxes, including providing information and advice to parents and carer and informing where to get help and support.
- Be alert to the growing concerns involving knife crime and ensure the school works closely with the Police and safeguarding partners to raise awareness of the impact of such crime and adopt proactive practice to address concerns locally and within the community.
- Ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum.
- Giving staff the opportunities to contribute and shape safeguarding arrangements and child protection policy.
- Seeking assurances when the school premises are used for non-school activities that the body concerned has appropriate safeguarding and child protection policies and procedures in place, and inspect them as needed, including liaising with the

Headteacher. This will apply regardless of whether or not children who attend the provision are on the school roll.

- Addressing any safeguarding concerns involving outside organisations through our school safeguarding policies and procedures and in line with LRSCP procedures.
- Preventing people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required.
- Ensuring at least one person on an interview panel has completed safer recruitment training.
- Informing any new prospective employees' candidate that our school will carry out online checks (KCSiE 2024 Part Three Safer Recruitment).
- Recognising that certain children are more vulnerable than others, such as LAC and children with SEND.
- Be open to accepting that child abuse and incidents can happen within the school and be available to act decisively upon them.

We acknowledge the need for effective communication between all members of staff in relation to safeguarding pupils. Our SDSL will ensure there is a structured procedure within the school, which will be followed by all members of the school in cases of suspected abuse.

21. Safer Recruitment

The leadership team and Governing Body of the school will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSiE 2024 Part Three. We will maintain ongoing vigilance to ensure a culture which considers matters inside and outside the workplace, including online searches that may be done as part of due diligence checks (KCSiE 2024; paragraph 221).

School leaders, relevant staff and members of the Governing Body will be appropriately trained in safer working practices and access safer recruitment training.

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

The school has in place recruitment, selection, and vetting procedures in accordance with KCSiE 2024 Part Three and maintains a SCR, which is reviewed regularly and updated in accordance with KCSiE 2024 Part Three paragraphs 206 to 351.

Staff will receive training on the school's Employee Code of Conduct, Guidance for Safer Working Practice and the Staff Handbook. These advise on the boundaries of appropriate behaviour, contact between staff and pupils outside of the work context and low-level concerns. A paper copy is provided along with access to an electronic version on the staff portal.

Staff who are appointed not at the start of the academic year receive this training as part of the induction process. Our school utilises an induction checklist when staff are inducted which includes the above, but also other policy and procedural information.

Agency staff, volunteers and external providers will be informed of our arrangements for safer working practices on arrival. Following checks by the office staff, the DDSL, or SDSL, or Senior teacher in their absence, will provide further relevant information.

In the event of any complaint or allegation against a member of staff, the Headteacher (or in the absence of the Headteacher, the Deputy Headteacher) will be notified immediately. If the complaint or allegation relates to the Headteacher, the Chair of Governors will be informed immediately. All allegations are dealt with robustly and appropriately in collaboration with the LADO or HR Service. The school follows procedures in place when making a referral to the Disclosure and Barring Service (DBS).

The school recognises that staff may find some of the issues relating to child protection, and the broader areas of safeguarding, upsetting and may need support. Support may include time out of the classroom, an additional break, access to the Employee Welfare Service for LCC employees, advice and support from the Safeguarding and Compliance team, LADO and LCC HR team.

22. Training

All our staff are aware of systems within Thorpe Acre Junior School, and these are explained to them as part of staff induction, which include our child protection policy, the employee code of conduct, the role of the DSL and KCSiE 2024.

An induction checklist is used when staff are inducted. This includes the above plus other policy and procedural information.

All our staff receive safeguarding and child protection training which is updated every three years. In addition to this training all staff receive child protection and safeguarding updates when required, but at least annually. Training may be done in-house or through the LA Safeguarding Team. All our staff receive training so as they know how to recognise the signs of abuse and what to do if a child is raising concerns or makes a disclosure of abuse. Staff know they must maintain a level of confidentiality whilst liaising with the SDSL, DDSL and children's Social Care. Our staff will never promise a child that they will not tell anyone about a disclosure or allegation, recognising that this may not be in the best interests of the child.

In addition, to this training all staff members receive child protection and safeguarding updates and refreshers when required. This may be through a bulletin, on the staff portal or at a staff meeting/briefing.

DSLs receive additional training provided by an external provider.

All our staff are aware of the process for making referrals to children's Social Care and for statutory assessments under the Children Act (1989) and understand the role they may have in these assessments.

23. Links to other Local Authority policies

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

The above, together with the following will make up the suite of policies and protocols to safeguard and promote the welfare of children in our school:

- Accessibility plan

- Anti-bullying
- Attendance
- Behaviour policy, principles and written statement
- Equality information
- Complaints procedure statement
- E-safety
- Freedom of information
- Radicalisation
- Health and safety
- Home-school agreement
- Parental contact
- Physical intervention/positive handling
- Register of pupil attendance
- Single central record of recruitment and vetting checks
- Staff discipline conduct and grievance
- School information published on the website
- Visitors protocol
- Whistleblowing policy.

24. Helplines

Children can talk to a Child Line counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at <https://www.childline.org.uk/get-support/1-2-1-counsellor-chat>

if parents/carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0800 028 028 0295. Or by emailing help@nspcc.org.uk

Where staff members feel unable to raise an issue with their employer, or feel they have a genuine concern that is not being addressed we acknowledge they may wish to consider whistleblowing channels.

25. Appendices

Appendix	
1	LCC LA Flow Chart 2024-2025 'What to do if you are worried a child is being abused or at risk of harm, neglect, or online harm'
2	Allegations/Low-level concerns
3	Body Map Guidance and Body Maps
4	Existing injuries -tool to support reflection
5	Use of cameras and mobile phones
6	Safeguarding pupils who are vulnerable to extremism and radicalisation.
7	Female Genital Mutilation

Appendix 1 Thorpe Acre Infant School

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

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

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

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

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

Discuss concerns with the Designated/Named Safeguarding Lead

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

Still have concerns - Refer to First Response (MARF)

Have child/families' personal details to hand and be clear about concern/allegations. Complete referral form.

Safeguarding concern Resolved /no longer held

Support has been agreed, record decisions and any follow up needed actions.

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

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

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

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

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

Contacts: For any allegations/concerns regarding an adult who works with (in either paid/voluntarily) employment with children contact the LA Designated Officer (LADO) CFS-LADO@leics.gov.uk Outside of office hours, contact the First Response Children's Duty Team: 0116 305 0005

LA Safeguarding and Compliance Lead Charlotte.Davis@leics.gov.uk 0116 305 6314

Appendix 2

Appendix 2 Allegations/Low Level Concerns

Allegations or concerns about an adult working in the school whether as a paid or unpaid member of staff, agency staff, volunteer, contractor, governor or outside provider.

At Thorpe Acre Infant School we recognise the possibility that adults working in the school may harm children. Any concerns about the conduct of adults in the school should be reported to the Headteacher immediately. Any concerns about the Headteacher should go to the Co-Chair of Governors, who can be contacted by email:

Gill Lyon: glyon@tais.leics.sch.uk or Anne Bademosi: abademosi@tais.leics.sch.uk

Concerns may come from various sources e.g. a suspicion, complaint, disclosure or because of vetting checks undertaken. The Headteacher must decide whether the concern is an allegation or a low-level concern.

Allegations

An allegation is if the person has:

- Behaved in a way that has harmed a child, or may have harmed a child and/or
- Possibly committed a criminal offence against or related to a child and/or
- Behaved towards a child in a way that indicates they may pose a risk of harm to children and/or
- Behaved, or may have behaved, in a way that indicates they may not be suitable to work with children.

Allegations must be reported to the LADO without delay.

Before contacting the LADO, basic enquiries should be conducted in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the Police, Children's Social Care, the school or a combination of these.

Low-Level Concerns

The term "low-level concern" does not mean that it is insignificant, rather that the behaviour towards a child does not meet the threshold for referral to the LADO. A low-level concern is if the person has acted in a way that is inconsistent with the Staff Code of Conduct e.g.

- Being over-friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating or offensive language.

(These are examples, and this is not an exhaustive list.)

At Thorpe Acre Infant School we

- Ensure staff are clear about what appropriate behaviour
- Empower staff to share low-level concerns with the SDSL or DDSL
- Address unprofessional behaviour and support the individual to correct it at an early stage
- Provide a responsive, sensitive and proportionate handling of such concerns when they are raised
- Help identify any weakness in the school's safeguarding system.

If the concern has been raised by a third party, the Headteacher will collect as much evidence as possible by speaking directly to the person who raised the concern; the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers so any potential patterns of inappropriate behaviour can be identified.

Staff should feel confident to self-refer e.g.

- If they have found themselves in a situation that could be misinterpreted
- If they have found themselves in a situation that might appear compromising to others
- On reflection they believe they have behaved in a way that they consider falls below the expected standards.

(These are examples, and this is not an exhaustive list.)

Recording

Low level concerns should be:

- Recorded in writing
- Include the name of the individual sharing the concern unless the person wishes to remain anonymous
- Details of the concern
- Context in which the concern arose
- Action taken
- Kept confidential
- Held securely
- Comply with Data Protection Act 2018 and GDPR
- Kept at least until the individual leaves their employment
- Reviewed so that potential patterns of concerning behaviour can be identified and escalated to an allegation if appropriate.

If a review of records identifies there are wider cultural issues within the school policies, procedures and processes will be revised and additional training will be delivered to minimise the risk of it happening again.

REFER TO KCSiE 2024.

Appendix 3 Body Map Guidance and Body Maps

Medical assistance should be sought where appropriate.

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

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

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

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

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

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

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

Ensure First Aid is provided where required and record.

A copy of the body map should be scanned onto the individual's CPOMS page

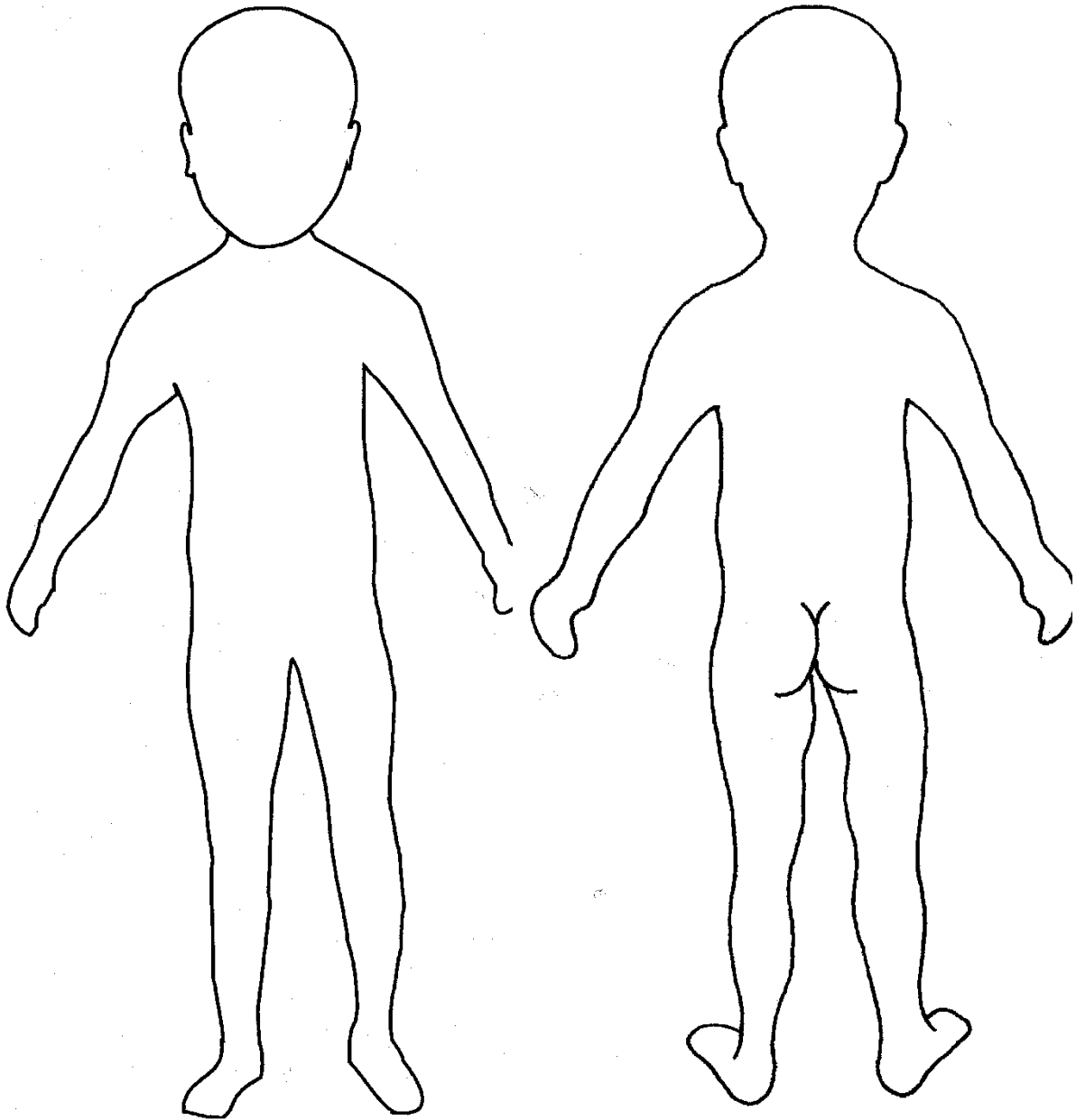
BODYMAP

(This must be completed at time of observation)

Name of Child: _____

Name of person
completing the
form: _____

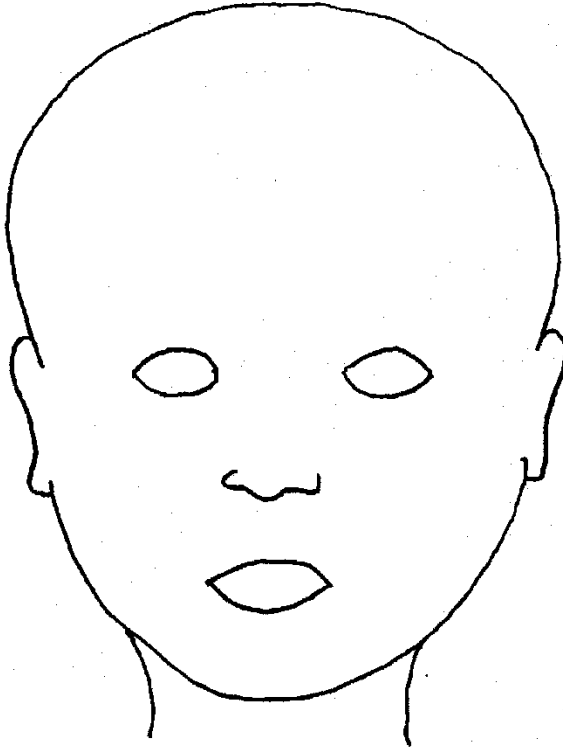
Date and time of observation: _____



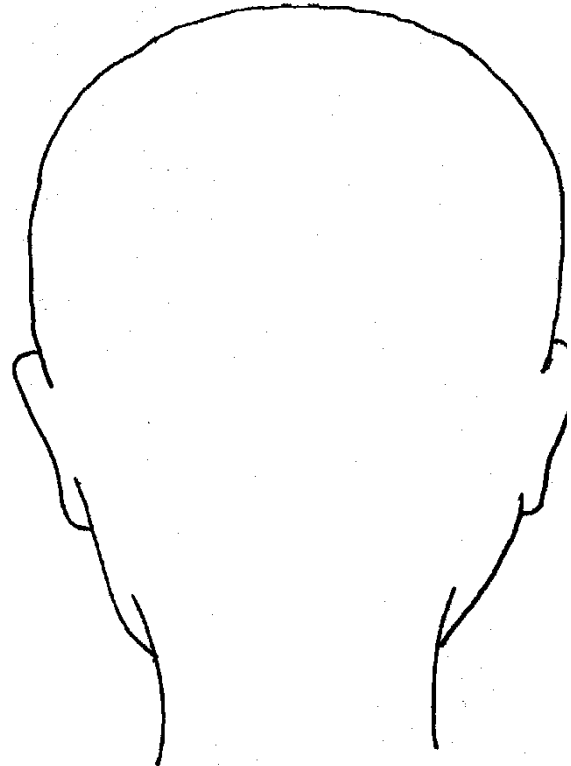
Name of Child:

Name of person completing
the form

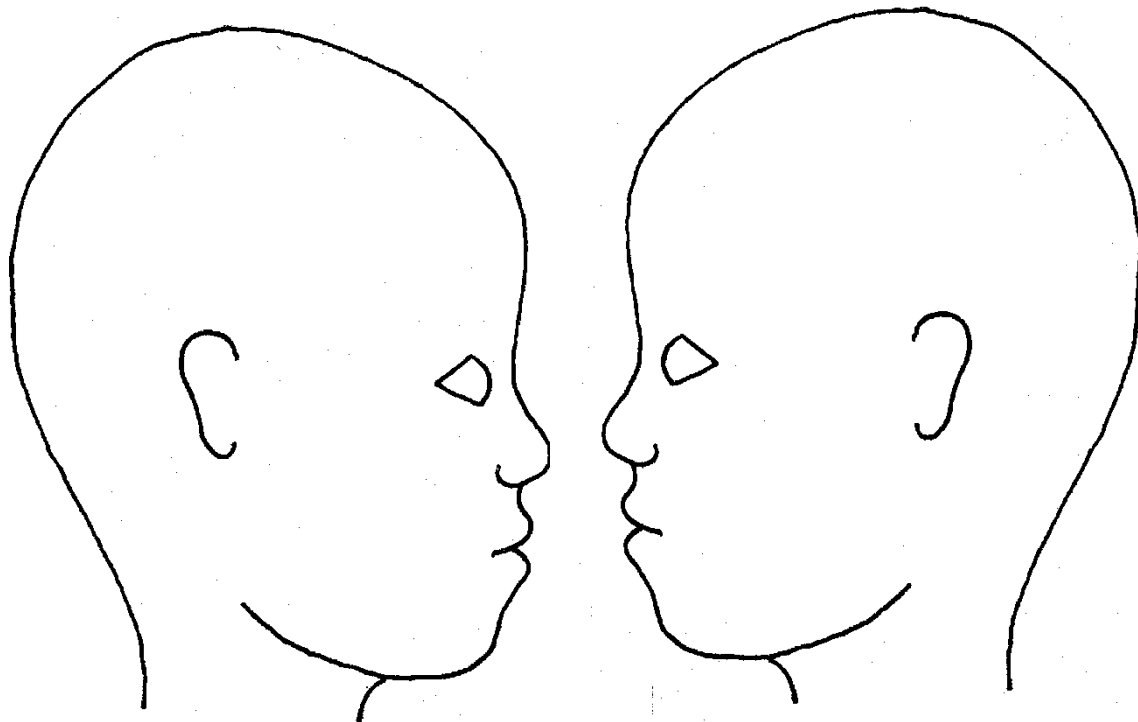
Date and time of observation:



FRONT



BACK

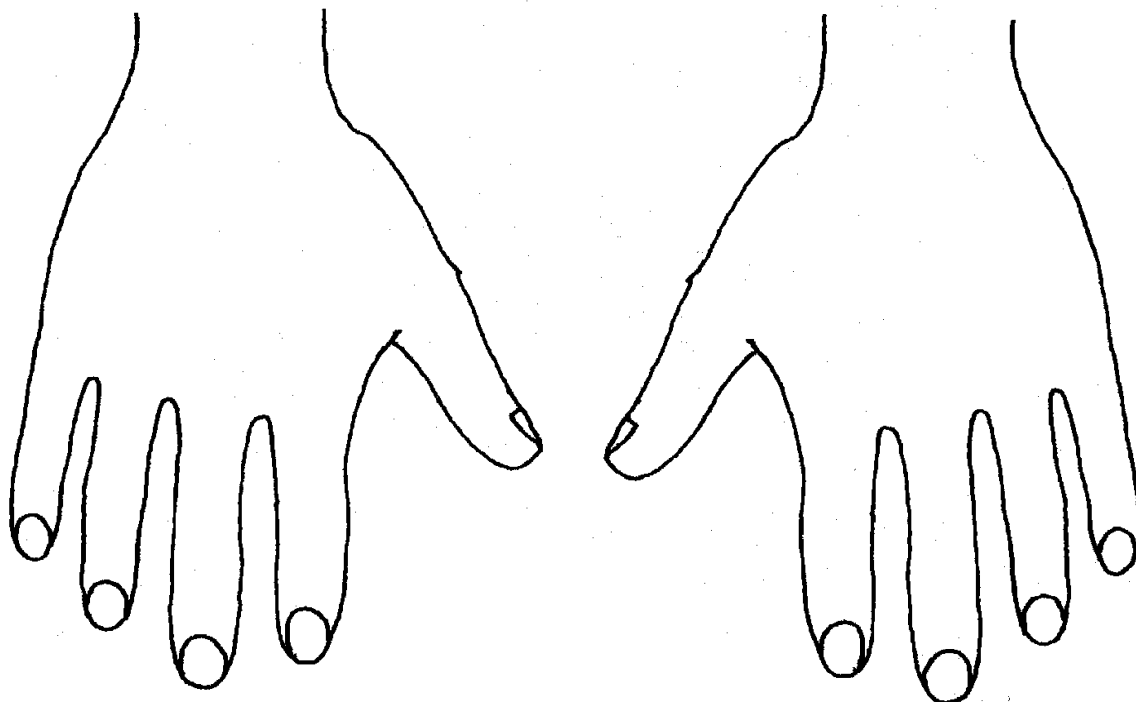


RIGHT

LEFT

Name of Child:

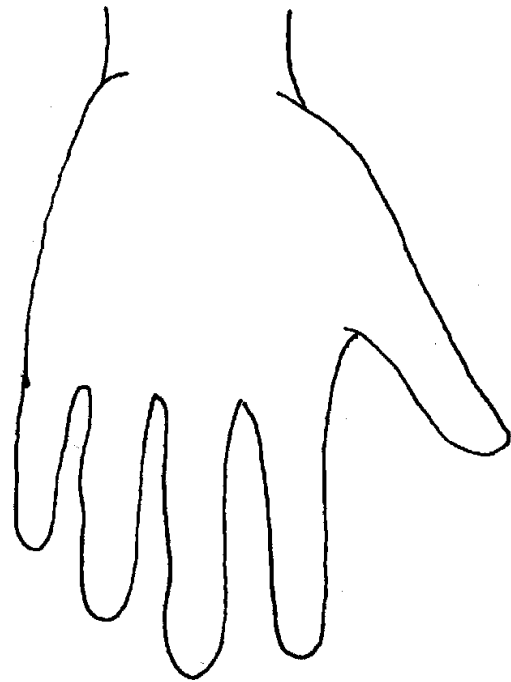
Date of
observation:



R
BACK



L

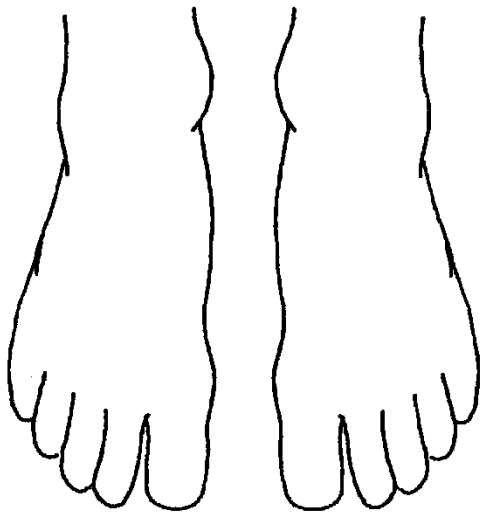


R
PALM

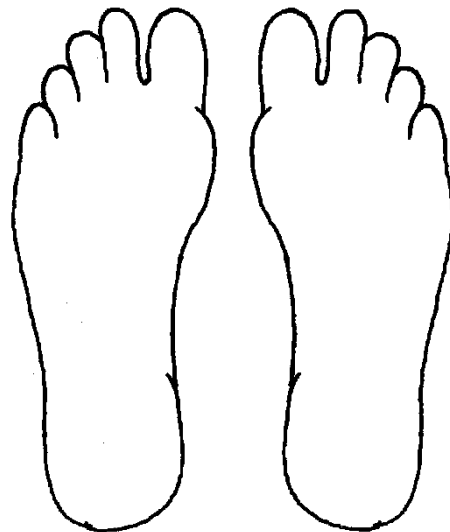
Name of
Child:

L

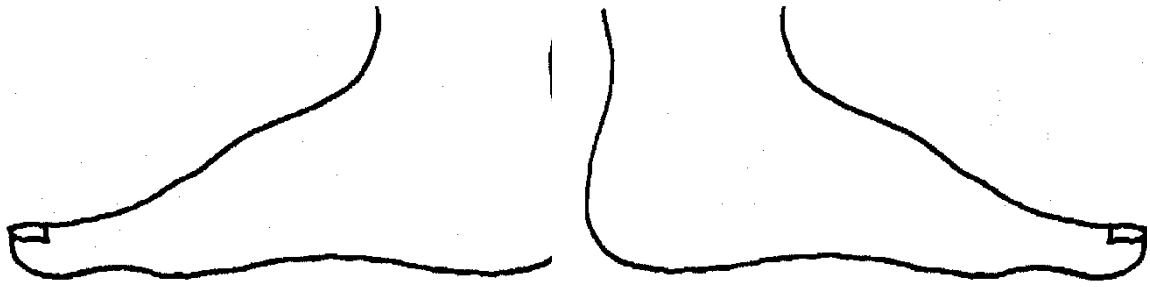
Date of
observation:



R **TOP** **L**



R **BOTTOM** **L**



R

L

INNER



R

L

OUTER

Printed Name and
Signature of
worker:

Date:

Time:

Role of Worker: _____

Other information: _____

Appendix 4 Existing Injuries Form – Tool to support reflection.

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

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

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

	High
<p>Actions to be taken, either in response to the injury, or to reduce further risk. What, By who, By when</p> <p>Referral to First Response Y/N</p>	
<p>Signed by....</p> <p>Role....</p> <p>Date</p>	<p>Reviewed by (e.g., DSL)</p> <p>Date....</p>

Appendix 5 Protocol for the use of Cameras and Mobile Phones

To ensure the safety and welfare of the children in our care this outlines the protocol for the use of personal mobile phones and cameras in the school.

All staff must ensure that their mobile phones, personal cameras and recording devices are stored securely during working hours on school premises or when on outings. (This includes visitors, volunteers and students).

Mobile phones must not be used in any teaching area in school or within toilet or changing areas.

Only school equipment should be used to record classroom activities.

Photos should be put on the school system as soon as possible and not sent to or kept on personal devices.

During school outings nominated staff will have access to a school mobile which can be used for emergency or contact purposes.

All telephone contact with parents or carers must be made on the school phone and a note kept.

Parents or carers are permitted to take photographs of their own children during a school production or event. The school protocol requires that photos of other people's children are not taken without the consent of the parent and not published on any social networking site.

Appendix 6 Safeguarding pupils who are vulnerable to extremism and radicalisation

Our school recognises the duties placed on us by the Counter Terrorism Bill (July 2015) to prevent our pupils being drawn into terrorism.

These include:

- Assessing the risk of pupils being drawn into terrorism (see Appendix 5)
- Working in partnership with relevant agencies (including making referrals) under the Safeguarding Children Partnership procedures
- Appropriate staff training
- Appropriate online filtering.

Our school is committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism.

Our school seeks to protect children against the messages of all violent extremism including but not restricted to those linked to Islamist Ideology, Far Right, Neo Nazi, White Supremacist ideology etc. Concerns should be referred to the DSLs who have local contact details for the Prevent Engagement Team (Police) and Channel referrals. They will also consider whether circumstances require Police to be contacted urgently.

Radicalisation and Extremism Risk Assessment

	Yes/No	Evidence
Does the school have a policy?	Yes	Policy
Does the school work with outside agencies on radicalisation and extremism e.g. Channel?	Yes	Where necessary
Have staff received appropriate training?	Yes	Training certificates
Has the school got a trained Prevent lead?	Yes	SDSL
Do staff know who to discuss concerns with? (DSL)	Yes	Training
Is suitable filtering of the internet in	Yes	Filtering and monitoring records

place?		
Do children know who to talk to about their concerns?	Yes	Pupil surveys
Are there opportunities for children to learn about radicalisation and extremism?	Age related	PSHE curriculum
Have any cases been reported?	No	
Are individual pupils risk assessed?		If appropriate
What factors make the school community potentially vulnerable to being radicalised? (e.g. EDL local base, extreme religious views promoted locally, tensions between local communities, promotion of radical websites by some pupils/parents)		
Comment on the school's community, locality and relevant history		
Risk evaluation	Low	Way Forward

Date completed: 01.09.24

Signed: Jo Beaumont; Executive Headteacher and SDSL

Appendix 7 Female Genital Mutilation

Section 5B of the Female Genital Mutilation Act 2003 and section 74 of the Serious Crime Act 2015 places a mandatory duty on teachers along with social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18 or where a girl discloses that she has undergone FGM. The school's response to FGM will take into account the government guidance, "Multi-agency statutory guidance on female genital mutilation" updated October 2018. Staff will also follow the established safeguarding procedure by reporting any such concerns to the Designated Safeguarding Lead and a report must also be made to the Police.

There will be a considered safeguarding response towards any girl who is identified as being at risk of FGM (eg there is a known history of practising FGM in her family, community or country of origin) which may include sensitive conversations with the girl and her family, sharing information with professionals from other agencies and/or making a referral to Children's Social Care. If the risk of harm is imminent there are a number of emergency measures that can be taken including police protection, an FGM protection order and an Emergency Protection Order.