



Safeguarding & Child Protection Policy 2025-2026

Safeguarding Statement

At Thorpe Acre Infant (TAI) and Thorpe Acre Junior (TAJ) Schools 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 TAI and TAJ Schools. 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 schools have arrangements in place to ensure that all personal data records held by the schools 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 schools hold 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 does not have 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: : 29.09.25
Date of last review : 25.11.24
Date of next review : 30.08.26

LEICESTERSHIRE COUNTY COUNCIL

CHILDREN & FAMILY SERVICES

POLICY AND PROCEDURES ON SAFEGUARDING / CHILD PROTECTION FOR SCHOOLS

(VERSION: August 2025)

**Thorpe Acre Infant and Thorpe Acre Junior Schools
Alan Moss Rd
Loughborough
Leics
LE11 4SQ**

This policy is reviewed at least annually by the governing body, and was last reviewed on:-

30th August 2025

Signature:

Anne Bademosi (Co-Chair of Governors)

Signature:

Gill Lyon (Co-Chair of Governors)

Section	Contents	Page
1	Introduction	4
2	Roles and contact details	5
3	Purpose and aims	6
4	Child protection and safeguarding statement	7
5	Maintaining a child centred and coordinated approach to safeguarding	7
6	Whole school approach to safeguarding	8
7	Broader aspects of care and education	8
8	Potential Issues	9
9	Online safety	10
10	Identifying concerns	11
11	Indicators of abuse, neglect and exploitation	12
12	Safeguarding issues	14
13	Child Abduction and Community Safety	14
14	Absence	15
15	Operation Encompass	15
16	Curriculum	15
17	Alternative provision and alternative learning experiences	16
18	Partnership working	16
19	Training and continuing professional development	17
20	Procedures for identifying and reporting cases	18
21	Staff and safe recruitment	18
22	Links to other policies	19
23	Responsibilities of the Designated Safeguarding Lead	20
24	Responsibilities of the Deputy Designated Safeguarding Lead and Team	21
25	Responsibilities of the Designated Teacher	22
26	Responsibilities of all staff	22
27	Responsibilities of the Senior Leadership Team	23
28	Responsibilities of Teachers including ECTs and Headteachers	24
29	Responsibilities of the Headteacher	24
30	Responsibilities of the Governing Body	24
31	Children with Special Educational Needs	26
32	Summary: Acting where concerns are raised	26
33	Confidentiality	27
34	Information sharing	27
35	Records and monitoring	28
36	Transfer of files	31
37	Helplines and reporting	31
38	Appendices	32

1. Introduction

1.1 It is the policy of Thorpe Acre Infant School (TAI) and Thorpe Acre Junior School (TAJ) to follow the procedures laid down by the Local Authority (LA). This policy is therefore based on the Leicestershire County Council (LCC) model policy 2025 and is consistent with:

- The legal duty to safeguard and promote the welfare of children, as described in **section 175 of the Education Act 2002** and the statutory guidance “**Keeping Children Safe in Education – Statutory Guidance for Schools and Colleges 2025**” and “**Working Together to Safeguard Children 2023**”
- The **Leicestershire and Rutland Safeguarding Children Partnership (LRSCP)** Multi-Agency Safeguarding Arrangements.

1.2 The procedures contained in this policy apply to all staff, supply staff, volunteers and governors and are consistent with the LRSCP.

1.3 This Safeguarding and Child Protection Policy will be reviewed by the Designated Safeguarding Lead (DSL), Jo Beaumont, on a regular basis to ensure it remains current and incorporates all revisions made to local or national safeguarding guidance. This policy will, as a minimum, be fully reviewed once a year during the autumn term and provided to the Governing Body of TAI and TAJ Schools for approval and sign off at the first autumn term meeting.

1.4 This updated policy was agreed by the Chairs of Governors and adopted from the 1st September 2025. It will be ratified by the full Governing Body at the first formal Full Governing Body meeting of the Autumn term 2025.

1.5 **Safeguarding** is about promoting welfare and defined as:

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

1.6 **Child Protection** is a 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.

1.7 **Safeguarding and promoting the welfare of children** is defined as:

- The actions we take to promote the welfare of children, protect them from harm and enable them to have the best outcomes
- Providing help and support to meet the needs of children as soon as problems emerge
- Preventing the impairment of children’s mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- **Everyone’s responsibility.** Everyone who comes into contact with children and families has a role to play.

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

1.8 Everyone who works at TAI and TAJ understands and accepts these definitions and recognises they are an important part of the wider safeguarding system for children.

1.9 The seven main elements of our Child Protection Policy

There are seven main elements to our policy:

- Providing a safe environment in which children can learn and develop
- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children
- Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse in and outside of school
- Supporting pupils who are subject to LA care or have social care involvement in accordance with a child in need plan or child protection plan
- Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep themselves safe in and outside of school
- Working in partnership with agencies and safeguarding partners in the **best interest of the child** and
- 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 premises and/or online), forms of harassment and harmful sexual behaviour, (see Child-on-Child Abuse policy) and filtering and monitoring arrangements for online safety and harms (See Online Safety policy).

2. Roles and Contacts

2.1

Role	Name	Contact Details
Executive Headteacher Designated Safeguarding Lead (DSL)	Jo Beaumont	Thorpe Acre Infant School dsl@tais.leics.sch.uk Tel: 01509 212021 Thorpe Acre Junior School dsl@taj.leics.sch.uk Tel: 01509 214974
Deputy Headteacher Deputy Designated Safeguarding Lead (DDSL) Senior Mental Health Lead	Beth Taylor Rebekah Spencer	Thorpe Acre Infant School dsl@tais.leics.sch.uk Tel: 01509 212021 Thorpe Acre Junior School dsl@taj.leics.sch.uk Tel: 01509 214974
Class Teacher and Deputy Designated Safeguarding Lead (DDSL)	Kirstie Bennet	Thorpe Acre Junior School dsl@taj.leics.sch.uk Tel: 01509 214974
Designated Governor for Child Protection / Safeguarding	Gill Lyon	Thorpe Acre Infant School glyon@tais.leics.sch.uk

		Tel: 01509 212021 Thorpe Acre Junior School glyon@taj.leics.sch.uk Tel: 01509 214974
Leicester and the Leicestershire and Rutland Safeguarding Children Partnerships Procedures Manual.	Report Your Concerns about a Child or Young Person	LCC report neglect or abuse
LA Safeguarding Children in Education Officer	Charlotte Davis	Tel: 0116 3057750 charlotte.davis@leics.gov.uk
LA Child Protection Contact / LADO LADO office hours: Mon-Thurs: 8.30am - 5.00 pm Friday: 8.30am - 4.30pm	CFS-LADO@leics.gov.uk	CFS-LADO@leics.gov.uk https://www.leicestershire.gov.uk/education-and-children/child-protection-and-safeguarding/report-a-childcare-worker-or-volunteer
First Response For urgent concerns about a child who needs a social worker or police officer that day		Tel: 0116 305 0005
Police (to report a crime and immediate risk of harm or abuse to child)		Tel: 101 Tel: 999 (In an emergency only)
NSPCC help / whistleblowing line Line is available: Mon-Fri: 8.00am to 8.00pm		Tel: 0800 028 0285- Email: help@nspcc.org.uk

3. Purpose and Aims

3.1 Our schools are led by senior members of staff and governors whose aims are to provide a safe environment and vigilant culture. Our schools' ethos demonstrates that the effective safeguarding of children can only be achieved by putting children at the centre of a system where they are encouraged to talk, are listened and heard. Every individual within TAI and TAJ will play their part, including working with parents/carers, colleagues and professionals from other agencies, particularly social workers, to meet the needs of our most vulnerable children and keep them safe.

3.2 Our policy applies to all staff, governors, volunteers and service providers working in our schools and considers statutory guidance provided by the Department for Education (DfE) and local guidance issued by the LSCP.

3.3 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 Safeguarding and Child Protection policy. These duties and responsibilities, as set out within the Education Act 2002 section 175 and 157, DfE statutory guidance Keeping Children Safe in

Education (KCSIE) 2025 and HM Working Together to Safeguard Children 2023 are incorporated into this policy.

4. Child Protection and Safeguarding Statement

4.1 **Safeguarding is the responsibility and priority of every adult employed by, or invited to deliver services at, our schools.**

4.2 We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils and will endeavour to provide a safe, welcoming environment where children are respected, valued and encouraged to talk to us about anything that worries them. 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.

4.3 Adults in our school will take all welfare concerns seriously. 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.

4.4 We will promote safe practice, challenge unsafe practice and ensure robust child protection arrangements are in place and embedded in the daily life and practice of our schools.

5. Maintaining a Child Centred and Coordinated Approach to Safeguarding

5.1 At TAI and TAJ we aim to develop a culture of equality, diversity and inclusion in which all those connected with our schools feel proud of their identity and able to participate fully in school life. To fulfil our responsibility effectively, all 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 actively listen and hear what they say. We will promote a positive, supportive, and secure environment which encourages children to talk and gives them a sense of being valued.

5.2 We recognise no single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who meets them has a role to play in identifying concerns, sharing information, and taking prompt action. Everyone within our schools 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.

5.3 Our schools operate a **trauma informed practice (TIP)** approach and offer support and interventions to children and parents/carers. We recognise the importance of working together with parents/carers and external services to form strong and trusted partnerships which can advocate trauma informed and trauma aware responses and where trusted relationships can be formed and go on to create safe places and spaces within the community, so children know how to access a place of safety outside of the school environment if needed. Interventions on offer include:

- Having a TIP policy
- Providing Operation Encompass training to staff
- Providing ELSA support
- Providing Play therapy
- 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 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
- Providing Learning Mentor support (Junior school)

- Delivering an age-appropriate RSE curriculum (Junior school).

6. Whole School Approach to Safeguarding

6.1 At TAI and TAJ we understand the importance every member of 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. This places them in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating. As schools we recognise our responsibility to provide a safe environment in which children can learn. We will ensure children know there are trusted adults in our schools who they can approach if they are worried. We will make every effort to identify children who may benefit from early help and will swiftly put support in place when a problem emerges.

6.2 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 should always raise concerns with the DSL 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 DSL, or if unavailable the DDSL. Although we advocate that any staff member can make a referral to children's social care, or to First Response, especially where a child is in immediate danger, they should however ensure the DSL, or if unavailable the DDSL, is informed as soon as possible.

6.3 We also ensure that all our staff are clear that, whilst they should discuss and agree with the DSL 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 DSL, or DDSL, their concerns remain. Staff are also informed of the school's whistleblowing 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 in this policy (Section 2: Roles and Contacts).

6.4 All our staff should expect to support social workers and other agencies following any referral, especially if they were involved in being alerted to, or receiving a disclosure of risk, harm, abuse or harassment from a child.

6.5 Our DSL 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 DSL, and DDSLs, are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns. This includes supply staff or service providers who may be employed on site for a short period of time. It is the expectation that all supply teachers, support staff or service providers will read this policy before entering the classroom or engaging in regular working in the school.

6.6 It is the responsibility of all staff listed above to follow this safeguarding policy.

7. Broader Aspects of Care and Education

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

- Ensuring pupils' health and safety, emotional well-being and mental and physical health or development
- Meeting the needs of children with special educational needs and/or disabilities (SEND)
- Meeting the needs of children with medical conditions
- Providing first aid
- Meeting the legal duties on the school under the Equality act
- Where a child receives Elective Home Education (EHE) and has an Education Health Care Plan (EHCP), the LA should review the plan working with parents and carers
- Use of reasonable force

- Assessing risks on educational visits, off- site education and Alternative Provision (AP) placements
- Providing intimate care where/ when necessary
- Ensuring on-line safety and the associated issues of filtering and monitoring in accordance with DfE monitoring standards
- Ensuring site security
- Keeping children safe from risks, harm, exploitation, sexual violence and sexual harassment between children (see KCSiE 2025 Annex A).

8. Potential Issues

8.1 Safeguarding can involve a range of potential issues including:

- Neglect
- Physical abuse
- Sexual abuse
- Emotional abuse
- Harm outside of the home, known as contextualised, or extra-familial abuse
- Child Sexual Exploitation (CSE)
- Human trafficking
- Modern slavery
- Child Criminal Exploitation (CCE)
- Issues specific to a local area or population including pupils who are showing signs of being drawn into anti-social or criminal behaviour, gang activity, organised crime groups or county lines
- Pupils at risk of serious violence and violent crime
- Pupils who have a family member in prison or are affected by parental offending
- Pupils in family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse and/ or harm
- Pupils in possession of a knife and/ or involved in knife crime, youth violence,
- Bullying, including online bullying (e.g. by text message, on social networking sites) and prejudice-based bullying including racist, disability- based, homophobic, bi-phobic, or transphobic abuse
- Gender based violence
- The ease of access to mobile phone networks
- The approach to online safety, including appropriate filtering and monitoring on school devices and school networks for home use
- The impact of new technologies such as generative artificial intelligence (AI) and being exposed to misinformation, disinformation (e.g. fake news) and conspiracy theories
- Pupils who are absent from education, including those who are persistently absent for part of the school day
- Pupils who frequently go missing, or are missing from care or home, and the risks this poses on repeat occasions and/or for prolonged periods
- Pupils who are privately fostered
- Pupils who have returned to their family from care
- Pupils who have a mental health need and the impact of this on school attendance and progress
- Domestic abuse, including where pupils see, hear or experience its effects
- Risk of being susceptible to extremist behaviour, radicalisation and being drawn into terrorism
- Pupils who are a young carer
- Pupils who have a Special Educational Need and/or Disability (SEND), whether or not they have a statutory EHCP
- Child-on-Child Abuse (broadened by KCSiE 2025 to include children abusing other children, other varying forms of bullying including online and sexually harmful behaviour, sexual violence, and sexual harassment (further defined in KCSiE 2025 Part Five)
- Pupils at risk of suspension or permanent exclusion
- Pupils at risk of female genital mutilation (FGM) and Honour-Based Abuse (HBA)
- Pupils who are 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)
- Pupils not feeling ready or not knowing how to tell someone that they are being abused, exploited, or neglected, and/or pupils not recognising their experiences as harmful (see Section 10: Identifying Concerns).

8.2 All our staff and volunteers are aware of the indicators of abuse, neglect and exploitation and we acknowledge that knowing what to look for is vital for early identification and timely support. Our staff and volunteers are also aware of the specific safeguarding issues that indicate, or inform, of concerns or incidents linked to CCE and CSE. They know to report concerns directly to the DSL or DDSL.

8.3 As schools 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 DSL or DDSL.

8.4 All staff recognise how pressure from others and safeguarding vulnerabilities can affect children's behaviour and recognise the link between mental health, school attendance and children 'absent from education' and the impact on learning, progress, and educational attainment

8.5 All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and can occur between children outside of our school environments and they have received information and training regarding harm outside the home and the risks that can take place outside the child's family. This is known as contextual or extra-familial harm and can take a variety of different forms. Children can be vulnerable to multiple harms including (but not limited to) CSE, CCE, sexual abuse, serious youth violence and county lines. Our schools are a place of protection where children can share concerns and seek support and are a place of safety where children can form safe and trusted relationships.

8.6 Where staff members have concerns about individuals vulnerable to extremism and radicalisation they will follow the procedures set out in the schools' Prevent Policy.

8.7 So-called HBA encompasses crimes which have been committed to protect or defend the honour of the family and/ or community, including FGM, forced marriage and practices such as breast ironing. All forms of so-called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Where staff are concerned that a child might be at risk of HBA, they must contact the DSL as a matter of urgency.

8.8 All staff understand the expectations applicable to their roles and responsibilities in relation to the filtering and monitoring of IT systems and the regular monitoring of school equipment and networks.

8.9 Our schools have a responsibility to ensure children who are LGBT have a trusted adult who they can be open with. KCSiE 2025 acknowledges that children who are LGBT may be targeted and informs homophobia, biphobia and transphobia are not phobias, they are not fears but are forms of discrimination or hate towards LGBT people or those perceived to be LGBT and must not be tolerated. *

* We note that guidance may change as the "Children who are lesbian, gay, bisexual or gender-questioning" section is currently under review pending the outcome of the gender questioning children guidance consultation (DfE, 2023b).

9. Online Safety

9.1 Our school approach to online safety, including appropriate filtering and monitoring on school devices and school networks and awareness of the ease of access to mobile phone networks, is reflected in this Safeguarding and Child Protection Policy (KCSiE 2025, Paragraph 138). We will ensure a whole school approach is in place to promote giving children the space to explore key issues in a sensitive way and the

confidence to seek the support of adults should they encounter problems or online harms, hoaxes or harassment including involving incidents of sexual violence and sexual harassment between children.

9.2 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. We will ensure appropriate filters and monitoring systems are in place and regularly review their effectiveness.

9.3 All staff are responsible for strictly supervising the children's use of i-pads, laptops and desk top computers. If staff have any concerns, these must be reported immediately to the DSL or DDSL.

9.4 The education we provide for online safety will consider the need for children to learn using online technologies, including generative AI, in a safe environment, whether that be in school, at home or in a community environment. This will also be taught as part of a wider Personal Social Health Education (PSHE) and KS2 Relationships and Sex Education programme, as well as through Computing and other subjects. Each pupil has their own login details to access the school network which they should not share with others. 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, fake news, disinformation and conspiracy theories, reviewing online safety platforms and the use of mobile technology.

9.5 Children are taught how to report online concerns. We will support the understanding of harmful online challenges and hoaxes and share information with parents/carers signposting them, as appropriate, to where they can get help and support. Our DSL and DDSLs 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.

9.6 The schools' IT technicians manage the filtering and monitoring systems, and these are reviewed at least annually.

9.7 Our DSL team has the lead responsibility in this area, which is overseen and regularly reviewed by the Governing Body. The DSL team will monitor and regularly review the effectiveness of this provision, making sure that incidents are urgently identified, acted on and outcomes are recorded.

9.8 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 networks. 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 schools in meeting and maintaining these standards and communicating these to staff, pupils, parents/carers, visitors to the schools 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. (KCSiE 2025; paras 134,138,141 and 142).

9.9 We will maintain, and regularly review, our online safety policy which addresses statutory filtering and monitoring standards, remote learning and the use of mobile and smart technology including any new threats.

10. Identifying Concerns

10.1 We recognise that because of the day-to-day contact our staff have with children they are well placed to observe the outward signs of abuse. 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. At our schools, children are at the centre of our safeguarding arrangements and staff are trained to listen and hear the child's voice and know how to respond. All concerns and disclosures are recorded on CPOMS, reviewed by the DSL team and acted on, as appropriate, in a timely manner.

10.2 We will ensure the vulnerability of children with SEND is recognised and fully supported by our SENCos.

10.3 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. As schools 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

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

10.5 Our schools will proactively ensure that all children know that some behaviours are unacceptable and will need to be addressed, but as members of our schools they are valued and will be supported through the time required to deal with any abuse or harm that has occurred, or with any outcomes from incidents. We will ensure our behaviour policy includes measures to prevent bullying, including cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying and use of social media platforms and networks

10.6 Our staff recognise the difference between concerns about a child and a child in immediate danger. All members of staff, volunteers and governors will be aware of indicators of abuse, neglect and exploitation and know how to identify pupils who may be being harmed, how to respond to a pupil who discloses abuse or where others raise concerns about them. They 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](#).

10.7 Our staff are familiar with procedures to be followed and receive regular safeguarding and child protection (including online safety) updates. If staff have concerns about a child, they will discuss it with the DSL, or DDSL, to agree a course of action. If the child is in immediate danger, or at risk of harm, an immediate referral should be made to First Response and/or the Police.

10.8 Where a child discloses a concern, or informs of an incident that has involved them in an incident involving sexual violence and or sexual harassment the staff member will ensure the child (victim) is taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence, or sexual harassment. The DSL, or if unavailable the DDSL, should be informed immediately and actions taken in accordance with the school Child-On-Child Abuse policy.

10.9 Necessary information will be shared with children's Social Care without delay, either to the child's own social worker or to First Response. Social care will liaise with the police where required. The police would therefore only be contacted directly in an emergency or if a child is at immediate risk of harm, abuse or danger.

10.10 Our schools' behaviour policies, anti-bullying policies and child-on-child abuse policies are kept up to date with national and local guidance and are aimed at supporting vulnerable pupils in our schools.

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.

11. Indicators of Abuse, Neglect and Exploitation

11.1 The four main categories of child abuse are physical, emotional, sexual and neglect.

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, an institution or a 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, another child or children. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant in relation to the impact of all forms of domestic abuse on children including where they see, hear or experience its effects.

11.2 **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.

11.3 **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child they are worthless, 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 how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, over protection and limitation of exploration and learning, preventing a child from participating in normal social interaction and 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.

11.4 **Sexual abuse:** involves forcing or enticing a child 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) or non-penetrative acts such as masturbations, kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving children to look at or be 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 in education and all staff should be aware of it and of our schools' policy and procedures for dealing with it.

11.5 **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, 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 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) 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.

11.6 **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. 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 children being forced to work on cannabis farms, commit theft, shoplift, pickpocket, or threaten other young people.

11.7 **Child Sexual Exploitation (CSE):** is a type of sexual abuse. It happens when a child is coerced, manipulated or deceived into sexual activity in exchange for things they may need or want like gifts, drugs, money, status and affection.

12. Safeguarding Issues

12.1 All staff and volunteers in our schools are aware of safeguarding issues that can put children at risk of harm and are aware that safeguarding incidents and/or behaviours can be associated with factors outside the schools and/or can occur between children outside of our school environments.

12.2 Our staff recognise how pressure from others and safeguarding vulnerabilities can affect children's behaviour. We will 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.

12.3 We will proactively ensure 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.

12.4 Behaviours linked to issues such as drug taking, alcohol misuse, deliberately missing education, unexplainable and/or persistent absences from education and consensual and non-consensual sharing of nudes and semi-nude images and/or videos can be signs that children are at risk. 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.

12.5 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 2025. As schools should an incident or disclosure be made by a child, our staff will always reassure the child (victim) that they are being taken seriously, 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.

12.6 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.

12.7 Our staff will take all reasonable measures to ensure any risk of harm to children's welfare is minimised inside and outside of the school environment. 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.

13. Child Abduction and Community Safety

13.1 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 (e.g. neighbours, friends, 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 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
- The school gates are staffed at the beginning and end of the day
- Year R and KS1 children are handed over to parents, or their representative, at the end of the day
- A password system for collecting children is operated for all Year R pupils
- Those children in KS2 who do not have permission to go home on their own, are handed over to parents, or their representative, at the end of the day
- Those children who walk to and from school without an adult, are permitted to carry a mobile phone

- The identity of escorts is checked for those children using LA transport or social care
- Children are taught what to do if there is no adult to collect them at the end of the day
- Registers are taken promptly, and parents of any missing children are contacted in a timely manner
- Staff are alerted to those adults who are not allowed unsupervised contact with a child
- Invacuation protocols are practised.

13.2 As children get older and parents grant them more independence, e.g. they start walking to/from school on their own, it is important they are given practical advice on how to keep themselves safe and where to go to seek help and support. Staff will provide support and guidance to build their confidence and ability to protect themselves.

14. Absence

14.1 Our staff 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.

14.2 Our schools follow 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.

14.3 Our staff 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.

15. Operation Encompass

15.1 Our staff know that 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.

15.2 Our schools are 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.

16. Curriculum

16.1 At TAI and TAJ we recognise that safeguarding is not just about protecting children from deliberate harm but also relates to the broader aspects of care and education including teaching and embedding safeguarding to our pupils both inside and outside the home. We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate and will develop the content of the curriculum to reflect the context of our schools, current best practice and legislation.

16.2 We follow a robust, whole school approach to teaching a broad and balanced curriculum through PSHE and RSE (KS2) lessons as well as through assemblies and raising awareness days/weeks such as Safer Internet Day and Anti-Bullying week.

16.3 We support the development of healthy relationships and through our PSHE curriculum (and RSE curriculum for KS2) we provide opportunities, at an age-appropriate level, for children to develop the skills they need to recognise when things are not as they should be and to stay safe from abuse by recognising and managing risks including online safety, radicalisation, extremism, CSE, child-on-child sexual violence and sexual harassment, the sharing of nude and semi-nude images (this has replaced what was termed sexting). By knowing the signs to look out for staff can take appropriate action.

16.4 Our curriculum supports the development of healthy relationships and staff are aware of the detrimental and long-term impact domestic violence and abuse can have on a child's health, well-being, development, and ability to learn. Staff recognise that domestic abuse can encompass a wide range of behaviours and may involve a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional harm and children can be victims of domestic abuse when they see, hear or experience it for themselves.

16.5 Children are encouraged to use the Zones of Regulation (TAI) and Worry Monsters (TAJ) to express their feelings, worries and concerns. Children know that they can speak to any adult in our schools. Our ELSAs (TAI and TAJ) and Learning Mentor (TAJ) may work directly with children to provide them with pastoral support.

16.6 Staff will support children with mental health challenges via support in school with a trusted adult, ELSA, senior mental health lead and by making referrals to the NHS Education Mental Health Practitioner (EMHP).

17. Alternative Providers (APs) and Alternative Learning Experiences

17.1 Children who attend alternative education often have complex needs and where our schools place pupils with an AP provider, we continue to be responsible for the safeguarding of that pupil. Schools should always know where a child is based during school hours, which includes having records of the address of the AP and any subcontracted provision or satellite sites the child may attend.

17.2 Our schools should be satisfied that the provider can meet the needs of the pupil prior to any placement and understand 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. We support the management and review of children in AP where applicable. The Working Together Principles are key to keeping pupils safe and TAI and TAJ 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.

17.3 For children who receive off-site education or have alternative learning experiences in place, appropriate checks are carried out and managed. This includes confirmation of risk assessments and statutory policies, communication to inform of attendance on the days the pupil should be attending, updates on the pupil's progress, visits to the AP by a member of the DSL team and updating the AP of key, relevant information.

18. Partnership Working

18.1 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 schools will ensure that every effort is made to establish effective working relationships with parents/ carers and colleagues from other agencies including statutory safeguarding partners and Social Care to support vulnerable children. 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. The DSL, or Headteacher, (in our schools this is the same person) who is familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies. These may include:

- Social Care
- Social Workers
- Family Support Workers
- Early Help
- LA Inclusion Team
- Education Welfare Officer (EWO)
- LA Attendance Team

- Educational Psychologist
- Play therapist
- NHS Mental Health Support Team. (This is not an exhaustive list).

18.2 The DSL, or if unavailable the DDSL, will attend meetings and conferences with other agencies and participate in partnership forums and events.

18.3 As schools we acknowledge the importance of children and social workers meeting during the school day where required and DSLs will work with social care and safeguarding partners to ensure children subject to child protection plans, child in need plans and/ or LAC plans are kept safe, and the child's needs are met.

18.4 Parents/carers are always encouraged to come into school to seek support or advice and should do this through the class teacher, DSL or DDSL. Our schools also facilitate meetings for individual children and families to support easier local access and involvement and use our websites, posters, Weduc and social media to sign post children and parents/ carers to support.

18.5 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, information is transferred to the new school immediately, or within **5 working days** and the child's social worker is informed.

18.6 We 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 schools would otherwise perform in respect of its own staff.

18.7 Third party organisations and/ or individuals using the schools' premises to run activities for children, should follow our usual safeguarding policies and appropriate referrals should be made to external agencies as required. Where our schools receive 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) we will follow safeguarding policies and procedures, including informing the LADO (KCSiE 2025, para. 377).

18.8 The DSL will, as required, liaise with the case manager (as per KCSiE Part 4) and the LADO where there is child protection concerns and/or allegations that relate to a member of staff in our schools and third party organisations that use our school premises.

19. Safeguarding Training and Continuing Professional Development (CPD)

19.1 The Governing Body will ensure our schools have a DSL who is a member of the school leadership team and a DDSL who has received appropriate training and support for this role.

19.2 All staff and volunteers will receive annual Safeguarding and Child Protection training delivered by a DSL, DDSL or LA representative. New members of staff and volunteers will receive safeguarding training as part of their induction to our schools. Our schools utilise an induction checklist when staff are inducted which includes the Safeguarding and Child Protection policy, Employee Code of Conduct, Guidance for Safer Working Practice (GSWP 2022) and KCSiE (2025). Other policy and procedural information necessary to their role is also provided. All staff sign to confirm they have received an induction into school.

19.3 Regular and frequent updates are provided via briefings, bulletins and notices.

19.4 There is a Safeguarding notice board in our schools for staff and volunteers to refer to.

19.5 All staff know what to do if a child raises concerns or makes a disclosure of abuse and/or neglect. All 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.

Our staff will never promise a child that they will not tell anyone about a disclosure or allegation, recognising this may not be in the best interest of the child. Staff will maintain a level of confidentiality whilst liaising with the DSL and children's social care.

20. Procedures for identifying and reporting cases

20.1 We will follow the procedures set out by the LRSCP and take account of guidance issued by the DfE in KCSiE (2025) to ensure:

- The DSL is a member of the school leadership team
- The DSL and DDSLs receive appropriate training
- The DSL and DDSL role is written into the staff member's job description and clarifies the role and responsibilities (as defined in KCSiE 2025, Annex C)
- We have a nominated governor responsible for child protection/safeguarding
- We have a Designated Teacher for Looked After Children
- Every member of staff (including temporary, supply staff and volunteers) and the Governing Body knows the name of the DSL and DDSLs and their role
- All staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the DSL, DDSL or to children's social care or police if a child is in immediate danger
- 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
- There is a whistleblowing policy and culture where staff can raise concerns about unsafe practice and know that these concerns will be taken seriously
- There is a complaints system in place for children and families
- Parents understand the responsibility placed on the schools and staff for child protection and safeguarding as the schools' obligations are on the schools' websites
- Children's Social Care is notified 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 a parent or appropriate adult linked to the child
- We develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences
- Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral and actions to safeguard
- All records are kept securely. The school uses CPOMS to record all safeguarding incidents and access to these records is restricted to those with safeguarding responsibilities
- We follow robust processes to respond when children are missing from education or missing from home or care
- We develop and follow procedures where an allegation is made against a member of staff or volunteer
- We follow safe recruitment practices
- Apply confidentiality appropriately
- Apply the LLRSCB escalation procedures if there are any concerns about the actions or inaction of social care staff or staff from other agencies.

21. Staff and Safe Recruitment

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

21.2 The leadership team and Governing Body will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSiE 2025 (part three).

21.3 Our schools have recruitment, selection and vetting procedures in accordance with KCSiE 2025 (part three) and maintain a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2025 (part three, paras 209 to 351). 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.

21.4 Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the our Staff Code of Conduct, which includes contact between staff and pupils outside the work context. Concerns regarding low-level concerns will be included in our Code of Conduct from 1 September 2025 (in line with KCSiE Part Four Section two). Staff can access a copy of this on the school website secure area and are provided with a hard copy at the start of the new academic year. Newly appointed staff and volunteers will be informed of our arrangements for safer working practices by the deputy headteacher before beginning working and contact with pupils.

21.5 In the event of any complaint or allegation against a member of staff, the headteacher will be notified immediately. If it relates to the headteacher, the Chair of Governors will be informed without delay. We will respond to all allegations robustly and appropriately in collaboration with the LADO, LADO Allegation Officers or HR Service. Where there is an allegation against a member of staff (either paid or unpaid, including volunteers) that meets the criteria for a referral to the LADO, then the Headteacher will refer the allegation immediately to the LADO (within 24hrs) and ensure that cases are managed as per KCSiE 2025 part Four: Allegations made against/Concerns raised in relation to teachers, including supply

21.6 We understand that staff may find some of the issues relating to child protection and the broader areas of safeguarding upsetting and may need support which should be provided by the school and their HR Team. Advice and support will be made available to the leadership team by the Safeguarding and Compliance Lead (SCL), LADO and LCC HR where appropriate.

22. Links to other Local Authority policies

22.1 This policy, together with the following, should be read alongside and in conjunction with other policies and statutory guidance regarding the safety and welfare of children, including those adopted from the LA and the LRSCP.

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

- Accessibility plan
- Anti-Bullying policy
- Attendance policy
- Behaviour policy
- Child-on-Child Abuse policy
- Complaints policy
- Equality policy and Objectives
- Freedom of Information
- Guidance for the NSPCC helpline and usage (KCSiE 2025 para. 466, when to call the police guidance from the NSPCC)
- LRSCP Neglect toolkit
- Mental and Physical Health (KCSiE 2025 Part 1, Part 2 and Annex A)
- Online Safety policy
- Positive Handling policy
- Prevent policy
- Register of Pupil Attendance
- Relationships and Sex Education (KS2; KCSiE para. 131)
- School information published on the school website
- SEND policy
- Single Central Record
- Staff Code of Conduct
- Staff Discipline, Conduct and Grievance (procedures for addressing)

- Suspension and Exclusion policy
- Use of Reasonable Force guidance (DfE)
- Vetting checks
- Visitors' policy
- Whistle Blowing policy.

22.3 LRSCP Policy, Procedures and Practice Guidance link: <https://lrscb.proceduresonline.com/index.htm>

23. Responsibilities of the DSL

We have a DSL who takes lead responsibility for safeguarding children and child protection who has received appropriate training and support for this role. The DSL in our schools is the Headteacher and their responsibilities are explicit in their job description. The DSL is expected to:

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 in regulated activity is dismissed or removed due to safeguarding concerns/risk/harm to a child, or would have been had they not resigned, make a referral to the Disclosure and Barring Service (DBS). (KCSIE 2025, paras 154 and 348).
- Ensure arrangements are in place year-round for all staff and volunteers to seek advice, support and inform of safeguarding concerns, incidents and/ or disclosures that inform children are at risk of harm, abuse, bullying or sexual harm or harassment has occurred.
- Ensure appropriate systems are in place to manage and address online safety, access to mobile phone networks, especially for those children who are potentially at greater risk of harm, abuse, and exploitation and refer concerns where required linked to the PREVENT duty.
- Regularly meet with the DSL Team so each is fully informed and able to respond to the needs of children subject to safeguarding concerns.

Work with others

- As required, liaise with the case manager (KCSIE 2025, part four) and the LADO where there are child protection concerns/allegations that relate to a member of staff.
- Liaise with the case manager and the LADO/LADO Allegation Officer where there are concerns about a staff member.
- Liaise with staff on matters of safety and safeguarding and decide when to make a referral by liaising with other agencies.
- Act as a source of support, advice, and expertise for other staff.
- Take part in strategy discussions, attend inter-agency meetings and contribute to the assessment of children and/or support other staff to do so.
- Be aware of the local arrangements put in place by LRSCP and know how to access the LRSCP website and training.
- Liaise with the LA and other agencies in line with Working Together to Safeguard Children 2023 and the LRSCP procedures and practice guidance.
- Feedback information to staff and help raise awareness of emerging threats and risks.
- Inform the Governing Body of the number of children who have, or who have had, a social worker.

Undertake training

- Undertake formal DSL training at least every two years. Undertake informal training and updating of knowledge and skills at regular intervals and at least annually.
- Be responsible for their own training and obtain access to resources.
- Be responsible for ensuring all staff with designated safeguarding responsibilities access up to date and timely safeguarding training and maintain a register or data base to evidence the training.
- Understand the assessment process for providing early help and intervention through the Thresholds to access to services.

- Have a working knowledge of how the LRSCP operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure that each member of staff has access to the child protection policy and procedures.
- Understand the lasting impact that adversity and trauma can have on children's behaviour and mental health and wellbeing. Know how to respond to this in promoting educational outcomes.
- Be alert to the specific needs of children in need, including those with SEND and young carers.
- Be able to keep detailed, accurate, secure written records of concerns, decisions and referrals.
- Understand the Prevent Duty and provide advice and support to staff on protecting and preventing children from the risk of radicalisation and being groomed into extremist behaviours and attitudes (KCSIE 2025, Annex A and B).
- Understand the reporting requirements for FGM.
- Understand and support children to keep safe when online and when they are learning at home [KCSIE 2025, part two, paras134-143).
- Encourage a culture of protecting children, listening to children and hearing their wishes and feelings.

Raise awareness

- Ensure the Safeguarding and Child Protection policy is known, understood and used appropriately.
- Ensure the Safeguarding and Child Protection policy is reviewed annually in consultation with staff members and procedures are updated and reviewed regularly and implemented and that the Governing Body is kept up to date and actively involved.
- Work strategically to ensure policies and procedures are up to date and drive and support development work within the school.
- Ensure the Safeguarding and Child Protection policy is available to parents/ carers, uploaded to the school website and make parents/carers aware that referrals may be made about suspected abuse or neglect.
- Ensure all staff receive induction training covering child protection before working with children and staff can recognise and know how to report any concerns immediately as they arise.

Child protection file

- Ensure that when a child leaves the school their child protection, child in need file or confidential file is transferred to the new school at the same time the child goes on roll at the new school or education provision.
- Keep a record of the number of children open and subject to CP, CiN and LAC.
- Keep a record, or data, on the cohort of children who have, or have had, a social worker and social care involvement.
- Maintain, keep and store records, where a concern about a child has been identified in accordance with KCSIE 2025.

24. Responsibilities of the DDSL and the DSL Team

We have one DDSL at TAI and two DDSLs at TAJ who cover for the DSL when they are not available. They have received the same training and support for this role as the DSL. The DDSLs responsibilities are explicit in their job description. The DDSL is expected to:

- Provide cover for the DSL when they are not available.
- Receive the same training as our DSL.
- 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.
- Deliver safeguarding induction to new staff and volunteers and ensure supply staff and visitors to our schools are aware of our Safeguarding and Child Protection policy.
- Brief supply staff to ensure they have the information they need to know regarding safeguarding and child protection

- Assist the DSL in managing referrals, attending child protection conferences, reviews, core group meetings and other meetings of a safeguarding and child protection nature to support a child.
- Contribute to developing the curriculum and learning experiences for children and staff through staff meetings, bulletins, the staff notice board, briefings and arranging additional classroom learning opportunities.

Our DSL Teams are expected to:

- Maintain a key role in raising awareness amongst staff about the needs of children who have, or have had, a social worker and those under kinship care and the barriers they might experience in respect of attendance, engagement and achievement at school.
- Share appropriate information with teachers and staff on individual children's circumstances.
- Ensure there is a structured procedure within the school, which will be followed by all the members of the school community in cases of suspected abuse.
- Acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.
- Always be available during extended school hours for staff to discuss any safeguarding concerns.
- Arrange to always be available all year round for any out of school hours activities and during school closures.

25. Responsibilities of the Designated Teacher (DT)

A teacher is appointed who has responsibility for promoting the educational achievement of children who are looked after. They have the appropriate training. Our schools recognise LAC may require additional support to be successful in school.

Our DT is expected to:

- Work within LRSCP procedures and KCSIE 2025 (para. 189 to 200).
- Work with the Virtual School to ensure that the progress of the child is supported.
- Provide details of the child's social worker and the name of the Head of the Virtual School to the DSL.
- Work closely with the DSL, as we recognise that children may have been abused or neglected before becoming looked after.
- Ensure the ongoing safety and wellbeing of LAC, as well as support their education, through linking with their social worker, carers, and parents where appropriate.
- Inform staff of the importance of maintaining support for LAC, particularly through our ELSAs
- Recognise the importance of working with agencies and take prompt actions where necessary to safeguard LAC, who may remain vulnerable.
- Maintain data for children who have looked after status and for children who have been involved in the care system.
- Inform the Governing Body of the number of LAC and PLAC on roll.
- Have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England and Wales (Children and Social Work Act of 2017).
- Maintain good links with the Virtual School Head (VSH) to promote the educational achievement of LAC and PLAC. (The role of VSHs was extended in June 2021 to include a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker. The VSH should identify and engage with key professionals, helping them to understand the role they have in improving outcomes for children. This should include DSLs, social workers, headteachers, governors, SENCOs, mental health leads and other LA officers).

26. Responsibilities of All Staff

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone in our schools who comes into contact with children and their families has a role to play in safeguarding children. All staff in our schools are responsible for keeping children safe and will always consider what is in the best interests of children. Staff receive regular training and updates to ensure they have the necessary knowledge in their role. All staff have a key role to play in identifying concerns early and providing help to children.

All staff are expected to:

- Ensure they know who the DSL and DDSLs are and how to contact them.
- Refer to the DSL, or DDSL, if the DSL is unavailable.
- Have an awareness of our Child Protection policy, Behaviour policy and Staff Code of Conduct.
- 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 2025.
- 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.
- Treat information with confidentiality and never promise to "keep a secret."
- 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.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- In agreement with the Governing Body, lead and ensure robust arrangements and procedures are in place to effectively manage and regularly monitor the schools online safety, and specifically appropriate filtering and monitoring on school devices and school networks which are reflected in this Child Protection policy, including awareness of ease of access to mobile phone networks.
- Have an awareness of procedures relating to the safeguarding response for children who go missing from education.
- Notify the DSL, or their Deputy, of any child on a child protection plan or child in need plan who has unexplained absence.
- Record concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately a 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 DSL or their Deputy is not available.
- Liaise with other agencies that support pupils and provide early help.
- 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, have experienced multiple suspensions, are at risk of being permanently excluded from schools, are attending an AP or pupil referral unit or have a parent or carer in custody or is affected by parental offending.
- Support pupils in line with their child protection plan, child in need plan, LAC care plan.

27. Responsibilities of the Senior Leadership Team (SLT)

The SLT is expected to:

- Contribute to inter-agency working in line with HM Working Together to Safeguard Children guidance 2023.
- Provide a co-ordinated offer of early help when additional needs of children are identified.
- Ensure all staff, supply staff and volunteers are alert to the definitions of abuse and indicators and provide access to regular training opportunities and updates.
- Ensure staff are alert to the various factors that can increase the need for early help.
- Work with Children's Social Care to support their assessment and planning processes and attend conference and core group meetings as appropriate.

- Carry out tasks delegated by the Governing Body including the training of staff and volunteers, safer recruitment and maintaining the SCR.
- Provide support and advice on all matters pertaining to safeguarding and child protection 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.
- Ensure that allegations or concerns against staff, including low-level concerns, are dealt with in accordance with guidance from the DfE (KCSIE 2025, part four, sections one and two), LRSCP and LCC.

28. Responsibilities of Teachers (including ECTs) and Headteachers – Professional Duty

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

29. Responsibilities of the Headteacher

Headteachers are expected to:

- Ensure the policies and procedures adopted by the Governing Body (particularly those concerning referrals of cases of suspected abuse, neglect and exploitation), are understood, and followed by all staff.
- Maintain an up-to-date SCR which is reviewed regularly and is compliant with statutory guidance.
- Ensure sufficient resources and time are allocated to enable the DSL and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- Ensure all staff and volunteers feel able to raise concerns about poor or unsafe practice regarding children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- Ensure all staff including supply teachers and volunteers have access to and read and understand the requirements placed on them through the Safeguarding and Child Protection Policy and the Staff Code of Conduct
- Ensure there are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in KCSIE 2025.
- Where there is an allegation made against a member of staff (either paid or unpaid, including volunteers) that meets the criteria for a referral to the LADO, discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed (as per KCSIE 2025, part four). If the allegation is against the Headteacher then the Chair of the Governing Body will manage the allegation.

30. Responsibilities of the Governing Body

We recognise our Governing Body has a strategic leadership responsibility for our schools' safeguarding arrangements and must ensure they comply with their duties under legislation and must have regard to KCSIE 2025, ensuring policies, procedures and training in our schools 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 there is an individual member of the Governing Body to take leadership responsibility for safeguarding and champion child protection issues in the school.
- 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 schools' 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 2025 (Annex C page 172 to 173 and paras 56 to 57, 115 to 121, 375, to 390, 476, 540 and 544 and page 158 the additional clarification about GDPR and withholding information).
- Ensuring cooperation with the LA and other safeguarding partners.
- Appointing a DSL from the leadership team to take lead responsibility for child protection and safeguarding who is appropriately trained. Appointing a DT for LAC who is appropriately trained.
- Ensuring that all staff, supply teachers and governors read and fully understand at least KCSIE 2025 part one and/ or Annex A as a minimum.
- Ensuring there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as required within the guidance.
- Ensuring that the governing body understands it is collectively responsible for the schools' safeguarding arrangements, even though a governor will be nominated as the Safeguarding Governor and person who will champion all safeguarding requirements.
- Ensuring all members of the Governing Body undertake safeguarding training so as they have the knowledge and information needed to equip them with the knowledge 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 act as a 'critical friend'. This training must focus on their strategic role and not on operational procedures.
- The Chair of Governors and named Safeguarding Governor will access role specific training to enable them to comply and discharge their child protection/ safeguarding responsibilities including should any allegations be made against the headteacher.
- Collectively ensuring 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 2025 and LRSCP guidance.
- 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 temporary staff and volunteers who work with children are made aware of the schools' arrangements for child protection and their responsibilities.
- Ensuring there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of dealing with a complaint KCSIE 2025 (part four, section one).
- 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 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 CSE and going missing in future.
- Being aware of the issues involving the complexity of serious violence and sexual violence and sexual harassment between children and ensure the schools have policy and procedures and staff are trained (including the DSL and SLT) to recognise and respond to incidents and resources to manage actions and support for those involved.
- Being alert and respond to harmful online challenges and hoaxes, including providing information and advice to parents/ carers and informing where to get help and support.
- Being alert to the growing concerns involving knife crime and ensure the schools work closely with the police and safeguarding partners to raise awareness of the impact of such crimes 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.
- When the schools' premises are used for non-school activities, the Governing Body will seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in place and will inspect them as needed and liaise with the Headteacher. This will apply regardless of whether or not children who attend the provision are on the schools' roll.
- Addressing any safeguarding concerns involving outside organisations through our schools 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/ candidates that our schools will carry out online checks (KCSIE 2025 part three).
- Recognising that certain children are more vulnerable than others, such as LAC and children with SEND.
- Being open to accepting that child abuse and incidents can happen within the schools and be available to act decisively upon them.

31. Children with Special Educational Needs and/or Disabilities (SEND)

- 31.1 All staff are aware that additional barriers can exist when recognising abuse, neglect and exploitation for children with SEND. We recognise that children with SEND may be more prone to peer group isolation or bullying (including prejudice-based bullying) both on and off line, than other children. Children with SEND may not always show outward signs and may have communication barriers and difficulties in reporting challenges, especially those involving exploitation or incidents involving child-on-child harm, abuse, or harassment -particularly where that harassment or harm is of a sexual nature. Our staff's vigilance will be a supporting factor to keeping all children safe.
- 31.2 Staff should ensure any appropriate support for communication is in place and consider extra pastoral support and attention for these children. Further information can be found in the DfE:
- [SEND Code of Practice 0 to 25 years](#), and [Supporting Pupils at School with Medical Conditions](#).
- 31.3 Our policy reflects the fact that additional barriers can exist when recognising abuse, neglect, and exploitation in this group of children which include:
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
 - Children with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming their ability to disclose incidents or the risk of harm they feel subject to
 - Addressing individual behaviour concerns and incidents considering the child's SEND.
 - Recognising and having in place additional support e.g. to teach, advise, mentor and support children with SEND from online harms, hoaxes, bullying, grooming and radicalisation and enable them to have confidence and the ability to stay safe online, either in schools or outside the school environment.

32 Summary: Acting where concerns are identified.

- 32.1 Our staff recognise the difference between concerns about a child and a child in immediate danger.
- 32.2 If staff have concerns about a child, they will need to decide what action to take. A discussion should take place with the DSL, to agree a course of action.

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

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

- Establish the key facts in language that the child understands
- Use the child's words to clarify and expand what has been said.
- Make no promises to the child, e.g. to keep secrets.
- Stay calm and be available to listen.
- Actively listen with the utmost care to what the child is saying.
- Ask open and /or TED questions...Tell meExplain... Describe...
- Do not put pressure on the child
- Avoid asking leading questions as much as possible.
- Avoid extensive or repetitive questioning.
- Do not put words in the child's mouth but subsequently note the main points carefully.
- Complete a full written record on CPOMS using your login details. Ensure it is factual, accurately dated, includes the time the conversation with the child took place, outlines what was said and comments on the child's body language etc. Where a professional opinion is written make sure it states that.
- Do not make children write statements about abuse that may have happened to them or get them to sign the staff record.
- Reassure the child and let them know that they were right to inform you and inform the child that this information will now have to be passed on.
- Inform the DSL, or DDSL if unavailable, immediately.
- Information should be shared with children's social care without delay, either to the child's own social worker or to First Response. Children's Social Care will liaise with the police where required, which will ensure an appropriate police officer response rather than a uniformed response.
- The Police would only therefore be contacted directly in an emergency or if a child is in immediate risk of harm, abuse, or danger.

33 Confidentiality

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

33.2 Where there is a child protection concern it will be passed immediately to the DSL, or DDSL if unavailable, and/or to children's social care. When a child is in immediate danger children's social care/the police will be contacted.

33.3 The DSL 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.

33.4 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, 2024b).

33.5 We acknowledge further guidance can be found by visiting LRSCP website: <https://lrsb.org.uk/>

34 Information Sharing

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

34.2 We will adopt the information sharing principles detailed in statutory safeguarding guidance in KCSIE 2025, particularly Annex C, LRSCP Policy and Practice Guidance, Working Together to Safeguard Children 2023 paragraphs 28 to 33 and on pages 18 -20, Advice for practitioners providing safeguarding services to children, young people, parents, and carers (which has been updated to reflect the General Data Protection Regulation (GPDR) and Data Protection Act 2018).

35 Records and Monitoring

35.1 Our schools will follow guidance as set out in KCSIE 2025 paras. 66 to 68, part four, part five, Annex C and will record information in accordance with statutory guidance. (KCSIE 2025, Annex C pages 166 to 170 and paras. 68,102,122, 123, 540 and 543).

35.2 Our schools use CPOMS to report and record concerns. Timely and accurate recording will take place when there are any issues regarding a child. Our schools will keep electronic records of concerns about children even where there is no need to refer the matter to First Response/Children's Social Care (or similar) immediately.

35.3 Staff will record any minor concerns on CPOMS and will take responsibility for alerting the DSL should the number of concerns rise or, in their professional judgement, become significant. This includes any telephone calls to other professionals. These will also be recorded on CPOMS, as over time they are likely to help identify any patterns or emerging risks and needs. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed, roles and responsibility of each agency will be clarified and outcomes recorded.

35.4 CPOMS (Child Protection Online Management System)

The Purpose of CPOMS

- CPOMS allows us to quickly, easily and securely record all the information we have on a child in one place.
- The chronology around a pupil is built automatically.
- It is monitored by the Safeguarding Team to ensure all appropriate actions are taken to safeguard children.
- All staff have a personal log in which should not be shared. A secure password should be used along with 2 factor authentication. If at any time you have access problems to CPOMS, please inform a member of the Safeguarding Team.
- Only DSLs and DDSLs have full access to a pupil's safeguarding records.

How to record on CPOMS

- Any incident or concerns that occur onsite, off site or via a conversation must be recorded in a timely manner. If there is an immediate risk of harm, or a crime has been committed, speak to the DSL or DDSL immediately.
- Search pupil name by typing in the first few letters of the name and ensure you have the correct pupil.
- Always start your entry with I (your name) and then your job title.
- Ensure the alert has full names and not initials.

- Record the incident -use facts; describe your concern; the risk and immediate actions you have taken up to the point of recording.
- Record the facts -CPOMS entries can be used in court cases.
- Justify any subjective statements with evidence. It is essential that fact is differentiated from opinion. Professional opinions can be expressed, but it is important that phrases such as *'in my opinion'* or *'in my view'* are used and justified with evidence.
- Direct observations must be recorded and clearly noted as *'I observed'* or *'I witnessed.'*
- Record as much factual information as possible. Do not include information which is not relevant.
- Record the voice of the child and/or parent as appropriate.
- Select the correct category.
- Link other students involved.
- If there is a mark of any kind, add it to the body map. Include a description -size, colour, location.
- If there is any documentation add it to the incident.
- There is no need to assign, the Safeguarding Team will do that.
- DSLs and DDSLs will record their actions and justification.
- Record and update incidents with the action you have taken. It is your responsibility to take action. If an action cannot be added to a previous entry due to access rights, please create a new incident with actions taken and this will be merged to the original incident by the Safeguarding Team.
- All alerts are scrutinised daily, however, do not assume a DSL or DDSL has seen something if there is an immediate risk. If follow up from you is required, you will receive an email for your immediate action

When analysing a concern, the DSL or DDSL must consider:

- What are the risks?
- Contextual safeguarding -consider all pieces of information available e.g.
 - Attendance and punctuality
 - Family members and relationships
 - Previous CP/Welfare concerns
 - Any behaviour/bullying concerns
 - Relationships between those involved in the concern
 - Peer group and influences
 - Environmental factors
- Other relevant factors inside or outside the school – consider online media
- Other children in the school if impacted
- What is needed to establish the best course of action?
- Who in the school has more information that can add to your understanding? SENCO, ELSA, First Aider etc
- Does the concern need to be referred to an external agency (e.g. Early Help, First Response Children's Duty, police)?

What will be recorded by the (D)DSL?

- Rationale for decision -what action(s) were taken, by whom and why
- Relevant timeframes
- What measures have been put in place to ensure the child is safe and who is going to do this
- Other considerations:
- When will the DDSL feedback to the DSL?
- Will the record need to be reviewed to ensure the child remains safe?
- When will that review take place?
- If the plan is to 'monitor':
- What will this look like?

- What are you monitoring?
- Who will do this and
- How often will it be reviewed? The review needs to be recorded, evidencing whether the plan is working or not and whether there are any changes to the plan.

35.3 Any concerns about a child will be recorded on CPOMS within 24 hours.

35.4 Concerns and disclosures which put a child **at risk or significant harm** should be reported and **recorded without delay** and the **DSL alerted in person**.

35.5 All staff will log incidents by signing into their own CPOMS account. Records will provide a factual and evidence-based account and there will be accurate recording of any actions. Records will be dated and, where appropriate, witnessed. Where an opinion or professional judgement is recorded this should be clearly stated as such. As well as keeping records of concerns, discussions and decisions, DSLs should keep a record of the rationale for any decisions made.

35.6 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 maps should be used in accordance with recording guidance and to support clarity e.g. of areas of injury, marks and bruising and or touching.

35.7 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.

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

35.9 This may include no further action, whether an Early Help Assessment should be undertaken, or whether a referral should be made to First Response/Children's Social Care in-line with the Threshold for access to services published September 2021, or any later edition made available by Leicestershire and Rutland Safeguarding Children Partnership.

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

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

35.12 Our schools will ensure all our files will be available for external scrutiny e.g. by a regulatory agency or because of a serious case review or audit.

Why recording is important

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

35.14 We acknowledge without information being recorded it can be lost. This could be crucial information, the importance of which is not always necessarily apparent at the time. On occasions,

this information could be crucial evidence to safeguard a child or be evidence in future criminal prosecutions.

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

36.3 The CPOMS files can be active or non-active in terms of monitoring i.e. a child is no longer LAC, subject to a CP plan, CiN plan or EHAF and this level of activity can be recorded. If future concerns arise, they can be re-activated and indicated as such as new information arises.

36 Transfer of CPOMS files (statutory requirement):

36.1 Our schools' will follow file transfer guidance contained in KCSIE 2025, and ensure when a child moves school/education provision their CPOMS logs will be sent securely to their new educational setting when the child starts/ leaves the school.

36.2 For those children subject to social care and safeguarding agency involvement, we will ensure the file can evidence the child's journey and includes key information as described in KCSIE 2025. Should a child subject to social care involvement transfer schools or education provider we will ensure the child's CPOMS logs are transferred within 5 days, as required by KCSIE.

36.3 Our DSL Team will liaise directly with the receiving school or alternative placement and hold a discussion to share important information to support the child's transfer so as the child remains safeguarded, has any 'reasonable adjustments' agreed and put in place, and to any changes experienced by the child are as smooth as possible to enable a positive integration experience and engagement with new staff and learning.

36.4 In accordance with KCSiE 2025 we will maintain information on cohorts of children who have been open to social care, have had a social worker or who are closed to social care and may have returned to the family home. This information will only be considered for sharing 'if appropriate' with the new school or provider in advance of the child leaving to allow for the new school to continue supporting the children who have had a social worker or been victims of abuse, including those who are currently receiving support through the 'Channel' programme.

36.5 **When a child attends Alternative Provision the safeguarding file will remain with the child's school, the DSL must share relevant information to allow the Alternative Provision to safeguard the child (KCSIE 2025 Annex C).**

37 Helplines and reporting

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

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

38. The following appendices are a part of this policy.

The templates are to be used in the event of being unable to access CPOMS.

Appendix 1	LCC LA Flow Chart 2025-2026 'What to do if you are worried a child is being abused or at risk of harm, neglect, or online harm.
Appendix 2	Template: Case Record and Chronology form if unable to use CPOMS
Appendix 3	Template: Logging a concern about a child's safety and welfare if unable to use CPOMS
Appendix 4	Template: Body Maps Guidance and Body Maps if unable to use CPOMS
Appendix 5	Policy and procedures to manage with child-on-child abuse and sexual violence and sexual harassment from September 2025 to 2026
Appendix 6	Existing Injuries Form – Tool to support reflection.

Appendix 1 Thorpe Acre Infant School and Thorpe Acre Junior 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.

lrscb.proceduresonline.com/index.htm

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

Unmet needs identified

Decide what actions are needed to support the child.

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

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 7750

Appendix 2

Case Record/Chronology

CONFIDENTIAL

Sheet Number:

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

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

Appendix 3

Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

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

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

Please give this form to your Senior Designated Safeguarding Lead

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

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

Signed		
Printed Name		

Appendix 4

Body Map Guidance for Schools

Medical assistance should be sought where appropriate.

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

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

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

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

e.g., First Response or the child's social worker if already an open case to social care.

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

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

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

Ensure First Aid is provided where required and record.

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

BODYMAP

(This must be completed at time of observation)

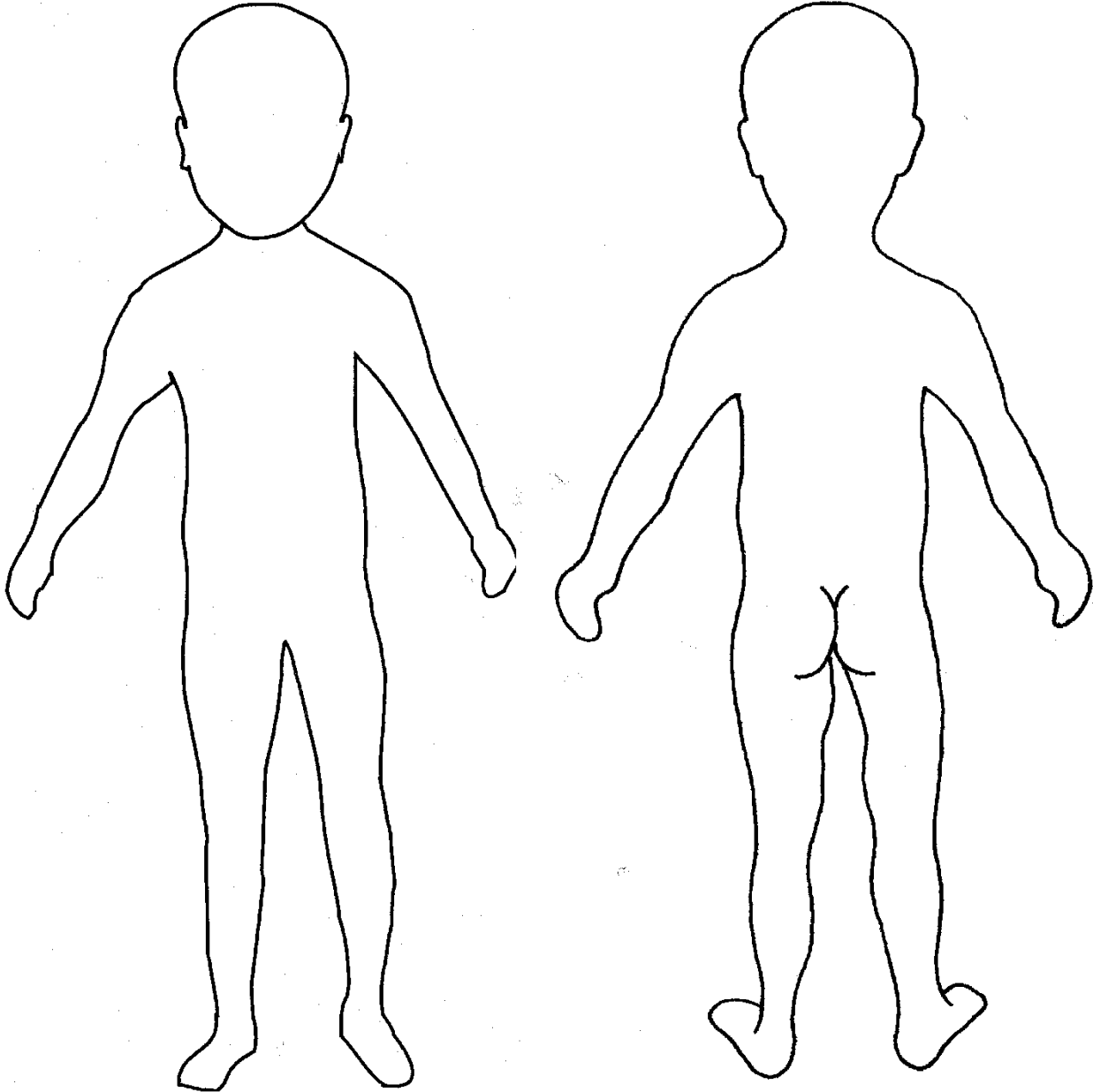
Names for Child:

Date of Birth:

Name of Worker:

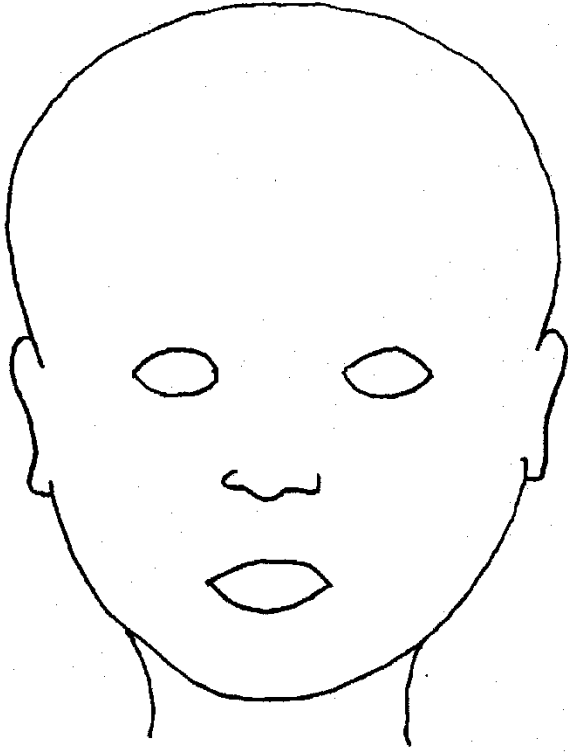
Agency:

Date and time of observation:

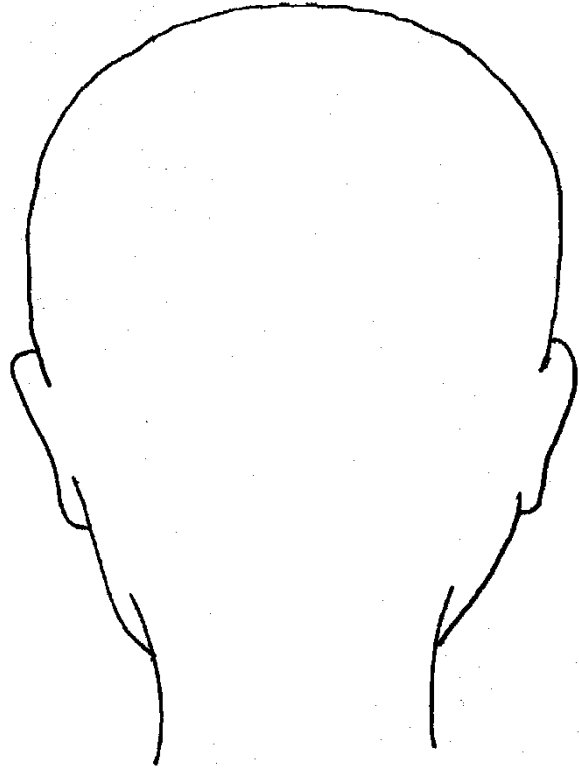


Name of Child: _____

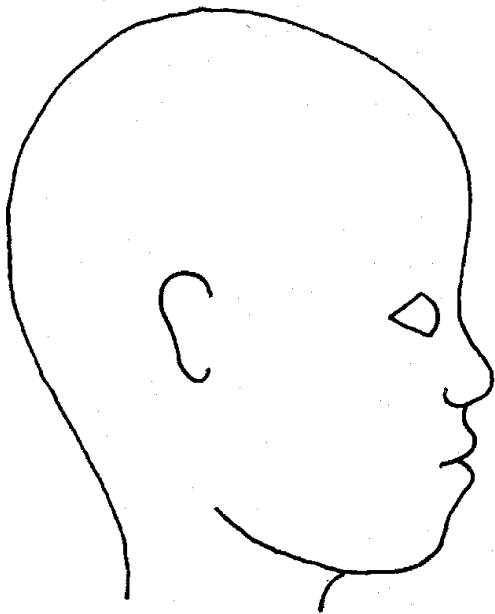
Date of observation: _____



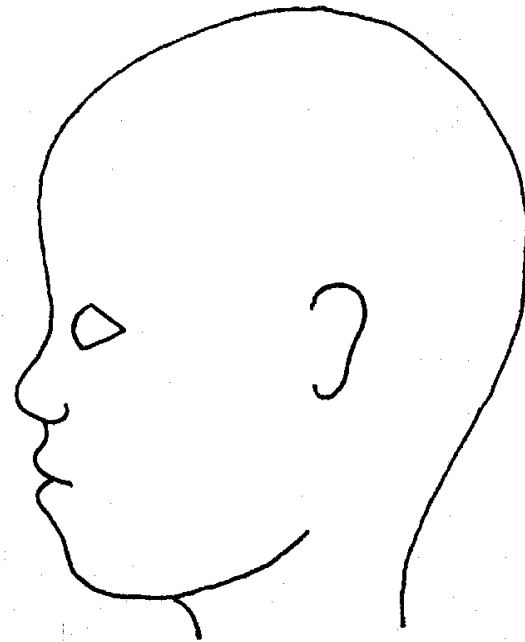
FRONT



BACK



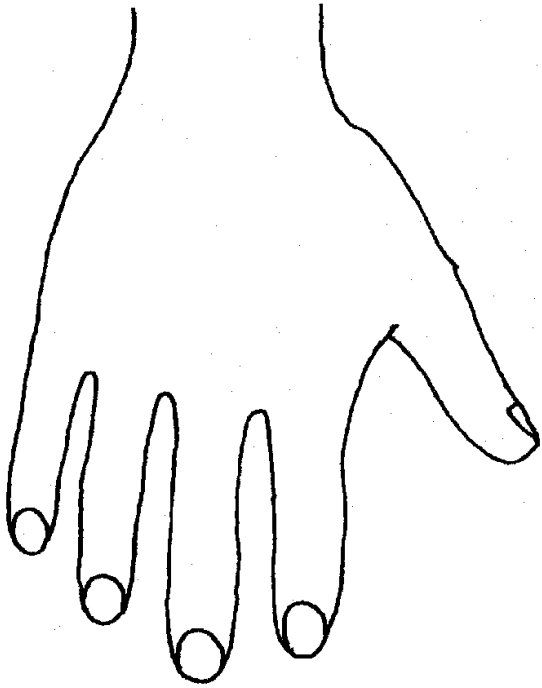
RIGHT



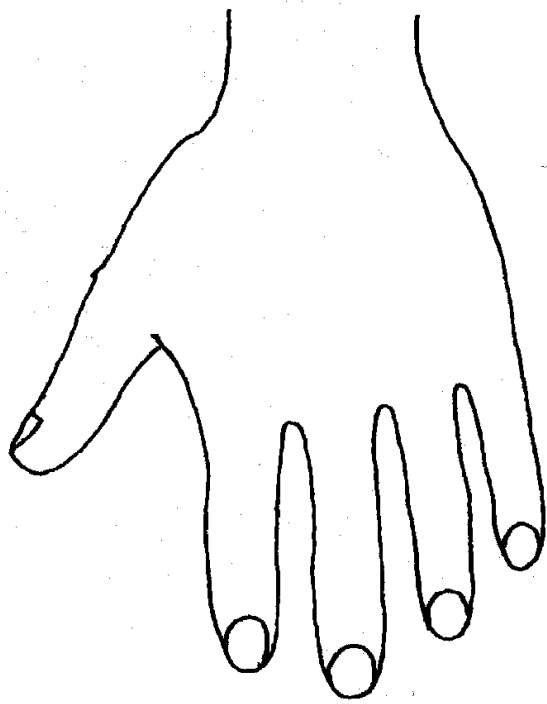
LEFT

Name of Child: _____

Date of observation: _____



R
BACK

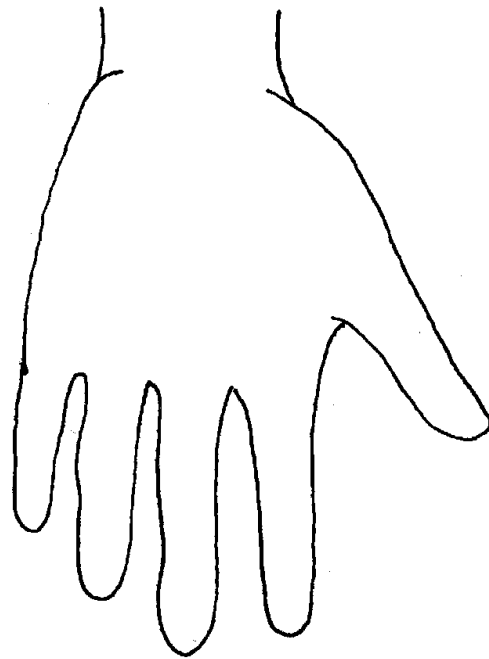


L



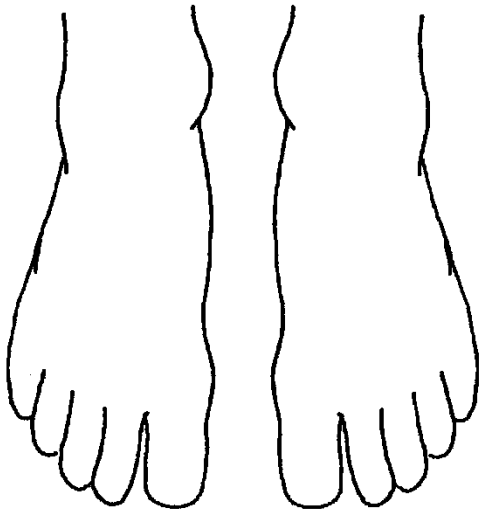
R
PALM

Name of Child: _____

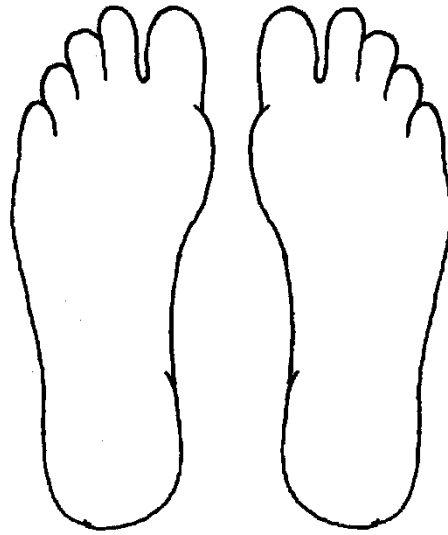


L

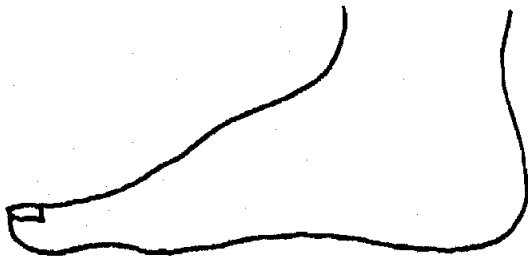
Date of observation: _____



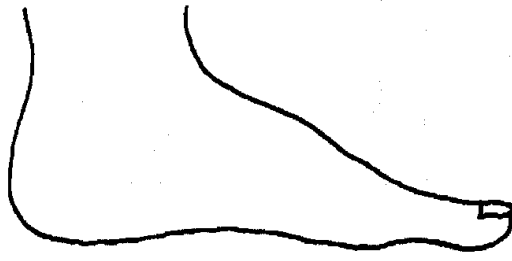
R TOP L



R BOTTOM L



R
INNER



L



R
OUTER



L

Printed Name and Signature
of worker:

Date:
Time:

Role of Worker:

Other information:

Appendix 5 – Policy and procedures to manage child on child abuse and sexual violence between children in school from September 2025-2026

Appendix 6

Existing Injuries Form – Tool to support reflection.

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

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

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

