



Safeguarding & Child Protection Policy 2026-2027

Safeguarding Statement

At Thorpe Acre Infant School and Junior School, we respect and value all pupils and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to, deliver services at Thorpe Acre Infant and Junior 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

Data will be processed to be in line with our requirements and protections set out in the UK General Data Protection Regulation, Data Protection Act as amended by the Data (Use and Access) Act 2025.

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:	: 01.09.26
Date of last review	: 29.09.25
Date of next review	: 31.08.27

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For the purposes of this policy, a child is anyone under the age of 18 years.

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INTRODUCTION

Policy statement and principle

At Thorpe Acre Infant School and Thorpe Acre Junior School, the safety, welfare and wellbeing of every child are paramount. We are committed to fostering a culture in which children feel safe, valued, respected and listened to, and where safeguarding is understood to be the responsibility of every member of the school community. We believe that all children have the right to learn, develop and achieve their full potential in a safe, supportive and inclusive environment that protects them from harm, abuse, neglect, exploitation and discrimination. Through a culture of vigilance, early intervention and effective partnership working, we strive to create an environment where children can thrive, feel secure and know that they will be supported and protected whenever concerns arise. We recognise our statutory duty to safeguard and promote the welfare of children and are committed to taking all reasonable steps to ensure their safety and wellbeing. This policy reflects the school's commitment to creating a culture of vigilance, openness and accountability where safeguarding is everyone's responsibility and where the welfare of the child is paramount.

The governing body, senior leaders and all staff are fully committed to safeguarding and promoting the welfare of children. We recognise our statutory responsibility to identify concerns early, provide timely and appropriate support and take decisive action when there are concerns about a child's safety or wellbeing. We are committed to ensuring that effective safeguarding arrangements are in place, understood by all staff and implemented consistently to protect children and promote their welfare.

This Child Protection policy sets out our schools' safeguarding arrangements and should be read alongside other key safeguarding policies and procedures, including the Allegations policy, Behaviour policy, Child-on-Child Abuse policy, Children Missing Education procedures, Complaints policy, Online Safety policy, Safer Recruitment policy and Staff Code of Conduct policy. Together, these documents support a whole-school approach to safeguarding.

The roles and responsibilities of the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs) are clearly defined within their job descriptions and are undertaken in accordance with statutory guidance. The DSL has lead responsibility for safeguarding and child protection, including online safety, providing advice and support to staff, liaising with external agencies and ensuring that concerns are responded to promptly and effectively.

All staff, governors, volunteers and contractors are expected to maintain a vigilant and proactive approach to safeguarding. Any concerns regarding the safety or welfare of a child will be taken seriously, recorded appropriately and acted upon without delay in accordance with this policy and local safeguarding procedures. Through effective safeguarding practice, strong partnerships with families and agencies and a culture of professional curiosity, we strive to ensure that every child is safe, supported and able to thrive.

This Child Protection policy will be reviewed by the 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 provided to the Governing Body for approval and sign off at the first autumn term meeting.

Date of last review: August 2026

Date of next review: August 2027

Role	Name	Contact Details
Executive Headteacher (Infants and Juniors)	Jo Beaumont	office@taj.leics.sch.uk office@tais.leics.sch.uk Tel: 01509 212021 (Infants) Tel: 01509 214974 (Juniors)
Senior DSL (Infants and Juniors)	Jo Beaumont	dsl@taj.leics.sch.uk Tel: 01509 214974 dsl@tais.leics.sch.uk Tel: 01509 212021
Senior Leader available for contact in the absence of the Designated Safeguarding Lead (DSL)	Rebekah Spencer (Juniors) Beth Taylor (Infants)	dsl@taj.leics.sch.uk Tel: 01509 214974 dsl@tais.leics.sch.uk Tel: 01509 212021
Deputy Designated Safeguarding Leads (DDSL) (Infants)	Vicki Bowman Beth Taylor	dsl@tais.leics.sch.uk Tel: 01509 212021
Deputy Designated Safeguarding Leads (DDSL) (Juniors)	Kirstie Bennett Rebekah Spencer	dsl@taj.leics.sch.uk Tel: 01509 214974
Designated Safeguarding Governor (Infants and Juniors)	Gill Lyon	glyon@taj.leics.sch.uk
Co-Chairs of Governors	Anne Bademosi Gill Lyon	abademosi@taj.leics.sch.uk glyon@taj.leics.sch.uk
Leicester, 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	0116 3057750 charlotte.davis@leics.gov.uk
LA Child Protection Contact / LADO	CFSLADO@leics.gov.uk LADO service is available office hours only: Mon-Thurs: 8.30 - 17.00 Fri: 8.30 - 16.30	CFS-LADO@leics.gov.uk Link to LADO referral form: https://www.leicestershire.gov.uk/educationand-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 today	Tel: 0116 305 0005
Police (to report a crime and immediate risk of harm or abuse to child)	101	In an emergency only Tel: 999
NSPCC help/ whistle-blowing line	Line is available 8.00am to 8.00pm Mon to Fri	Tel: 0800 028 0285 email: help@nspcc.org.uk

1. Legislation and Guidance

This Child Protection policy has been developed in accordance with current legislation and statutory guidance, including Keeping Children Safe in Education (KCSIE) 2026 and Working Together to Safeguard Children 2026. It also reflects the safeguarding arrangements of the Leicester, Leicestershire and Rutland Safeguarding Children Partnership (LLRSCP) and the schools' safeguarding partners. The policy should be read alongside all other relevant safeguarding-related policies, procedures and guidance.

In line with paragraph 121 of KCSIE 2026, this policy is built around the 7 following key principles:

- 1) Providing a safe environment in which children can learn, develop and achieve their full potential.
- 2) Practising safer recruitment by carrying out appropriate checks and procedures to ensure that all staff, volunteers and visitors are suitable to work with children.
- 3) Implementing clear safeguarding procedures for identifying, responding to and reporting concerns about abuse, neglect, exploitation or harm, whether occurring within or outside school, including online.
- 4) Supporting children who have social care involvement, including those who are subject to Child in Need Plans, Child Protection Plans, Early Help support or who are looked after by the Local Authority (LAC) or previously looked after (PLAC).
- 5) Promoting safeguarding awareness and education by helping children understand how to keep themselves safe, both in school and beyond, including when using technology and online platforms.
- 6) Working collaboratively with families, safeguarding partners and other agencies to ensure that decisions and actions are taken in the best interests of the child.
- 7) Preventing and responding to child-on-child abuse, including sexual violence, sexual harassment, harmful sexual behaviour and other forms of abusive behaviour. This includes incidents that occur both within and outside school, including online. Appropriate filtering and monitoring arrangements form part of the school's wider approach to online safety and safeguarding.

Relevant Legislation and Guidance

This policy is underpinned by, but not limited to, the following legislation and statutory guidance:

Education Act 2002

Section 175 of the Education Act 2002 places a duty on governing bodies of maintained schools and local authorities to plan to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Children Act 1989 and Children Act 2004

These Acts provide the legislative framework for safeguarding and promoting the welfare of children. They establish the principle that the welfare of the child is paramount and set out the duties of organisations and professionals working with children.

Keeping Children Safe in Education (KCSIE 2026)

This statutory guidance sets out the legal duties schools must follow to safeguard and promote the welfare of children. All staff must read and understand Part One of the guidance, and leaders and governors must ensure safeguarding arrangements reflect its requirements.

Working Together to Safeguard Children (2026)

This statutory guidance outlines how organisations and agencies should work together to safeguard and promote the welfare of children and sets expectations for multi-agency safeguarding arrangements.

Female Genital Mutilation Act 2003 (as amended by the Serious Crime Act 2015)

Section 5B places a mandatory duty on teachers to report to the police any known cases of Female Genital Mutilation (FGM) identified in girls under the age of 18. This is supported by statutory guidance on FGM, which outlines safeguarding responsibilities and support for affected children.

Safeguarding Vulnerable Groups Act 2006

This legislation defines regulated activity relating to children and establishes requirements for safer recruitment and the checking of adults working with children.

Rehabilitation of Offenders Act 1974

This Act provides the legal framework concerning the disclosure of criminal convictions and informs recruitment and suitability decisions for individuals working with children.

Counter-Terrorism and Security Act 2015

Section 26 places a duty on schools to have due regard to the need to prevent people from being drawn into terrorism. Schools must fulfil their responsibilities under the Prevent Duty Guidance, including identifying and responding to concerns relating to radicalisation and extremism.

Human Rights Act 1998

This Act incorporates the rights and freedoms set out in the European Convention on Human Rights (ECHR) into UK law. Schools recognise that safeguarding concerns, including abuse, harassment, violence and sexual violence, may constitute breaches of a child's human rights.

Equality Act 2010

The Equality Act protects individuals from discrimination based on protected characteristics, including age, disability, sex, race, religion or belief, pregnancy and maternity, sexual orientation, gender reassignment and marriage or civil partnership. Our schools are committed to fostering an inclusive environment and ensuring that safeguarding practices take account of pupils' diverse needs and vulnerabilities.

Public Sector Equality Duty (PSED)

In carrying out its functions, our schools must have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity and

- Foster good relations between people who share a protected characteristic and those who do not.

Our schools recognise that some groups of children may be more vulnerable to abuse, neglect, discrimination or exploitation and will ensure that appropriate support and protection are provided.

Working Together to Improve School Attendance (2024)

Our schools recognise the importance of regular attendance in safeguarding and promoting children's welfare. Attendance concerns may be an indicator of abuse, neglect or unmet needs and our schools will work proactively with children, families and partner agencies to improve attendance and reduce persistent absence.

Compliance and Review

The Governing Body and senior leaders will ensure that this policy remains compliant with current legislation, statutory guidance and local safeguarding procedures. The policy will be reviewed annually, or sooner where there are significant changes to legislation, national guidance or local safeguarding arrangements. All staff, governors and volunteers are expected to understand and follow the requirements outlined within this policy and the associated safeguarding procedures of the school.

2. Purpose

The safeguarding and child protection arrangements at Thorpe Acre Infant School and Thorpe Acre Junior School are underpinned by the duties placed on schools through the Education Act 2002, KCSIE 2026 and Working Together to Safeguard Children 2026. These arrangements are designed to safeguard and promote the welfare of children and are embedded throughout all aspects of school life.

We recognise that safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who encounters children and their families has a role to play in identifying concerns, sharing information and taking prompt action to protect children from harm.

The purpose of this policy is to ensure that effective procedures are in place to safeguard and promote the welfare of all pupils by:

- Protecting children from maltreatment.
- Preventing 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 and
- Taking action to enable all children to have the best outcomes.

This policy applies to all staff, governors, volunteers, contractors, supply staff, visitors and anyone working on behalf of the schools. It should be read alongside the schools' safeguarding-related policies and procedures and reflect national statutory guidance and the local safeguarding arrangements of the LLRSCP.

We recognise that safeguarding is most effective when schools, families and partner agencies work together. We are therefore committed to working openly, honestly and constructively with parents and carers wherever possible. However, the welfare of the child is paramount and there may be circumstances where information is shared, or referrals are made, without parental consent where this is necessary to protect a child from harm.

3. Our Approach and Aims

Our schools recognise that safeguarding and promoting the welfare of children is everyone's responsibility. We understand that all children can be vulnerable to abuse, neglect, exploitation and other safeguarding risks, both inside and outside the home, including online. We are committed to maintaining a child-centred approach, ensuring that the welfare and best interests of the child are paramount in all decisions and actions. Staff will remain professionally curious, listen to and value the voice of the child and be alert to signs and indicators of harm. Any concern, however minor it may appear, will be taken seriously, recorded appropriately and acted upon in accordance with this policy.

We recognise that safeguarding concerns rarely occur in isolation. Children may experience multiple and intersecting vulnerabilities, and staff must remain vigilant to the cumulative impact of abuse, neglect, exploitation, adversity and other safeguarding risks on a child's welfare and development. Early identification of need, effective information sharing, timely intervention and access to appropriate support are essential in safeguarding children and promoting their welfare.

All staff, governors, volunteers, contractors and visitors have a responsibility to safeguard and promote the welfare of children. They are expected to understand their safeguarding responsibilities, recognise indicators of abuse, neglect, exploitation and other safeguarding concerns, and take prompt and appropriate action when concerns arise.

Our schools ensure that all staff receive safeguarding and child protection training, including online safety, as part of their induction and through regular updates throughout the year. This enables staff to understand safeguarding risks, recognise when a child may be at risk of harm, respond appropriately to concerns or disclosures, and follow established procedures for recording and reporting safeguarding concerns.

Our schools aim to:

- Provide a safe, supportive, inclusive and child-centred environment where all children feel secure, valued, respected and able to achieve their full potential.
- Ensure that the welfare, best interests and rights of the child are at the centre of all decision-making.
- Promote a strong safeguarding culture in which safeguarding is recognised as everyone's responsibility and concerns are identified and addressed promptly.
- Ensure that children are listened to, taken seriously and supported to express their views, wishes and feelings.
- Foster relationships built on trust so that children feel confident to seek help and share concerns.
- Ensure that all staff, governors, volunteers and contractors understand and fulfil their safeguarding responsibilities in line with statutory guidance, local procedures and school expectations.
- Provide effective safeguarding training, induction and ongoing updates to enable staff to identify, respond to, record and report concerns appropriately.
- Identify children who may be vulnerable to abuse, neglect, exploitation, discrimination, serious violence, child-on-child abuse or other forms of harm and ensure that timely and effective support is provided.
- Promote early help and early intervention to address emerging needs before concerns escalate.
- Work effectively with parents, carers, safeguarding partners and other agencies to safeguard children and secure the best possible outcomes.
- Promote children's wellbeing, resilience and safety, including online safety and protection from abuse, exploitation and harm in all its forms.

- Ensure that children with additional vulnerabilities, including those with a social worker, children who are looked after (LAC) or previously looked after (PLAC), children in kinship care, children with special educational needs and disabilities (SEND), and disadvantaged children, receive appropriate support and protection.
- Maintain robust systems for information sharing, record keeping and multi-agency working to support effective safeguarding practice.

Through these aims, we seek to create and sustain a vigilant safeguarding culture in which children are protected from harm, their voices are heard, their rights are respected, and their welfare remains central to all decision-making and school practice.

4. Child Protection and Safeguarding Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We are committed to providing a safe, supportive, inclusive and child-centred environment where children feel secure, respected, valued and able to achieve their full potential. The welfare of the child is paramount and underpins all safeguarding and child protection practice within our schools.

We recognise that safeguarding and promoting the welfare of children is everyone's responsibility. All staff, governors, volunteers, contractors and other adults working within our schools have a role to play in protecting children from harm, identifying concerns at the earliest opportunity, and taking appropriate action to ensure that children receive the help, support and protection they need.

We maintain a culture of vigilance and professional curiosity. We recognise that abuse, neglect, exploitation and other safeguarding concerns can occur within families, the community, peer groups and online. Staff are expected to remain alert to signs and indicators of harm, understand that safeguarding concerns rarely occur in isolation, and consider the potential impact of multiple and interacting vulnerabilities on a child's welfare and wellbeing.

We are committed to ensuring that safeguarding concerns are identified, recorded, shared and acted upon promptly and appropriately. We recognise the importance of effective information sharing, early help and multi-agency working in improving outcomes for children and preventing concerns from escalating. Where concerns arise, we will work in partnership with children, families and relevant agencies to ensure that children receive timely and effective support, protection and advocacy.

We recognise the importance of listening to children and promoting their voice in safeguarding practice. Children will be encouraged to share their views, wishes and feelings, and will be supported to speak to trusted adults when they have worries or concerns. We are committed to ensuring that children know they will be listened to, taken seriously and supported appropriately.

The procedures contained within this policy apply to all staff, including supply staff, volunteers, governors, contractors, visitors and any other adults working on behalf of the schools. All adults working within the school community are expected to read, understand and comply with this policy, the staff code of conduct and the school's safeguarding procedures.

This policy reflects the principles and requirements set out in Keeping Children Safe in Education (KCSIE) 2026, Working Together to Safeguard Children, and the procedures of the Leicester, Leicestershire and Rutland Safeguarding Children Partnership (LLRSCP). It should be read alongside other school policies and procedures that contribute to our safeguarding framework,

including those relating to behaviour, attendance, online safety, anti-bullying, staff conduct, whistleblowing, SEND, equality, health and safety, and staff allegations and low-level concerns.

Through this commitment, we aim to create and sustain a strong safeguarding culture in which children are protected from harm, their rights are respected, their voices are heard, and their welfare remains central to all decision-making and school practice.

5. Creating a Strong Safeguarding Culture

At Thorpe Acre Infant School and Thorpe Acre Junior School, we are committed to creating and sustaining a strong safeguarding culture in which the welfare of children is paramount and safeguarding is recognised as everyone's responsibility. Safeguarding is embedded throughout our ethos, values, policies, curriculum and daily practice. We strive to create an environment where children feel safe, respected, valued, included and supported to achieve their full potential.

We promote a culture of vigilance, openness, trust and professional accountability in which children are listened to and their views, wishes and feelings are valued and taken seriously. Staff are expected to maintain an attitude of *"it could happen here"*, remain professionally curious and act promptly whenever concerns about a child's welfare arise. All staff are encouraged to seek advice, challenge unsafe practices, share information appropriately and report concerns without delay in accordance with the school's safeguarding procedures.

We recognise that safeguarding concerns can affect any child, regardless of age, gender, ethnicity, culture, disability, family circumstances, identity or background. Abuse, neglect, exploitation and other safeguarding risks can occur both inside and outside the home, within the local community, in educational settings and online. Staff understand that children may be exposed to harm from a range of sources, and that safeguarding concerns often require a coordinated and child-centred response.

We recognise that safeguarding concerns rarely occur in isolation and that children may experience multiple and overlapping vulnerabilities. Factors such as family circumstances, mental health needs, SEND, attendance concerns, exploitation, domestic abuse, online harms or experiences within the community may interact and increase a child's vulnerability. Staff are therefore expected to remain vigilant, maintain professional curiosity and consider the wider context of a child's lived experiences when assessing concerns and determining appropriate support.

All staff are uniquely placed through their day-to-day contact with children to identify emerging concerns, changes in behaviour, presentation, attendance, wellbeing or welfare that may indicate a child is vulnerable, in need of early help or at risk of harm. Early identification, effective information sharing and timely intervention are essential to safeguarding children and promoting their welfare. All concerns, however minor they may appear, will be taken seriously, recorded appropriately and passed to the DSL or DDSL without delay.

All staff, governors, volunteers, contractors and regular visitors receive safeguarding training appropriate to their role and understand how to recognise signs that a child may be vulnerable, in need of early help or at risk of significant harm. Staff are expected to always act in the best interests of the child and understand their responsibility to safeguard and promote children's welfare.

We expect all adults working within the school community to model safe and professional behaviour, maintain appropriate professional boundaries and uphold the highest standards of conduct both within and outside the workplace. Through effective safeguarding training, strong

leadership, clear policies and a child-centred approach, we seek to ensure that every child feels confident that they will be listened to, taken seriously and supported when they need help. By fostering this culture, we aim to ensure that safeguarding remains at the forefront of all school activities and decision-making, enabling children to learn, develop and thrive in a safe, inclusive and protective environment.

6. Maintaining a Child-Centred and Coordinated Safeguarding Approach

Thorpe Acre Infant School and Thorpe Acre Junior School place the child at the centre of all safeguarding practice. We recognise that every child is unique and that effective safeguarding requires an understanding of each child's individual needs, circumstances, strengths and lived experiences. Decisions about safeguarding and child protection are made in the best interests of the child and are informed by their views, wishes and feelings wherever possible.

We recognise that children may experience harm, abuse, neglect, exploitation or other safeguarding concerns in different ways and that barriers to disclosure may exist. Staff will take time to understand each child's circumstances, communicate appropriately with them and ensure that their voice is considered when assessing risk, providing support and making safeguarding decisions.

Safeguarding concerns are considered within the wider context of a child's life. Staff will take account of factors such as family circumstances, peer relationships, attendance, behaviour, emotional wellbeing, physical and mental health, SEND, online experiences and community influences when assessing need and determining appropriate support. This helps ensure that safeguarding responses are proportionate, informed and tailored to individual circumstances.

We are committed to identifying needs at the earliest opportunity and providing support before concerns escalate. Where children and families would benefit from additional help, the school will work collaboratively with parents, carers and partner agencies to secure appropriate Early Help services and interventions. We recognise that early intervention can improve outcomes, reduce risk and strengthen family resilience.

Effective safeguarding depends upon timely information sharing and coordinated multi-agency working. Where concerns are identified, the school will work closely with safeguarding partners and other relevant agencies to ensure children receive the right help at the right time. This may include contributing to Early Help assessments, Child in Need plans, Child Protection plans, Team Around the Family meetings and other statutory or non-statutory safeguarding processes.

Staff should ensure that they:

- Place the child's welfare and best interests at the centre of all safeguarding decision-making.
- Listen to and take account of the child's views, wishes and feelings.
- Consider the child's lived experience and individual circumstances when assessing risk and need.
- Recognise that children may communicate distress or abuse through behaviour, attendance patterns, presentation or emotional responses.
- Identify emerging needs and respond promptly to secure appropriate support.
- Share relevant information with safeguarding professionals in accordance with safeguarding procedures and information-sharing guidance.
- Work collaboratively with colleagues, families and external agencies to achieve the best possible outcomes for children.

Particular consideration will be given to children who may face additional barriers to protection or whose circumstances may increase vulnerability, including children with SEND, children in care

and previously looked after children, children who have or have previously had a social worker, young carers, children experiencing mental health difficulties, and those affected by adversity, trauma or family instability.

The DSL and DDSLs will oversee the school's safeguarding arrangements, coordinate responses to concerns, support staff, liaise with external agencies and ensure that safeguarding actions are timely, appropriate and focused on improving outcomes for children.

Through a child-centred approach, effective information sharing and strong partnership working, we aim to ensure that every child receives the support, protection and intervention they need to remain safe, healthy and able to achieve their full potential.

7. Listening to and Supporting Children

Thorpe Acre Infant School and Thorpe Acre Junior School recognise that effective safeguarding begins with listening to children and understanding their lived experiences. We are committed to ensuring that every child feels safe, respected and confident that they will be listened to, taken seriously and supported when they need help.

We recognise that children may not always feel ready, able or confident to talk about abuse, neglect, exploitation or other safeguarding concerns. Some children may not recognise that what they are experiencing is harmful, whilst others may be reluctant to speak because of fear, shame, embarrassment, loyalty to those causing harm, concerns about the consequences of disclosure, or previous experiences of not being heard.

We also recognise that some children may face additional barriers to communicating their worries or seeking help. These barriers may relate to age, special educational needs and disabilities (SEND), communication needs, language, culture, mental health needs, family circumstances, disability, gender identity or sexual orientation. Staff should be sensitive to these factors and adapt their approach to meet the needs of individual children.

The absence of a disclosure should never be interpreted as evidence that a child is safe. Staff should remain alert to changes in behaviour, presentation, attendance, emotional wellbeing, communication or relationships that may indicate a child is experiencing harm or requires additional support. Where concerns arise, staff should take appropriate action in accordance with the school's safeguarding procedures.

The voice of the child is central to all safeguarding practice. Wherever possible, safeguarding decisions will be informed by the child's views, wishes and feelings. Staff will take time to listen carefully, communicate in an age-appropriate and inclusive manner, and build trusting relationships that help children feel safe to talk about their experiences and seek support when needed.

Children are encouraged to share concerns and access support through a range of trusted adults and support mechanisms, including:

- Class teachers and other trusted adults within school.
- The DSL and DDSLs.
- Emotional Literacy Support Assistants (ELSAs) and pastoral support staff.
- Pupil voice activities, wellbeing check-ins, surveys and worry or concern systems.
- External support services and professionals, where appropriate.

Where children experience difficulties communicating, reasonable adjustments will be made to ensure their voice can be heard and understood. This may include the use of visual aids, drawing

and talking approaches, play-based strategies, assistive communication methods, advocacy, interpreters or specialist support services, depending on the child's individual needs.

By listening to children, valuing their experiences and responding promptly to their concerns, we aim to ensure that every child receives the support, protection and intervention they need at the earliest opportunity.

8. Safeguarding and Promoting the Welfare of Children

At Thorpe Acre Infant School and Thorpe Acre Junior School, safeguarding and promoting the welfare of children underpins all aspects of school life. We are committed to creating conditions in which children can learn, develop and thrive safely, and where any barriers to their safety, wellbeing or development are identified and addressed at the earliest opportunity.

In accordance with Keeping Children Safe in Education (2026) and Working Together to Safeguard Children, safeguarding and promoting the welfare of children includes:

- Providing help and support to children and families as soon as difficulties or additional needs emerge.
- Protecting children from abuse, neglect, exploitation and maltreatment, including harm that occurs online or outside the home.
- Preventing impairment of children's mental and physical health and development.
- Ensuring that children grow up in circumstances that provide safe and effective care.
- Taking timely and effective action to enable all children to achieve the best possible outcomes.

We recognise that safeguarding extends beyond responding to concerns and includes preventative work that helps children stay safe, build resilience and understand how to seek help when needed. Through our curriculum, pastoral support systems, behaviour expectations, attendance procedures, online safety education and wider safeguarding arrangements, we seek to promote children's safety, welfare and wellbeing.

Our schools are committed to ensuring that safeguarding arrangements are effective, responsive and proportionate to need. Where concerns are identified, appropriate action will be taken to secure support, reduce risk and promote positive outcomes for children. Safeguarding considerations will inform decision-making across all areas of school life to ensure that children's welfare remains a central consideration.

Care will be taken to ensure that children who may be vulnerable or who face additional challenges receive the support and protection they require. Our schools recognise that some children may need additional help to achieve the same level of safety and wellbeing as their peers and will seek to remove barriers that may prevent them from accessing support.

Through these arrangements, we aim to ensure that every child is protected from harm, supported to thrive and enabled to achieve their full potential within a safe, nurturing and inclusive environment.

9. Protective Safeguarding Measures

Thorpe Acre Infant School and Thorpe Acre Junior School are committed to maintaining effective safeguarding arrangements that promote children's safety, welfare and wellbeing. We recognise that safeguarding requires robust systems, clear procedures and a proactive approach to identifying, managing and reducing risk across all aspects of school life.

To help protect children from harm, our schools maintain comprehensive safeguarding procedures, including safer recruitment practices, safeguarding training, secure record keeping, effective site security arrangements, risk assessment processes and clear systems for reporting

and responding to concerns. These measures are regularly reviewed to ensure that they remain effective and responsive to emerging safeguarding risks.

Children's physical, emotional and mental wellbeing is supported through a range of pastoral, welfare and health arrangements. Appropriate first aid provision is always available, and children with medical conditions are supported through healthcare plans and reasonable adjustments where required. Additional consideration will be given to children whose disability, health condition or individual circumstances may increase their vulnerability or create barriers to protection.

Our schools expect all adults working in, or on behalf of, to act safely, professionally and in accordance with relevant policies, including the staff code of conduct, safeguarding procedures and health and safety requirements. Any concerns regarding the conduct of adults working with children, including allegations that may meet the harm threshold and low-level concerns, will be managed promptly, fairly and in accordance with statutory guidance and local procedures.

Safeguarding responsibilities extend beyond the classroom and apply to all activities organised, commissioned or delivered by the school. Appropriate safeguarding arrangements, risk assessments and supervision will be in place for educational visits, residential visits, extra-curricular activities, wraparound provision, off-site learning and any activities delivered on behalf of the school.

Our schools also recognise the need to remain alert to wider safeguarding risks that may affect children and their families. Where concerns arise that could impact a child's safety or wellbeing, appropriate action will be taken to assess risk, provide support and engage relevant services where necessary.

Through these protective measures, we seek to create an environment in which children are safe, supported and able to thrive academically, socially and emotionally.

10. Children Educated Off-Site, Including Alternative Provision

Thorpe Acre Infant School and Thorpe Acre Junior School recognise that some pupils may access education away from the main school site, including Alternative Provision (AP), outreach programmes, therapeutic interventions, specialist placements and other approved off-site educational opportunities.

Where a pupil attends AP or any other off-site provision, our school retain overall responsibility for the pupil's safeguarding, welfare, attendance, educational progress and outcomes. Before any placement is agreed, leaders will ensure that the provision is suitable to meet the pupil's needs and that effective safeguarding, safer recruitment, health and safety and welfare arrangements are in place. This includes obtaining appropriate assurances that all adults working within the provision have been subject to the required vetting and safeguarding checks.

Our schools will share relevant safeguarding, SEND, medical, attendance, behaviour and pastoral information with the provider to ensure appropriate support and protection are in place from the outset. Any safeguarding concerns arising within the provision must be reported immediately to the schools' DSL or DDSL.

Our schools will maintain regular oversight of all off-site placements through:

- Ongoing monitoring of attendance, engagement, wellbeing and educational progress.
- Regular communication with pupils, parents/carers, providers and other relevant professionals.
- Safeguarding reviews and quality assurance activities.
- Periodic reviews of the suitability, effectiveness and safety of the placement.

- Ensuring that Our schools always know where the pupil is being educated during school hours.
- The DSL will retain strategic oversight of all pupils educated off-site and will ensure that safeguarding arrangements remain robust, appropriately monitored and responsive to any emerging concerns throughout the placement.

Through these arrangements, our schools seek to ensure that pupils accessing AP or other off-site education receive the same high standard of safeguarding, support and protection as pupils educated on the school site, enabling them to be safe, achieve well and experience positive outcomes.

11. Learning and Achievement

Thorpe Acre Infant School and Thorpe Acre Junior School recognise that children are most able to learn, develop and achieve when they feel safe, supported and included. Effective safeguarding plays a fundamental role in promoting attendance, engagement, wellbeing, personal development and educational achievement. We are committed to identifying and removing barriers that may prevent children from accessing education, participating fully in school life and reaching their potential.

We recognise that safeguarding concerns, family circumstances, health needs, emotional wellbeing, trauma, adversity and SEND can have a significant impact on a child's learning and development. Through effective monitoring, early identification and targeted support, we seek to ensure that children receive the help they need at the earliest opportunity so that concerns do not adversely affect their wellbeing, attendance or achievement.

Our schools maintain high expectations for all pupils and promotes an inclusive environment in which every child is encouraged and supported to succeed. Particular attention is given to pupils who may be vulnerable or disadvantaged, including those with SEND, children in care, previously looked after children, children who have or have previously had a social worker, young carers and pupils experiencing social, emotional or mental health difficulties.

Preventative safeguarding education is delivered through a broad, balanced and age-appropriate curriculum. Through PSHE, RSHE, Computing, assemblies and wider enrichment opportunities, pupils are taught the knowledge and skills they need to recognise risk, make informed decisions, build positive relationships and seek support when needed.

At an age-appropriate level, pupils are taught about:

- Healthy, respectful and positive relationships.
- Personal safety and appropriate boundaries.
- Online safety.
- Bullying, prejudice-based bullying and cyberbullying.
- Child-on-child abuse, sexual harassment and harmful behaviours.
- Mental health, emotional wellbeing and resilience.
- Exploitation, grooming and coercion.
- Extremism and radicalisation.
- Misinformation, disinformation and unsafe online influences.
- The safe and responsible use of technology, including Artificial Intelligence (AI).
- Safeguarding messages are further reinforced through assemblies, themed events, educational

- visits, outdoor learning, enrichment activities and everyday interactions across the school. These
- opportunities help pupils develop resilience, confidence, independence and the practical skills
- required to manage risk appropriately.

Children are encouraged to understand:

- How to stay safe in different situations.
- How to recognise unsafe or unhealthy behaviours.
- Who their trusted adults are.
- When and how to ask for help.
- How to keep themselves and others safe online.
- How to make safe and responsible choices.

Our schools also recognise the important role that parents and carers play in supporting children's safety and wellbeing. Information relating to safeguarding, online safety and sources of family support is shared regularly through our school websites, newsletters, meetings, workshops and parental engagement activities.

Through high expectations, inclusive practice and a curriculum that promotes safety, wellbeing and resilience, we aim to ensure that all pupils are equipped with the knowledge, skills and confidence to remain safe, engage positively in learning and achieve the best possible outcomes.

12. Providing a Safe Learning Environment

Thorpe Acre Infant School and Thorpe Acre Junior School are committed to providing a safe, secure, inclusive and well-managed learning environment that supports the safety, wellbeing and development of all pupils. We recognise that a safe environment is essential for children to engage fully in learning, build positive relationships and achieve their potential.

Our schools maintain appropriate safeguarding, health and safety, security and risk management procedures to help ensure that children are protected while attending school and participating in activities organised by, or on behalf of, the school. Safeguarding considerations are incorporated into planning, decision-making and day-to-day operations across both schools.

Effective measures are in place to promote site security and the safe management of visitors. All visitors are expected to follow the school's safeguarding procedures, including signing in, providing identification where required and adhering to any safeguarding expectations while on site. Appropriate supervision arrangements are maintained to ensure that pupils are safeguarded throughout the school day.

Our schools also recognise the importance of creating an environment where children feel a sense of belonging, inclusion and emotional safety. Through positive relationships, consistent expectations and inclusive practice, we aim to ensure that pupils feel respected, supported and able to participate fully in school life regardless of their background, needs or circumstances.

Safeguarding arrangements extend to all educational activities, including educational visits, residential experiences, sporting events, clubs, wraparound care, off-site learning and Alternative Provision (AP). Appropriate risk assessments, safeguarding checks and monitoring arrangements will be implemented to ensure that children remain safe whenever education or care is provided on behalf of the school.

Our schools regularly review its environment, procedures and safeguarding arrangements to ensure that they remain effective, proportionate and responsive to emerging risks. Where concerns are identified, appropriate action will be taken to reduce risk and strengthen protective measures.

Through these arrangements, we seek to provide a learning environment in which pupils feel safe, included and supported, enabling them to attend regularly, engage positively and flourish academically, socially and emotionally.

13. Use of School Premises by External Organisations

Thorpe Acre Infant School and Thorpe Acre Junior School may permit external organisations, community groups, sports providers, tuition providers and other third-party organisations to use school premises to deliver activities for children outside of the school day.

Where external organisations provide services or activities for children on school premises, our schools will seek appropriate assurance that suitable safeguarding arrangements are in place and that children will be safeguarded effectively throughout the activity.

This may include obtaining confirmation of:

- Safeguarding and child protection policies and procedures.
- Safer recruitment and vetting arrangements.
- DBS and suitability checks for relevant staff and volunteers.
- Safeguarding training appropriate to the role.
- Risk assessments and supervision arrangements.
- Procedures for reporting safeguarding concerns and allegations.

External providers will be expected to understand their responsibilities for safeguarding children and to comply with any safeguarding requirements communicated by the school. Providers must know how to report safeguarding concerns and how to contact the DSL or DDSL should concerns arise during activities taking place on school premises.

Our schools reserve the right to request safeguarding documentation, seek further assurances or withdraw permission to use the premises where safeguarding standards are not met or where concerns arise regarding the suitability of the provision.

Any safeguarding concern, child protection matter or allegation arising from activities delivered by an external organisation will be managed in accordance with this policy, relevant statutory guidance and local safeguarding procedures. Where appropriate, will liaise with the organisation, safeguarding partners, the LADO and other relevant agencies to ensure concerns are managed effectively.

Although activities may be delivered by an external provider, the welfare of children remains paramount. Thorpe Acre Infant School and Thorpe Acre Junior School will take reasonable steps to satisfy themselves that appropriate safeguarding arrangements are in place and will act promptly where safeguarding concerns are identified.

14. Working with Parents and Carers

Thorpe Acre Infant School and Thorpe Acre Junior School recognise the vital role that parents and carers play in keeping children safe and promoting their wellbeing. We are committed to working in partnership with families to support children's welfare, development and educational progress. We seek to build positive, open and professional relationships with parents and carers and will work collaboratively with them to identify needs, address concerns and secure the best possible outcomes for children.

Parents and carers will be provided with clear information about the school's safeguarding responsibilities, policies and procedures. This Child Protection policy is published on our schools' websites and safeguarding information is made readily available to families through a range of communication channels. We also provide information, advice and signposting to support parents in promoting their children's safety, wellbeing, attendance, mental health and online safety.

Where concerns arise, we will work openly and transparently with parents and carers wherever it is safe, appropriate and in the child's best interests to do so. We recognise, however, that there may be occasions when sharing information with parents could place a child at increased risk of harm or compromise a safeguarding enquiry. In such circumstances, the schools will act in accordance with statutory guidance, advice from safeguarding partners and local procedures, ensuring that the welfare of the child remains paramount.

We encourage parents and carers to share any concerns they may have about a child's welfare and will take all concerns seriously. Through effective communication, mutual respect and collaborative working, we aim to develop strong partnerships with families that support safeguarding, promote children's wellbeing and help ensure that every child feels safe, supported and able to thrive.

15. Multi-Agency Working and Information Sharing

Thorpe Acre Infant School and Thorpe Acre Junior School recognise that no single professional can have a full understanding of a child's circumstances or needs. In accordance with KCSIE and Working Together to Safeguard Children, effective safeguarding relies upon timely information sharing, professional challenge and effective multi-agency working.

We are committed to working collaboratively with children, parents, carers and partner agencies to safeguard and promote the welfare of children and to ensure that they receive the right help at the right time. We will work openly and constructively with families wherever this is safe and appropriate to do so. However, the welfare of the child is paramount, and information may be shared, or referrals made, without consent where this is necessary to protect a child from harm or fulfil statutory safeguarding responsibilities.

The DSL and DDSs are responsible for ensuring that safeguarding concerns are appropriately assessed, recorded, reviewed and progressed. This includes making referrals, seeking advice, sharing information and working in partnership with relevant agencies to support assessment, planning, intervention and protection.

Our schools work closely with a range of professionals and services, including:

- Children's Social Care
- Family Help and Early Help Services
- Child and Family Wellbeing Services
- Leicester, Leicestershire and Rutland Safeguarding Children Partnership (LLRSCP)
- Police
- Health professionals, including school nursing and mental health services
- Educational Psychology Services
- SEND and Inclusion Services
- The Virtual School
- Attendance and Inclusion Services
- Specialist safeguarding and exploitation services
- Alternative providers (APs)
- Relevant statutory, voluntary and community organisations.

Our schools will contribute fully to multi-agency safeguarding arrangements and cooperate with professionals undertaking assessments and interventions. This may include attending strategy discussions, Child Protection Conferences, Child in Need Meetings, Team Around the Family meetings, Core Groups and other professional forums, as well as supporting the implementation, monitoring and review of Child Protection Plans, Child in Need Plans, Early Help Plans and other support arrangements.

All staff have a responsibility to record concerns accurately, share relevant information promptly with the DSL and cooperate with safeguarding processes when required. Staff must never assume that another person has acted on their behalf and must ensure that concerns are followed up appropriately.

Where there is professional disagreement, concerns do not improve, or responses from other agencies are not considered sufficient to safeguard a child, the DSL will use the LLRSCP safeguarding escalation procedures to challenge decisions and advocate for the child's welfare.

Through effective information sharing, partnership working and appropriate professional challenge, we seek to ensure that children and families receive timely, coordinated and effective support that promotes their safety, welfare and wellbeing.

16. Early Help and Early Intervention

All staff have a responsibility to identify children who may benefit from early help and to be alert to emerging needs, vulnerabilities and safeguarding concerns. These may include concerns relating to attendance, behaviour, mental health and wellbeing, disability, family circumstances, domestic abuse, substance misuse, exploitation, neglect or other factors that may impact upon a child's welfare, development or educational progress. Staff must record and report concerns promptly in accordance with school procedures.

The DSL will consider the most appropriate response to concerns and, where appropriate, coordinate support through early help processes. This may involve working in partnership with children, parents, carers and other agencies to assess needs, develop support plans and provide targeted interventions. Our schools recognise that effective early help relies upon timely information sharing, strong multi-agency working and a child-centred approach that keeps the best interests of the child at the centre of decision-making.

By identifying concerns early and providing appropriate support, we aim to reduce risk, strengthen family resilience, promote children's wellbeing and ensure that children receive the right help at the right time.

17. Domestic Abuse

We recognise that domestic abuse is a safeguarding issue that can have a serious impact on children. Through our PSHE curriculum we teach children, at an age-appropriate level, about healthy relationships.

In accordance with the Domestic Abuse Act 2021, domestic abuse may involve a single incident or a pattern of behaviour and can include physical, sexual, emotional, psychological, controlling or coercive, threatening and economic abuse between individuals who are personally connected. Children may be direct victims of domestic abuse or may experience harm through seeing, hearing or living with its effects.

We acknowledge that children who are exposed to domestic abuse can suffer significant short-term and long-term impacts on their physical safety, emotional wellbeing, mental health, behaviour, relationships, development and educational attainment. As recognised by statutory

safeguarding guidance, including Keeping Children Safe in Education (KCSIE), exposure to domestic abuse can itself constitute emotional abuse.

All concerns relating to domestic abuse will be taken seriously and responded to promptly. Staff should remain vigilant to indicators of domestic abuse, record concerns in accordance with school procedures and report them immediately to the DSL, who will assess the need for early help, support and referral to Children's Social Care and other relevant agencies where appropriate.

18. Operation Encompass

Our schools are part of Operation Encompass, a safeguarding partnership between police and education services which supports children who have experienced domestic abuse. Through Operation Encompass, the police will notify the school, usually before the start of the next school day, when they have attended a domestic abuse incident involving a child. This enables the DSL team to provide timely, appropriate and sensitive support to the child, e.g. pastoral support, early help and wider safeguarding interventions.

Information is handled confidentially and in accordance with safeguarding and data protection requirements. We recognise that children who see, hear or experience the effects of domestic abuse are victims and may require additional support to ensure their safety, wellbeing and educational progress.

19. Mental Health and Well-Being

Thorpe Acre Infant School and Thorpe Acre Junior School recognise that positive mental health and emotional wellbeing are essential to children's overall welfare, development and ability to learn. We are committed to promoting a caring, inclusive and supportive environment that helps pupils develop resilience, emotional literacy, self-esteem and positive relationships.

In line with Keeping Children Safe in Education (KCSIE), we recognise that mental health concerns can, in some circumstances, be an indicator that a child has experienced, or is at risk of experiencing, abuse, neglect, exploitation, trauma or other adverse experiences. Staff understand the importance of considering mental health within the wider safeguarding context and responding appropriately when concerns arise.

Whilst school staff are not expected to diagnose mental health conditions, they are well placed to identify children who may require additional support. Staff should be alert to indicators that may suggest a pupil is struggling with their emotional wellbeing, including:

- Self-harm or self-injurious behaviours.
- Anxiety, low mood or symptoms of depression.
- Eating difficulties or eating disorders.
- Trauma-related responses or emotional dysregulation.
- Persistent emotional distress or withdrawal.
- Suicidal thoughts or expressions of hopelessness.
- Significant or unexplained changes in behaviour, presentation, engagement or relationships.

Any concerns relating to a pupil's mental health or emotional wellbeing will be recorded appropriately and shared with the DSL or DDSL without delay. The safeguarding team will consider the appropriate response, including pastoral support, Early Help, family support, referrals to specialist services or safeguarding intervention where required.

Our schools adopt a graduated and collaborative approach to supporting children's wellbeing. Support may include:

- ELSA interventions.
- Pastoral and wellbeing support.
- Individual wellbeing or support plans.

- Emotional regulation, nurture and resilience programmes.
- Early Help assessments and coordinated support.
- Signposting to community and specialist services.
- Liaison with health professionals and external agencies.

Where appropriate, our schools will work closely with parents/carers and relevant professionals, including educational psychologists, school nursing services and other specialist practitioners, to help ensure that pupils receive the right support at the right time.

Safeguarding concerns linked to mental health and wellbeing will be recorded on CPOMS, monitored by the DSL/DDSL team and reviewed regularly to ensure that support remains appropriate, effective and responsive to the child's needs.

Through a whole-school approach to mental health and wellbeing, we aim to create an environment in which pupils feel supported, can seek help when needed, and are given the opportunity to flourish both academically and personally.

20. Attendance and Children Missing Education

We recognise the strong links between attendance, safeguarding, wellbeing and educational outcomes. In accordance with KCSIE and statutory attendance guidance, attendance is monitored carefully and all absences are followed up promptly.

We recognise that children who are persistently absent, severely absent, missing from education or experiencing barriers to attendance may be at increased risk of abuse, neglect, exploitation, child criminal exploitation, child sexual exploitation, domestic abuse, mental health concerns or other safeguarding harms. Attendance concerns will therefore be considered within the wider context of safeguarding and children's welfare.

Staff are expected to remain vigilant to patterns of absence, share concerns promptly with the DSL and contribute to safeguarding assessments where attendance raises concerns.

Where a child is absent without explanation, our schools will make timely contact with parents or carers, including telephone calls and other reasonable enquiries, to establish the child's whereabouts and welfare.

Attendance is reviewed regularly, including through weekly monitoring meetings between the Headteacher and Office Managers, to identify children who may require additional support or intervention. Where concerns persist, the schools will work proactively with families and partner agencies and may make referrals to the Education Welfare Officer (EWO), Children's Social Care or the Local Authority Children Missing Education (CME) team, as appropriate.

Where a child cannot be located, their absence gives rise to safeguarding concerns, or they are identified as missing education, our schools will follow local authority procedures without delay. If a child subject to a Child Protection Plan is absent and contact cannot be established with the child, parent or carer, Children's Social Care will be informed immediately.

21. Harm Outside the Home (Extra-Familial Harm)

Thorpe Acre Infant School and Thorpe Acre Junior School recognise that safeguarding risks do not only arise within the family home. Children may be exposed to abuse, exploitation and harmful behaviours within their peer groups, local communities, educational settings and online environments. We therefore adopt a contextual safeguarding approach, recognising that a child's experiences beyond their family can significantly affect their safety, wellbeing and development.

Staff understand that extra-familial harm can be complex and may involve both adults and other children. Abuse and exploitation can occur in a range of contexts where children spend their time and may not always be recognised immediately by parents, carers or professionals. As a result, staff should consider the wider circumstances surrounding a child when assessing concerns and identifying potential risks.

Extra-familial harm may include, but is not limited to:

- Child Criminal Exploitation (CCE).
- Child Sexual Exploitation (CSE).
- County lines activity.
- Serious violence and gang affiliation.
- Knife crime.
- Harmful Sexual Behaviour (HSB).
- Child-on-child abuse, including sexual violence and sexual harassment.
- Financial exploitation.
- Online abuse and online exploitation.
- Radicalisation and extremism.
- Other forms of abuse occurring within peer groups or community settings.

Staff should remain alert to indicators that a child may be experiencing harm outside the home. These may include changes in behaviour, friendships, presentation, emotional wellbeing, attendance patterns, unexplained possessions, increased secrecy, concerns relating to online activity or other indicators of vulnerability. Where concerns arise, they must be recorded and reported promptly to the DSL or DDSL in accordance with school procedures. Staff must not investigate concerns themselves but should respond calmly, listen carefully and provide reassurance to the child where appropriate.

Our schools recognise that children may be exposed to multiple forms of harm simultaneously and that risks can change rapidly. Safeguarding responses will therefore be based on an assessment of the child's individual circumstances, presenting risks and protective factors, with appropriate action taken to reduce harm and promote safety.

22. Safeguarding Beyond the School Gates

Our schools remain mindful of safeguarding risks that may arise within the local community and beyond Our school sites. We recognise that incidents occurring outside school can have a significant impact on a child's safety, wellbeing and ability to engage in learning.

Children are supported through age-appropriate safeguarding education which helps them understand personal safety, recognise trusted adults, assess risk appropriately and know how to seek help when worried or unsafe. These messages are reinforced through the curriculum, assemblies, pastoral support and wider safeguarding activities.

23. Child Abduction and Community Safety

Our schools recognise that child abduction and community safety incidents, although rare, present significant safeguarding concerns. Robust collection procedures, visitor management systems and safeguarding protocols are in place to help ensure pupils remain safe while attending school and participating in school activities.

Any concerns relating to:

Unauthorised collection arrangements, unknown adults approaching children, suspicious activity near the school sites, community safety incidents and potential child abduction risks will be treated seriously and managed in accordance with safeguarding procedures. Where necessary, our schools will work closely with the police, Children's Social Care and other relevant agencies to safeguard children and manage identified risks appropriately.

Through a contextual safeguarding approach, we seek to understand and respond effectively to the risks that children may face beyond their home and school environments, helping to ensure that pupils remain safe, supported and protected from harm in all aspects of their lives.

24. Behaviour, Relationships and Anti-Bullying

Thorpe Acre Infant School and Thorpe Acre Junior School are committed to creating a safe, respectful and inclusive environment where all children feel valued, supported and protected from harm. We recognise that positive behaviour, healthy relationships and effective safeguarding are closely linked and contribute to children's wellbeing, safety and educational achievement.

Our schools promote positive behaviour, inclusion, respect and belonging through a restorative, supportive and educational approach. We expect all members of the school community to treat others with dignity and respect and to contribute to a culture where diversity is valued and differences are celebrated.

Bullying, discriminatory behaviour, harassment, harmful online conduct and peer-on-peer abuse are not tolerated. All incidents, including cyberbullying and prejudice-based bullying, will be taken seriously and responded to promptly in accordance with the schools' Behaviour policy, Anti-Bullying policy and safeguarding procedures. We recognise that such behaviours may indicate underlying safeguarding concerns and will ensure that appropriate consideration is given to the needs, safety and wellbeing of all children involved.

All staff are responsible for promoting positive relationships, modelling respectful behaviour and challenging inappropriate conduct. Staff must remain vigilant to signs of bullying, peer-on-peer abuse or other harmful behaviours, listen to children sensitively, record concerns appropriately and report safeguarding concerns to the DSL in line with school procedures. Staff should not dismiss or minimise concerns and should seek support from safeguarding or senior leaders where necessary.

25. Child-on-Child Abuse, Sexual Violence and Sexual Harassment

Thorpe Acre Infant School and Thorpe Acre Junior School recognise that children can abuse other children, and that child-on-child abuse is a safeguarding issue that must never be tolerated, dismissed or passed off as banter, horseplay, part of growing up or an inevitable part of school life. In accordance with Keeping Children Safe in Education (KCSIE), we maintain a zero-tolerance approach to all forms of child-on-child abuse and will respond promptly and effectively to all concerns.

Child-on-child abuse can take many forms, including:

- Physical abuse and violence between children.
- Bullying, including prejudice-based bullying and cyberbullying.
- Sexual violence and sexual harassment.
- Harmful sexual behaviour.
- Online abuse and exploitation.
- Coercive, controlling or abusive behaviour between peers.
- Abuse within intimate personal relationships between children.
- The sharing of nude or semi-nude images and videos.
- Initiation or hazing-type behaviours.

All staff must recognise that all children can abuse their peers and that abuse can occur both inside and outside school, online and offline. Staff must remain vigilant to signs and indicators of child-on-child abuse and act immediately if concerns arise. Concerns must never be ignored, minimised or viewed as a behavioural issue alone.

Any member of staff who witnesses an incident, receives a disclosure or has concerns about child-on-child abuse must:

- Listen carefully and take the child seriously.
- Reassure the child that they have done the right thing by sharing their concern.
- Avoid promising confidentiality.
- Record the concern accurately, using the child's own words wherever possible.
- Report the concern immediately to the DSL or DDSL and record it on CPOMS.
- Not investigate the matter themselves or question children in a way that could compromise subsequent enquiries.

Where reports of sexual violence, sexual harassment or harmful sexual behaviour are received, our schools will respond in accordance with Part Five of Keeping Children Safe in Education and the school's Child-on-Child Abuse Policy. Victims will be taken seriously, listened to and supported, and will never be made to feel responsible for the abuse they have experienced. Their wishes, feelings and safety will always be central to decision-making.

The DSL team will assess the nature of the concern, consider the ongoing safety and welfare of all children involved and determine the appropriate response.

This may include:

- Implementing risk assessments and safety plans.
- Providing pastoral, emotional and safeguarding support.
- Working with parents and carers where appropriate.
- Seeking advice from Children's Social Care, the Police or other specialist agencies.
- Making referrals to Children's Social Care and/or the Police where required.
- Providing support and intervention for children displaying harmful behaviours as well as those who have experienced harm.

Our schools are committed to creating a culture of respect, safety and inclusion where inappropriate behaviour is challenged, healthy relationships are promoted and children understand how to seek help.

Through our PSHE, RSHE, Computing and safeguarding curriculum, children are taught, in an age-appropriate way, about healthy and respectful relationships, consent, personal boundaries, online safety and the law relating to harmful behaviour. We help children understand that laws relating to sexual violence, sexual harassment, image sharing and other abusive behaviours are designed to protect them and promote their safety and wellbeing.

Support is available through the DSL and DDSLs, pastoral and wellbeing provision, ELSA support, Early Help services, Children's Social Care, health and mental health services, specialist safeguarding agencies and other external support services as appropriate.

26. Equality, Diversity and Inclusion

Thorpe Acre Infant School and Thorpe Acre Junior School are committed to promoting equality, diversity and inclusion and fulfilling their duties under the Equality Act 2010. We recognise that safeguarding practice must be equitable, inclusive and responsive to the individual needs, circumstances and lived experiences of children.

We recognise that some children may face additional barriers to learning, participation, communication, protection or access to support. These barriers may arise from SEND, health

needs, communication difficulties, family circumstances, social disadvantage, experiences of trauma, care experience, race, ethnicity, faith, language, culture or other individual characteristics and vulnerabilities.

Safeguarding arrangements and decision-making will be implemented fairly, consistently and without discrimination. Our schools are committed to ensuring that all children are treated with dignity, respect and compassion and that their individual needs are understood and appropriately considered when assessing risk, planning support and responding to safeguarding concerns.

We strive to create a safe, welcoming and inclusive environment in which diversity is valued and where discrimination, prejudice, harassment, victimisation and bullying are challenged and addressed. Staff are expected to model inclusive values, promote respect for others and actively challenge discriminatory language, attitudes and behaviours.

Our schools recognise that children with protected characteristics and children from vulnerable groups may experience additional safeguarding risks and may require tailored support to ensure that they are able to access help and protection.

To promote inclusive safeguarding practice, our schools will:

- Ensure that safeguarding information, systems and reporting mechanisms are accessible to all children.
- Make reasonable adjustments to support communication and participation.
- Use visual resources, communication aids, interpreters, translated materials or specialist support where required.
- Consider a child's age, developmental stage, communication needs, cultural background and lived experiences when assessing concerns and determining appropriate action.
- Work collaboratively with parents, carers and professionals to identify and meet individual needs.
- Provide targeted pastoral, emotional wellbeing and safeguarding support where required.
- Monitor attendance, behaviour, wellbeing, participation and achievement to identify and respond to emerging concerns at the earliest opportunity.

All staff are expected to promote equality of opportunity and contribute to a safeguarding culture in which every child feels safe, included, valued, respected and able to achieve their full potential.

27. Understanding and Responding to Children's Needs

Thorpe Acre Infant School and Thorpe Acre Junior School recognise that children may communicate distress, vulnerability or unmet needs in a variety of ways. Concerns are not always communicated through a direct disclosure and may instead be reflected through a child's behaviour, emotional wellbeing, relationships, attendance, presentation or engagement in learning.

Staff understand that children who are experiencing abuse, neglect, exploitation, trauma or other adversities may respond differently depending on their age, developmental stage, personality, communication needs and individual circumstances. Indicators of concern may be subtle, cumulative or change over time, and should always be considered within the wider context of the child's circumstances.

When assessing a child's needs, staff should be alert to indicators that may suggest a child requires additional support or protection, including:

- Changes in behaviour, mood or emotional wellbeing.
- Increased anxiety, withdrawal or low self-esteem.
- Difficulties with emotional regulation.
- Unexplained changes in attendance or punctuality.
- Reduced engagement in learning or educational progress.

- Changes in friendships, peer relationships or social interaction.
- Deterioration in personal presentation, hygiene or self-care.
- Behaviour that is unusually compliant, fearful or risk-taking.
- Physical indicators of possible harm or unmet need.

Staff should exercise professional judgement when considering these indicators and recognise that there may be a range of explanations. However, concerns should never be dismissed without appropriate consideration of a child's safety, welfare and wellbeing. Where there is uncertainty, advice should be sought from the DSL or DDSL.

Some children may face additional barriers to communicating their needs or accessing support. This may include pupils with SEND, speech and language difficulties, disabilities, social communication differences, English as an additional language, or other factors that affect communication and understanding. Reasonable adjustments will be made to ensure that all children are able to express their views, wishes and feelings and access support when required.

Understanding children's needs is an ongoing process that requires effective observation, communication, information sharing and collaboration between staff. By maintaining a holistic understanding of each child, our schools aim to identify needs at the earliest opportunity and ensure that appropriate support, intervention or safeguarding action is put in place.

Where concerns about a child's welfare are identified, staff must follow the school's safeguarding procedures without delay. Concerns must be recorded accurately and reported to the DSL or DDSL as soon as possible. Staff should never assume that a concern has already been reported or that another person will act. The safety and welfare of the child will always be the overriding consideration.

28. Supporting Vulnerable Children, LGBTQ+ Children, Children with SEND and Children with Medical Needs

Thorpe Acre Infant School and Thorpe Acre Junior School recognise that some children may be more vulnerable to abuse, neglect, exploitation or other safeguarding concerns and may require additional support to achieve the same level of safety, wellbeing and educational success as their peers. We are committed to providing an inclusive environment in which all children are valued, respected and supported according to their individual needs.

We recognise that children who are LGBTQ+, or who may be perceived as LGBTQ+, can be at increased risk of bullying, prejudice, discrimination and emotional harm. promotes a culture of respect and inclusion and does not tolerate homophobic, biphobic or transphobic language, behaviour or bullying. Where concerns arise, appropriate support will be provided, and incidents will be responded to in accordance with the school's behaviour, anti-bullying and safeguarding procedures. Staff will always act in the best interests of the child and consider their safety and wellbeing when providing support.

Children with SEND may face additional safeguarding challenges and barriers to protection. These can include communication difficulties, reduced social understanding, increased dependence on adults, difficulties recognising risk, social isolation and increased vulnerability to bullying, abuse or exploitation. Staff must be mindful that indicators of harm, distress or unmet need should not be automatically attributed to a child's SEND, behaviour, communication needs or diagnosis. Safeguarding concerns should always be explored appropriately and discussed with the DSL or DDSL where required.

The DSL will work closely with the SENCo, pastoral staff, parents/carers, health professionals and relevant agencies to ensure that safeguarding concerns involving children with SEND or other vulnerabilities are identified and addressed effectively.

Where appropriate, support arrangements may include:

- Individual risk assessments.
- Pastoral support plans.
- Attendance support plans.
- Safety and support plans.
- Targeted interventions and support programmes.
- Early Help or Family Help assessments.
- Additional agency involvement and specialist support.

Our schools also recognise that some children may require enhanced support because of their circumstances. This may include:

- Children with SEND.
- Children with medical conditions.
- Children in Need or subject to Child Protection Plans.
- Children who have, or have previously had, a social worker.
- Children in care and previously looked after children.
- Children living in kinship care arrangements.
- Young carers.
- Children affected by domestic abuse.
- Children experiencing family adversity, trauma, parental mental ill health, substance misuse or poverty.
- Children who are persistently absent, missing education or at risk of suspension or exclusion.

These children may require enhanced monitoring, additional pastoral support and coordinated planning to help ensure their safety, wellbeing and educational inclusion.

Our schools are committed to supporting pupils with medical conditions so that they can participate fully and safely in school life. Appropriate medical arrangements will be implemented in accordance with statutory guidance and the school's Supporting Pupils with Medical Conditions Policy. This may include Individual Healthcare Plans (IHCPs), medication procedures, risk assessments and specialist training for staff where necessary.

Staff should recognise that concerns relating to a child's medical care, attendance at appointments, access to medication, health needs or parental engagement with treatment may, in some circumstances, indicate wider welfare or safeguarding concerns. Such concerns will be considered alongside all other available information and referred through safeguarding procedures where appropriate.

Where intimate care is required, arrangements will be planned carefully to protect the child's dignity, privacy, welfare and safety. Intimate care will be provided in accordance with the school's Intimate Care Policy and any agreed individual care plans.

Through inclusive practice, effective partnership working and robust safeguarding arrangements, Thorpe Acre Infant School and Thorpe Acre Junior School aim to ensure that all vulnerable children receive the support, protection and advocacy necessary to keep them safe, remove barriers to success and enable them to thrive.

29. Identifying Concerns

All staff who work regularly with children are familiar with the DfE guidance "What to do if you're Worried a Child is Being Abused" and understand their duty to identify concerns, record information accurately and report concerns promptly to the DSL or DDSL.

30. Responding to Safeguarding Concerns

Thorpe Acre Infant School and Thorpe Acre Junior School are committed to ensuring that safeguarding concerns are identified early, reported without delay and responded to effectively. Safeguarding and promoting the welfare of children is everyone's responsibility and all staff must always act in the best interests of the child.

All staff, governors, volunteers, agency staff, contractors, trainee teachers and visitors have a duty to report any concern about a child's welfare, safety or wellbeing immediately. Concerns may arise from observations, disclosures made by a child, information received from another person or professional, patterns of behaviour, attendance concerns, online activity, or any other information which may indicate that a child is vulnerable, at risk of harm, or in need of support.

All adults working within our schools must maintain an attitude of "it could happen here", remain professionally curious and be alert to indicators of abuse, neglect, exploitation or safeguarding risk. Concerns must never be ignored, minimised, delayed or left for another person to address. Staff should never assume that somebody else has acted.

Reporting and Recording Concerns

Thorpe Acre Infant School and Thorpe Acre Junior School require all safeguarding concerns to be acted upon promptly. Any member of staff who has a concern about a child's welfare, safety or wellbeing must report it to the Designated Safeguarding Lead (DSL) or a Deputy Designated Safeguarding Lead (DDSL) as soon as possible and always on the same day that the concern arises. Staff must never assume that another person has reported a concern or that no further action is required.

Our schools use CPOMS (Child Protection Online Management System) as its secure electronic safeguarding recording and case management system. All safeguarding concerns, disclosures, welfare observations, behavioural incidents, discussions, actions, decisions and outcomes relating to a child's welfare must be recorded promptly and accurately on CPOMS.

Records must be factual, objective, contemporaneous and clearly distinguish between fact, observation and professional opinion. Staff should avoid speculation or assumptions and, wherever possible, record the child's own words.

Records should include:

- The date, time and location of the concern, incident or disclosure.
- A clear description of what was seen, heard, reported or observed.
- The child's own words where appropriate.
- The views and wishes of the child where relevant.
- Any actions already taken.
- The name and role of the member of staff making the record.
- Any decisions made and the rationale for those decisions.

Our schools recognise that safeguarding concerns may emerge over time. Staff must therefore record and report all concerns, regardless of whether the threshold for referral to Children's Social Care appears to have been met at that time, as seemingly minor concerns may form part of a wider safeguarding picture.

The DSL and DDSLs use CPOMS to:

- Maintain secure and accurate safeguarding records.
- Monitor concerns, actions and outcomes.
- Identify recurring patterns, emerging risks and cumulative concerns.
- Maintain safeguarding chronologies.
- Record decision-making and professional rationale.

- Track interventions, support plans and safeguarding actions.
- Support effective oversight of vulnerable pupils.

Safeguarding information will be treated as confidential and shared only on a need-to-know basis with those who require the information to safeguard and promote the welfare of a child. However, concerns about a child's safety and welfare will not be kept secret, and information may be shared without consent where this is necessary to protect a child from harm or where there is another lawful basis for sharing information. All safeguarding records are stored securely and managed in accordance with data protection legislation, information-sharing guidance and local safeguarding procedures.

The DSL is responsible for ensuring that safeguarding records are maintained effectively, remain up to date and provide a clear chronology of concerns, actions and outcomes. The DSL team will review safeguarding records regularly to ensure that concerns are responded to appropriately, actions are completed in a timely manner and safeguarding arrangements remain effective.

When a pupil transfers to another school or educational setting, the DSL will ensure that the child protection file and any relevant safeguarding information are transferred securely, separately from the main pupil record, as soon as possible and in accordance with statutory guidance. For in-year transfers, safeguarding records will normally be transferred within five school days. For pupils with Child Protection Plans, Child in Need Plans, Early Help involvement, a social worker, looked after or previously looked after status, or other significant safeguarding concerns, the DSL will liaise directly with the receiving setting as appropriate. Confirmation of receipt of safeguarding records will be obtained and retained.

Safeguarding records will be retained and disposed of in accordance with statutory requirements, data protection legislation and the school's records retention schedule.

Through robust recording, timely reporting and effective oversight of safeguarding information, our schools seek to ensure that concerns are identified, monitored and addressed appropriately, enabling children to receive the right help at the right time.

31. Immediate Risk of Harm

Where a concern indicates that a child may be suffering, or is likely to suffer, significant harm, or where an urgent safeguarding response is required, staff must speak directly to the DSL or a DDSL without delay and must not rely solely on a CPOMS entry being seen. All concerns should be followed up verbally to ensure appropriate action is taken. Immediate action must be taken in accordance with the school's child protection procedures and local safeguarding arrangements.

Any member of staff may make a referral to Children's Social Care if they believe that a child is suffering, or is likely to suffer, significant harm. Where possible, staff should discuss any concerns with the DSL before making a referral. However, this should not delay appropriate action where a child may be at risk. If a referral is made directly, the member of staff must inform the DSL as soon as possible.

If a child is in immediate danger or at immediate risk of serious harm, staff must take immediate action to secure the child's safety. This may include contacting Children's Social Care, the Police and/or emergency services directly. Staff should not delay acting because a DSL or DDSL is unavailable. The DSL must be informed of the action taken as soon as practicable thereafter.

32. Designated Safeguarding Lead (DSL)

The Executive Headteacher is the DSL for Thorpe Acre Infant School and Thorpe Acre Junior School. The DSL is supported by appropriately trained Deputy DSLs, whose safeguarding responsibilities are reflected within their job descriptions.

The DSL has lead responsibility for safeguarding and child protection, including online safety, across both schools. Whilst specific safeguarding activities may be delegated to trained deputies, ultimate responsibility and accountability for safeguarding and child protection remains with the DSL. The DSL and DDSLs will always be available to provide advice, guidance and support to staff regarding safeguarding concerns and child protection matters during term time, including after-school activities, events and competitions.

33. Role of the DSL

The DSL provides strategic leadership, oversight and coordination of safeguarding arrangements and will:

- Promote a strong safeguarding culture in which safeguarding and promoting the welfare of children is understood to be everyone's responsibility.
- Act as the principal source of safeguarding expertise, advice and support for staff, governors and volunteers.
- Ensure that all safeguarding concerns are identified, recorded, assessed, reviewed and responded to appropriately, proportionately and without delay.
- Maintain oversight of safeguarding practice across both schools and ensure compliance with statutory safeguarding duties and local multi-agency safeguarding arrangements.
- Ensure children receive the right help at the right time through effective early help, family support, child in need and child protection processes.
- Make referrals to Children's Social Care, the police, the Channel programme and other agencies as required, and challenge decisions where this is necessary to safeguard children.
- Coordinate and contribute to multi-agency safeguarding activity, including strategy discussions, child protection conferences, core groups and other professional meetings.
- Work collaboratively with Children's Social Care, health services, Family Help services, safeguarding partners, education providers and other relevant agencies to promote children's welfare and safety.
- Ensure that safeguarding records are accurate, secure, confidential, compliant with data protection legislation, and transferred appropriately when pupils move settings.
- Maintain oversight of children who may be particularly vulnerable, including those with a social worker, children in care, previously looked-after children, children with SEND and those experiencing safeguarding risks outside the home.
- Monitor safeguarding data, trends, patterns and emerging risks to inform decision-making and school improvement.
- Ensure that staff receive appropriate safeguarding induction, training, updates and support in accordance with statutory requirements.
- Support staff to understand their safeguarding responsibilities and provide professional advice regarding child welfare, child protection and information sharing.
- Ensure that the voice, wishes, feelings and lived experiences of children are heard, recorded and appropriately considered when making safeguarding decisions.
- Report regularly to the Governing Body on safeguarding practice, effectiveness, training, emerging risks and any lessons learned.
- The DSL and DDSLs will review all safeguarding concerns, assess risk, determine appropriate action and ensure that decisions, rationale and outcomes are clearly recorded and monitored. Responses may include support and intervention within school, coordination of early help, consultation with other professionals, referral to statutory services, or immediate action to safeguard a child where there is a risk of harm.

34. Safeguarding Cover During Term Time and Outside Term Time

Thorpe Acre Infant School and Thorpe Acre Junior School are committed to ensuring that safeguarding leadership and support are available whenever children may require protection, support or intervention. Effective safeguarding arrangements depend upon timely access to appropriately trained safeguarding professionals who can respond promptly to concerns, provide advice to staff and coordinate safeguarding action where required.

To maintain continuity of safeguarding leadership, our schools operate a DSL and DDSL duty rota. This identifies the member of the safeguarding team who is responsible for providing safeguarding oversight at any given time, including during the school day, educational visits, residential visits, extra-curricular activities, wraparound provision and other activities delivered on behalf of the school.

Appropriate safeguarding cover will also be maintained during school closure periods, holiday periods and staff absences. Arrangements will be established to ensure that safeguarding concerns can be responded to without delay and that there are no gaps in safeguarding provision. Relevant staff will be informed of the safeguarding contact arrangements that apply during these periods.

The member of staff undertaking the safeguarding duty role will have appropriate access to safeguarding records, information and support systems to enable them to respond effectively to concerns. All safeguarding information will continue to be managed in accordance with confidentiality, information sharing and data protection requirements.

Prior to extended school closure periods, the DSL team will review pupils who may require additional safeguarding consideration. This may include children who:

- Are subject to a Child Protection Plan.
- Are subject to a Child in Need Plan.
- Have ongoing Children's Social Care involvement.
- Have a social worker.
- Are experiencing significant safeguarding concerns or vulnerabilities.
- Require ongoing multi-agency support.

Where necessary, safeguarding discussions will take place with relevant professionals and agencies before the school closes to ensure that support, contact arrangements and planned interventions remain in place and that any agreed actions are completed or appropriately handed over.

The DSL retains overall responsibility for ensuring that safeguarding arrangements remain effective throughout the year and that safeguarding concerns can be identified, reported and acted upon promptly regardless of when they arise. Through these arrangements, our schools seek to ensure that children continue to receive appropriate protection, support and safeguarding oversight always.

35. Safeguarding Communication Channels

Our schools will maintain a dedicated and secure safeguarding communication channel to enable the timely reporting, review and escalation of safeguarding concerns. A designated safeguarding email inbox will be used to receive safeguarding information, referrals and notifications from external agencies. This inbox will be regularly monitored by the safeguarding team during school operating hours and in accordance with agreed safeguarding cover arrangements. All safeguarding communications received through this channel will be reviewed promptly and acted upon without unnecessary delay to ensure that children receive the support and protection they need.

Access to the safeguarding inbox and associated records will be strictly limited to the DSL and DDSLs who have received appropriate training and understand their responsibilities regarding confidentiality, information sharing and data protection.

36. Joint Responsibilities of the DSL and Designated Teacher (DT)

The DSL and DT will work closely together to ensure that safeguarding, welfare and educational outcomes are considered holistically for all children, particularly those who are vulnerable or have additional needs. The DSL and DT will jointly identify, monitor and support children who may be vulnerable due to care experience, social care involvement, SEND, attendance concerns, behavioural needs or family circumstances. They will ensure that safeguarding, welfare and educational needs are considered collectively and not in isolation, coordinating appropriate support, interventions and multi agency working to promote children's safety, wellbeing, attendance, engagement and achievement.

Working collaboratively with social workers, carers, families, Virtual School colleagues, safeguarding partners and other relevant professionals, they will advocate on behalf of children and families to secure appropriate services and support.

The DSL and DT will also support staff to understand the impact of trauma, adversity, attachment difficulties, exploitation, abuse and other safeguarding risks on children's development, wellbeing and learning, and will monitor indicators of vulnerability including attendance, behaviour, exclusions, progress, attainment and emotional wellbeing. Through this partnership, they will maintain high aspirations for all children and ensure that their welfare, views and lived experiences remain central to planning, decision-making and intervention so that children receive coordinated support to help them remain safe, achieve well and thrive.

37. Staff Conduct and Professional Behaviour

All staff, governors, volunteers, contractors and visitors have a responsibility to maintain the highest standards of professional conduct and behaviour to safeguard and promote the welfare of children. Adults working within our schools are in a position of trust and must act in a manner that protects children from harm, minimises the risk of allegations and maintains public confidence in the school's safeguarding arrangements.

All adults working in our schools must comply with the school's Staff Code of Conduct, safeguarding procedures, acceptable use agreements and relevant statutory guidance. Staff are expected to demonstrate appropriate professional judgement, always maintain clear professional boundaries and act as positive role models. Concerns about the welfare of children must take precedence over personal, professional or organisational interests.

Staff must:

- Treat all children with dignity, respect, kindness and fairness.
- Maintain professional boundaries and avoid behaviour that could be perceived as grooming, favouritism or an abuse of trust.
- Use appropriate language, behaviour and communication always, including when using digital technology and social media.
- Ensure that all contact with pupils is transparent, appropriate and related to their professional role.
- Follow school procedures for intimate care, first aid, physical intervention, educational visits and one-to-one working.
- Maintain appropriate standards of confidentiality while recognising that safeguarding information must be shared where necessary to protect a child.
- Report any safeguarding concerns, disclosures, allegations or indicators of harm immediately in accordance with school procedures.
- Challenge and report unsafe, inappropriate or unprofessional practice.
- Disclose any matter that may affect their suitability to work with children.

Staff must not:

- Develop inappropriate personal or exclusive relationships with pupils.
- Communicate with pupils through personal social media accounts, personal messaging services or other unauthorised platforms.
- Share personal contact details with pupils.
- Engage in behaviour that could harm, intimidate, humiliate, discriminate against or exploit a child.
- Consume, possess or be under the influence of alcohol, illegal drugs or other substances while responsible for children.
- Take photographs, videos or recordings of pupils on personal devices unless specifically authorised in accordance with school procedures.

Our schools recognise the importance of creating a culture where staff feel able to raise concerns about safeguarding practice, the conduct of colleagues or the behaviour of adults working with children. Any concern relating to the conduct of a member of staff, volunteer, governor, contractor or visitor, including concerns that may meet the harm threshold or constitute a low-level concern, will be reported, recorded

and managed promptly in accordance with Part Four of *Keeping Children Safe in Education (2026)*, local procedures and the school's safeguarding policies.

Through effective training, supervision, leadership and adherence to professional standards, our schools aim to promote a safe culture where children are protected, staff are supported and professional conduct reflects the highest standards of safeguarding practice.

38. Professional Challenge and Escalation

Our schools are committed to a culture of professional challenge, transparency and accountability. If a member of staff disagrees with a safeguarding decision, believes that appropriate action has not been taken, or remains concerned about the welfare of a child, they have a professional responsibility to escalate their concerns.

Staff should follow the schools' escalation procedures and, where necessary, seek advice directly from Children's Social Care, the Local Authority Designated Officer (LADO), the LLRSP or other relevant safeguarding agencies. Staff must continue to pursue concerns where they believe a child remains at risk and should never assume that another person will act on their behalf.

39. Whistleblowing and Raising Concerns About Adults

All staff will receive information about the school's whistleblowing procedures and the processes for reporting allegations, low-level concerns and concerns regarding adults working with children.

Staff may raise concerns through the school's whistleblowing procedures and, where appropriate, may contact external agencies, including the LADO, Children's Social Care or the NSPCC Whistleblowing Advice Line. Staff who raise concerns in good faith will be supported by Our schools and will not be disadvantaged for doing so.

40. Training, Monitoring and Quality Assurance

The Governing Body will ensure that appropriate safeguarding arrangements are in place across both schools, including the appointment of a suitably trained DSL and DDSLs. A nominated Safeguarding Governor will provide strategic oversight and challenge regarding safeguarding practice and compliance.

Safeguarding responsibilities are reinforced through induction, regular safeguarding training, annual safeguarding updates, staff briefings and ongoing access to advice from the DSL team. Safeguarding practice is routinely monitored through audits, case reviews, quality assurance activities and professional discussions to ensure that procedures are understood, implemented consistently and remain effective.

The welfare of the child is paramount. Through effective safeguarding leadership, professional vigilance, information sharing, early intervention and multi-agency working, our schools aim to ensure that all children are protected from harm and receive timely and appropriate support.

41. Transfer of Safeguarding Information

Thorpe Acre Infant School and Thorpe Acre Junior School recognise the importance of effective information sharing in safeguarding and promoting the welfare of children. In accordance with KCSIE and local safeguarding procedures, child protection and safeguarding records will be transferred securely and promptly when a child moves to another school, alternative provision or educational setting.

The DSL will ensure that all relevant safeguarding information is shared with the receiving setting at the earliest opportunity to support continuity of care and protection. This includes information relating to child protection concerns, safeguarding risks, Child Protection Plans, Child in Need

Plans, Early Help Plans, children with a social worker, children who are looked after or previously looked after and any other information necessary to safeguard and support the child.

Where possible, safeguarding records will be transferred securely within five working days of the child joining the new setting or immediately where there is an ongoing safeguarding risk. The DSL will seek confirmation that records have been received and, where appropriate, will liaise directly with the receiving DSL to ensure that safeguarding information is understood and that support arrangements remain in place.

When a child who is subject to a Child Protection Plan, Child in Need Plan or other statutory safeguarding arrangements moves setting, the DSL will ensure that Children's Social Care, the child's social worker and other relevant professionals are informed without delay. Our schools will continue to work with partner agencies until responsibility for the child's safeguarding and welfare has been appropriately transferred.

All safeguarding records will be maintained, stored and transferred in accordance with data protection legislation, information-sharing principles and statutory safeguarding guidance. Through effective information sharing and partnership working, we seek to ensure that children continue to receive appropriate support, protection and safeguarding oversight when they move between educational settings.

42. Leadership and Governance

Thorpe Acre Infant School and Thorpe Acre Junior School are committed to safeguarding and promoting the welfare of all children. The Governing Body, Headteacher, senior leaders and all staff share responsibility for ensuring that safeguarding arrangements are effective, proportionate and child-centred, and that the welfare of the child remains paramount in all decisions and actions.

The Governing Body and school leaders fulfil their statutory safeguarding responsibilities by ensuring that safeguarding policies, procedures and practice comply with current legislation, statutory guidance and local safeguarding arrangements. Governors provide strategic oversight and challenge to ensure that safeguarding systems are effective, resources are sufficient, risks are managed appropriately and safeguarding remains a key priority across both schools.

Our schools maintain a strong safeguarding culture in which:

- Children are safe, respected, valued and listened to.
- Safeguarding is everyone's responsibility.
- Staff understand their safeguarding responsibilities and act without delay when concerns arise.
- Concerns are identified, recorded, shared and responded to appropriately.
- Children receive the right help at the right time.
- Vulnerable children are recognised, supported and protected.
- Effective information sharing and multi-agency working underpin safeguarding practice.
- Opportunities to teach safeguarding, including online safety, are embedded within the curriculum and wider school life.

Our schools recognise that safeguarding incidents and behaviours can occur both inside and outside of school, including online. Safeguarding practice therefore considers the wider context of children's lives, including family circumstances, peer relationships, community influences and online activity, to ensure that children receive appropriate support and protection.

Where safeguarding concerns are identified, the schools will take prompt and appropriate action, working with children, families and relevant agencies to safeguard and promote children's welfare and improve outcomes.

43. Managing Allegations and Low-Level Concerns

Thorpe Acre Infant School and Thorpe Acre Junior School recognise their duty to safeguard and promote the welfare of children by ensuring that all concerns about adults working with children are managed promptly, fairly and in accordance with statutory guidance.

Any allegation that a member of staff, volunteer, supply teacher, governor, contractor or other adult working in or on behalf of Our schools has behaved in a way that has harmed a child, may have harmed a child, committed a criminal offence against or related to a child, behaved towards a child or children in a way that indicates they may pose a risk of harm, or behaved in a way that may indicate they are unsuitable to work with children, will be managed in accordance with KCSIE 2026, Part Four and local safeguarding procedures.

Concerns that meet the harm threshold will be reported to the Local Authority Designated Officer (LADO) without delay and before any internal investigation is commenced, unless immediate action is required to safeguard a child. The school will ensure that allegations are dealt with consistently, effectively and expeditiously, while maintaining appropriate confidentiality and supporting all parties involved.

Our schools also maintain procedures for managing low-level concerns about adults working with children. Low-level concerns are behaviours that are inconsistent with the staff code of conduct but do not meet the harm threshold. Such concerns will be recorded, reviewed and addressed appropriately to promote a culture of openness, transparency and professional accountability, helping to identify concerning patterns of behaviour at an early stage and ensuring that children remain safe.

44. Safer Recruitment and Ongoing Vigilance

Thorpe Acre Infant School and Thorpe Acre Junior School are committed to safeguarding and promoting the welfare of children and expect all staff, volunteers and those working on behalf of Our schools to share this commitment. Our schools operate robust safer recruitment procedures designed to deter, identify and reject unsuitable individuals from working with children. All recruitment and selection processes are conducted in accordance with KCSIE 2026 and relevant employment legislation. This includes the completion of all required pre-employment checks before an individual begins work, including verification of identity, right to work, professional qualifications where required, references, enhanced Disclosure and Barring Service (DBS) checks, prohibition checks and any other checks applicable to the role.

Online searches will also be undertaken for shortlisted candidates as part of the school's due diligence process. Our schools maintain an accurate and up-to-date Single Central Record in accordance with statutory requirements.

Safeguarding responsibilities continue throughout an individual's employment. Our schools maintain a culture of ongoing vigilance to ensure that all adults remain suitable to work with children and that concerns are identified and addressed promptly. Staff are expected to uphold the highest standards of professional conduct, both within and outside the workplace, including in their use of social media, online platforms and electronic communications.

All staff have a responsibility to report any concerns about the conduct or suitability of adults working with children. This includes allegations that meet the harm threshold, low-level concerns, and matters that may affect an individual's suitability to work with children.

Staff are also expected to self-report any circumstances that may have a bearing on their suitability. Through effective supervision, safeguarding training, professional discussions and the consistent application of safeguarding, disciplinary and allegations management procedures, our schools seek to

promote a culture of openness, accountability and professional curiosity that places the safety and welfare of children at its centre.

45. Confidentiality and Information Sharing

Thorpe Acre Infant School and Thorpe Acre Junior School recognise that effective safeguarding requires information to be shared appropriately to protect children and promote their welfare.

Safeguarding information is confidential and will be handled sensitively and securely. Access to safeguarding records and information is restricted to those who have a legitimate professional need to know. However, where there are concerns about a child's safety, welfare or wellbeing, the protection of the child will always take precedence over confidentiality. Information will be shared with relevant professionals, agencies and services where this is necessary to safeguard a child, support decision-making or fulfil statutory safeguarding responsibilities.

Staff must never promise confidentiality to a child if information disclosed indicates that they or another person may be at risk of harm. Instead, staff should explain that they may need to share information with those who can help keep the child safe. Information sharing decisions will be made on a case-by-case basis, in accordance with data protection legislation, information-sharing guidance and safeguarding procedures, ensuring that information is shared lawfully, proportionately, accurately, timely and only with those who need it in order to safeguard and promote the welfare of children. Safeguarding concerns, discussions, decisions and the reasons for those decisions will be appropriately recorded and retained in line with the school's record-keeping procedures.

46. Escalation and Professional Challenge

Thorpe Acre Infant School and Thorpe Acre Junior School recognise that safeguarding is a shared responsibility and that effective safeguarding arrangements depend upon constructive professional challenge, respectful disagreement and timely escalation where concerns remain unresolved.

All staff have a responsibility to act in the best interests of children and must not hesitate to challenge decisions, actions or a lack of action that they believe may place a child at risk or prevent them from receiving appropriate support.

Where there are concerns about the response of another professional, service or agency, staff and safeguarding leaders will seek resolution through discussion and professional dialogue in the first instance. If concerns remain, our schools will follow the Leicester, Leicestershire and Rutland Safeguarding Children Partnership (LLRSCP) escalation procedures to ensure that differences of professional opinion do not adversely affect outcomes for children.

Our schools expect all staff to demonstrate professional curiosity, maintain a child-centred approach and escalate concerns whenever they believe that a child's welfare, safety or wellbeing is not being adequately protected.

Through effective professional challenge and escalation, our schools seek to ensure that children receive the right help, from the right service, at the right time, and that safeguarding decisions are always focused on the child's best interests.

47. Recognising Indicators of Abuse and Harm

All staff and volunteers receive safeguarding training and understand the indicators of abuse, neglect, exploitation, modern slavery and other safeguarding concerns. Early identification is essential to ensure that children receive appropriate support and protection at the earliest opportunity.

Staff are expected to be alert to any signs that a child may be at risk and must report concerns promptly to the DSL or DDSL. This includes concerns relating to CCE, CSE, online abuse, contextual safeguarding risks and any other circumstances where a child may require help or protection.

Indicators that a child may be at risk can include, but are not limited to:

- Unexplained changes in behaviour, presentation or emotional wellbeing
- Poor attendance, persistent absence or children missing education
- Mental health concerns where these may indicate or be linked to safeguarding issues
- Drug, alcohol or substance misuse
- Involvement in criminal or anti-social behaviour
- Child criminal exploitation (CCE)
- Child sexual exploitation (CSE)
- County lines activity
- Serious violence
- Harmful sexual behaviour (HSB)
- Child-on-child abuse
- Online abuse, grooming, exploitation or radicalisation
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos
- Domestic abuse (DA)
- Honour-based abuse, including forced marriage and female genital mutilation (FGM)
- Extremism and radicalisation
- Indicators of neglect, abuse or family dysfunction.

Staff understand that these behaviours and experiences do not necessarily mean that a child is being harmed. However, they may be important indicators that a child requires help, support, protection or further assessment.

48. Types of Abuse

Staff recognise that safeguarding concerns are rarely isolated incidents. Abuse, neglect and exploitation often occur alongside other vulnerabilities and risk factors. Multiple issues may overlap, making it essential that staff remain vigilant, consider the wider context of a child's life and report all concerns, however small they may appear.

Safeguarding concerns may involve one or more forms of abuse or exploitation. The main categories are:

Abuse, Neglect and Exploitation

Safeguarding concerns may involve one or more forms of abuse, neglect or exploitation. Abuse is a form of maltreatment of a child. Somebody may abuse, neglect or exploit a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or by another child or children (child-on-child abuse). Harm can include ill-treatment that is not physical, as well as the impact of seeing, hearing or experiencing the ill-treatment of others, including all forms of domestic abuse.

Physical Abuse

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

Emotional Abuse

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

Emotional abuse may feature age or developmentally inappropriate expectations being imposed on children, overprotection, limiting exploration and learning, or preventing participation in normal social interaction. It may include verbal abuse, persistent criticism, belittling, bullying (including cyberbullying), seeing or hearing the ill-treatment of another person, 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, although it may occur alone.

Sexual Abuse

Sexual abuse involves forcing, coercing or enticing a child or young person to take part in sexual activities, whether the child is aware of what is happening. The activities may involve physical contact, including assault by penetration or non-penetrative acts such as kissing, rubbing or touching outside clothing. They may also include non-contact activities, such as involving children in looking at, or producing, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse, including through the internet.

Sexual abuse can be perpetrated by adults of any gender and can also be perpetrated by other children. Sexual abuse by children is a form of child-on-child abuse and should always be treated as a safeguarding concern.

Neglect

Neglect is 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 because of maternal substance misuse.

Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter; protect a child from physical or emotional harm or danger; ensure adequate supervision; ensure access to appropriate medical care or treatment; or respond appropriately to a child's basic emotional needs.

Child Criminal Exploitation (CCE)

CCE is a form of child abuse. It occurs where an individual, group, organised network or gang takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity for the benefit of the perpetrator or others. The child may have been criminally exploited even where the activity appears consensual. Children cannot consent to their own exploitation. Victims may not recognise that they are being exploited.

CCE can take place through direct contact or with technology and often occurs alongside sexual or other forms of exploitation. It is broader than county lines activity and may include children being exploited to transport drugs or money, work on cannabis farms, commit theft, shoplifting, pickpocketing, fraud, violence or other criminal offences. Schools should recognise that exploited children are victims and may require safeguarding and protection rather than criminalisation.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. It occurs where an individual, group or organised network takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the child needs or wants, and/or for the financial advantage or increased status of the perpetrator.

The child may have been sexually exploited even if the sexual activity appears consensual. Child

Sexual Exploitation can occur in person or online and may be perpetrated by individuals known or unknown to the child. Children cannot consent to their own exploitation.

49. Continuing Professional Development (CPD) and On-Going Professional Development

At Thorpe Acre Infant School and Thorpe Acre Junior School, we recognise that creating a strong safeguarding culture requires ongoing professional development, clear expectations, effective leadership and a shared commitment to keeping children safe. Safeguarding is embedded within our ethos, values and daily practice, and all staff are expected to contribute to a culture where children's welfare is paramount, and concerns are identified and acted upon promptly.

Safeguarding training does not end with induction. All staff receive regular safeguarding and child protection training and updates throughout the academic year to ensure their knowledge remains current and reflects local and national safeguarding developments. This includes:

- Statutory safeguarding training
- Annual safeguarding updates.
- Regular safeguarding briefings during staff meetings.
- Weekly or termly safeguarding bulletins and updates.
- Specific training on emerging safeguarding issues.
- Online safety training.
- Child-on-child abuse and harmful sexual behaviour training.
- Mental health and wellbeing awareness training.
- Prevent duty and radicalisation awareness training.
- Training relating to local safeguarding priorities identified by the LLRSCP.

The DSL and DDSLs undertake advanced safeguarding training and update this knowledge regularly in accordance with statutory guidance. They share relevant learning with staff to ensure safeguarding practice remains effective across both schools.

50. Safeguarding Induction and Training

All staff, including governors, volunteers, agency staff, supply staff, trainee teachers and contractors who work regularly with children, receive appropriate safeguarding and child protection information as part of their induction before commencing work within the school. Induction arrangements include:

- The Child Protection and Safeguarding Policy.
- The Staff Code of Conduct.
- Part One (and Annex B where appropriate) of *Keeping Children Safe in Education (2026)*.
- The Behaviour Policy.
- The school's procedures for reporting safeguarding concerns, disclosures and allegations.
- The identity and role of the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs).
- The school's whistleblowing procedures.
- Online safety expectations and acceptable use arrangements.
- Information regarding safeguarding vulnerable groups, including children with SEND, looked after children and those with social care involvement.

51. Child Protection and Safeguarding Policy

Quick Reference Guide for Staff, Governors, Volunteers, Contractors and Visitors

Safeguarding is Everyone's Responsibility

Thorpe Acre Infant School

DSL is Jo Beaumont (Executive Headteacher)

DDSLs are Beth Taylor (Deputy Headteacher) and Vicki Bowman (SENCo).

Thorpe Acre Junior School

DSL is Jo Beaumont (Executive Headteacher)

DDSLs are Rebekah Spencer (Deputy Headteacher/SENCo) and Kirstie Bennett (Senior Teacher)

All staff, governors, volunteers, contractors and visitors have a responsibility to safeguard and promote the welfare of children. If you have any concern about a child, no matter how small it may seem, you must act immediately and report it to the DSL or DDSL.

Key Principles

- The welfare of the child is paramount.
- Always adopt a child-centred approach.
- Maintain an attitude of *"it could happen here"*.
- Listen to children, take their concerns seriously and act in their best interests.
- Exercise professional curiosity and consider the child's lived experience.
- Understand that safeguarding concerns rarely occur in isolation.

Recognising Concerns

Children may communicate abuse, neglect, exploitation or emotional distress through:

- Changes in behaviour or presentation.
- Poor attendance or punctuality.
- Emotional distress, anxiety or withdrawal.
- Changes in friendships or relationships.
- Declining engagement or attainment.
- Physical injuries or unmet care needs.
- Online behaviour or activity.

Be alert to abuse, neglect, exploitation, domestic abuse, child-on-child abuse, online harm, CCE, CSE, serious violence, radicalisation and other safeguarding risks.

Reporting Concerns

- Report concerns to the **DSL or DDSL immediately** and always on the same day.
- Record concerns factually and promptly on **CPOMS**.
- Use the child's own words where possible.
- Do not investigate concerns yourself.
- If a child is at immediate risk of harm, speak directly to the DSL/DDSL without delay and follow emergency procedures where necessary.

The Designated Safeguarding Team

- Provide safeguarding advice and support.
- Make referrals to Children's Social Care and other agencies.
- Coordinate safeguarding plans and interventions.
- Maintain safeguarding records.
- Monitor vulnerable children and safeguarding concerns.

Supporting Children

Our schools are committed to:

- Listening to children and promoting their voice.
- Providing timely support and intervention.
- Working with families and external agencies.
- Promoting attendance, wellbeing and positive mental health.
- Ensuring children know how and where to seek help.

Vulnerable Children

Additional support may be required for:

- Children with SEND.
- Children with medical needs.
- Children in care and previously looked after children.
- Children with a social worker.
- Children living in kinship care.
- Young carers.
- Children affected by domestic abuse, trauma, poverty or parental mental ill health.
- Children who are persistently absent or at risk of exclusion.
- Children who are LGBT or perceived to be LGBT.

Mental Health and Wellbeing

Mental health concerns can be an indicator of safeguarding issues. Staff should report concerns relating to:

- Self-harm.
- Anxiety or depression.
- Emotional distress.
- Eating disorders.
- Trauma-related behaviours.
- Suicidal ideation.
- Significant changes in behaviour or wellbeing.

Professional Conduct

All adults working in school must:

- Maintain professional boundaries.
- Follow the Staff Code of Conduct.
- Use appropriate language and behaviour.
- Report safeguarding concerns and low-level concerns.

- Challenge inappropriate or unsafe practice.
- Never communicate with pupils through personal social media accounts.

Working Together

Safeguarding is most effective when professionals work together. Our schools work closely with:

- Children's Social Care.
- Police.
- Health services.
- Early Help services.
- LLRSCP partners.
- Other relevant agencies and professionals.

Remember the 4 Rs

Recognise concerns

Respond appropriately

Record accurately on CPOMS

Report immediately to the DSL/DDSL

If in Doubt... Record it. Report it. Never keep safeguarding concerns to yourself.

It is always better to share a concern than to miss an opportunity to protect a child.

Appendix 1

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.

lrschb.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:		Class:
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: Class:
Date and Time of Incident:	Date and Time (of writing):
Name: Print: Job Title: Signature:	
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. Rationale for decision recorded. 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 because 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)

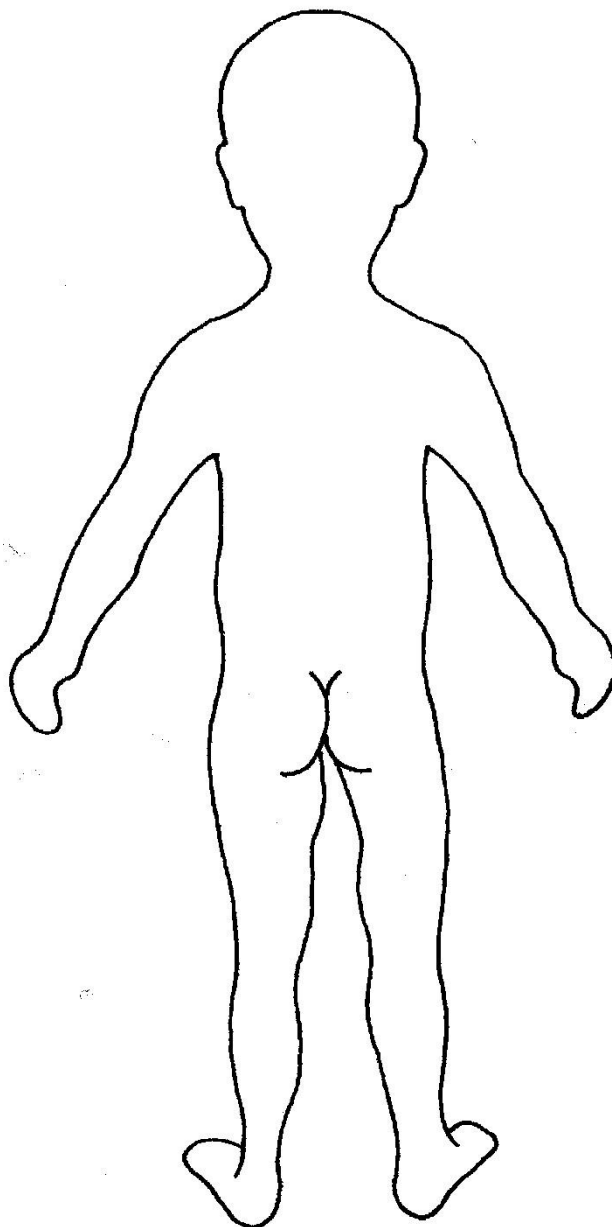
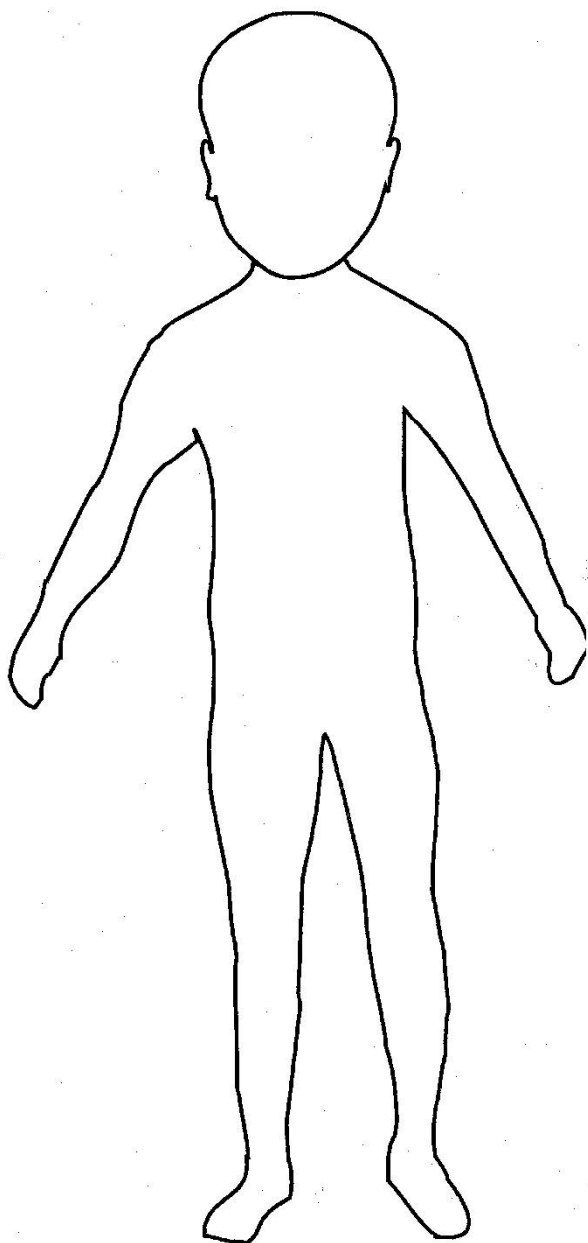
Names for Child:

Date of Birth:

Name of Worker:

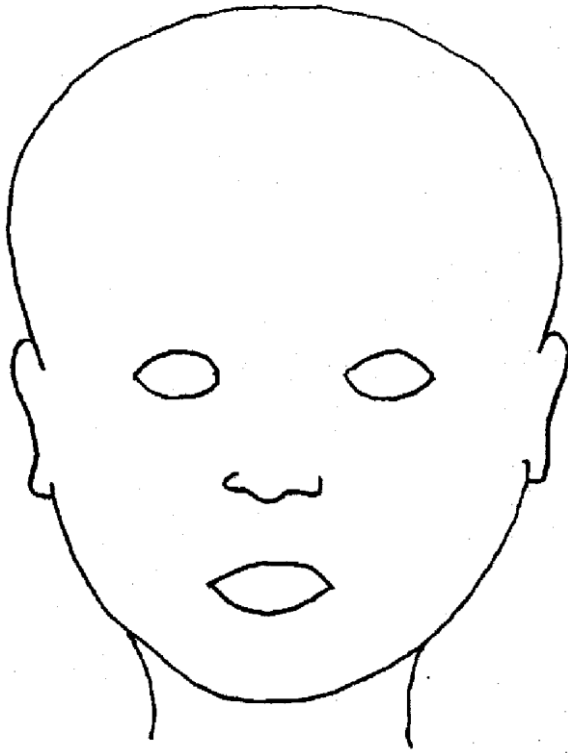
Agency:

Date and time of observation:

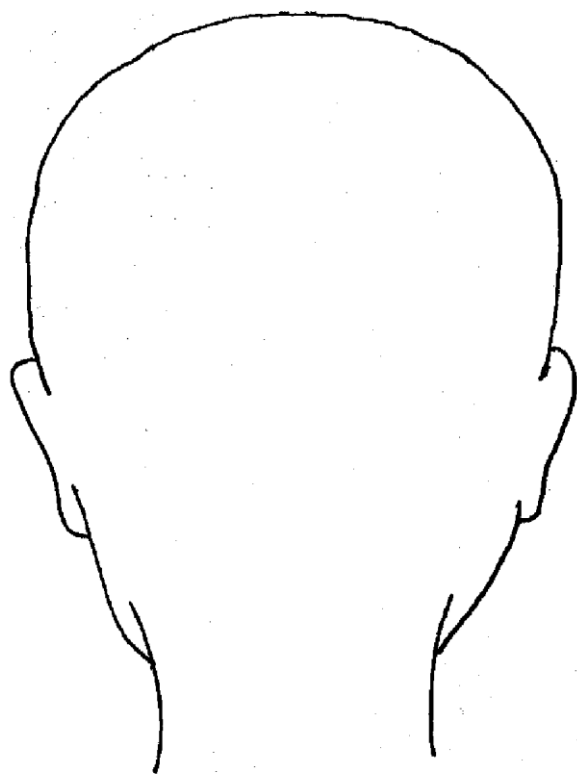


Name of Child: _____

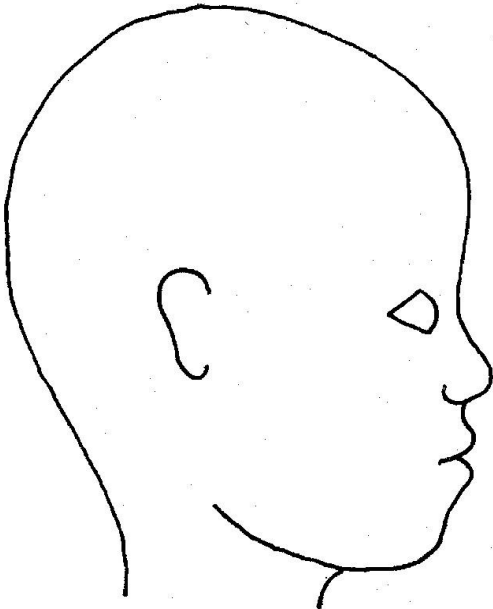
Date of observation: _____



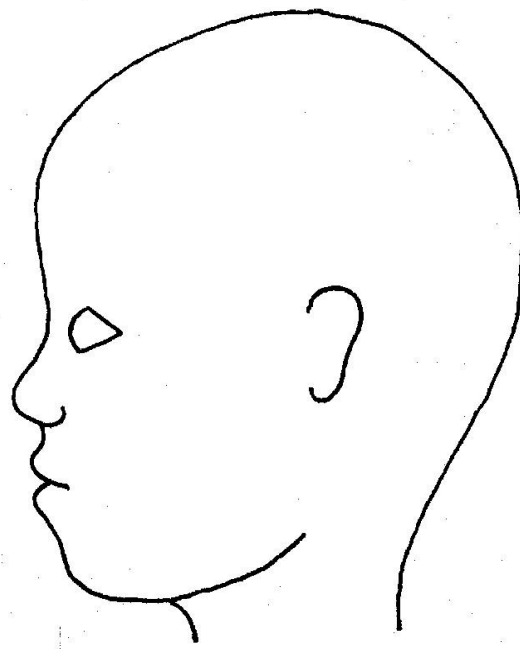
FRONT



BACK



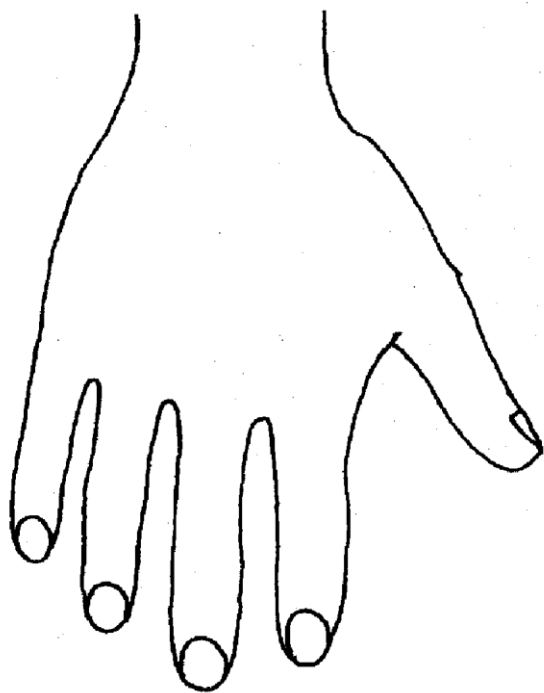
RIGHT



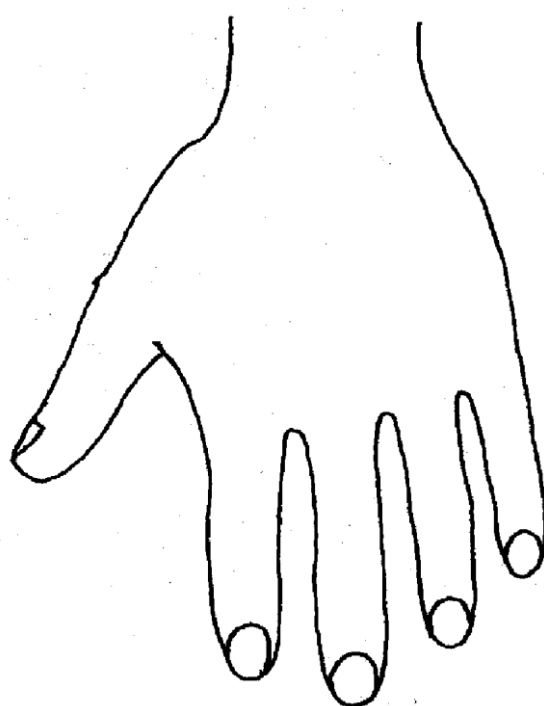
LEFT

Name of Child: _____

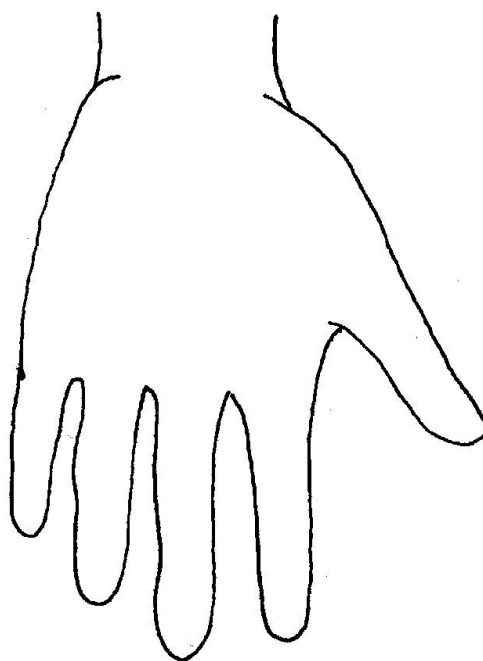
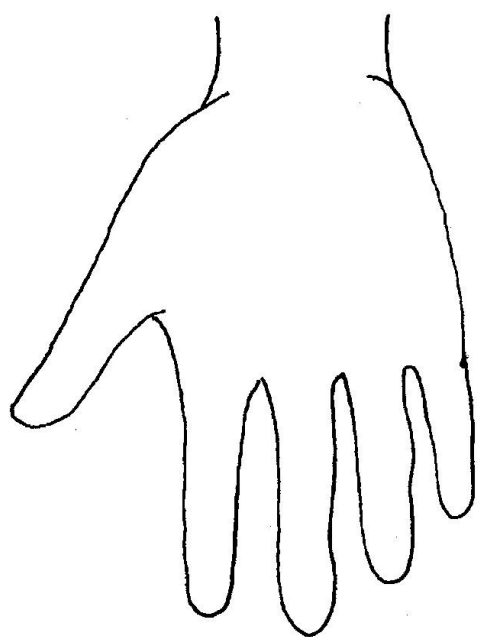
Date of observation: _____



R
BACK

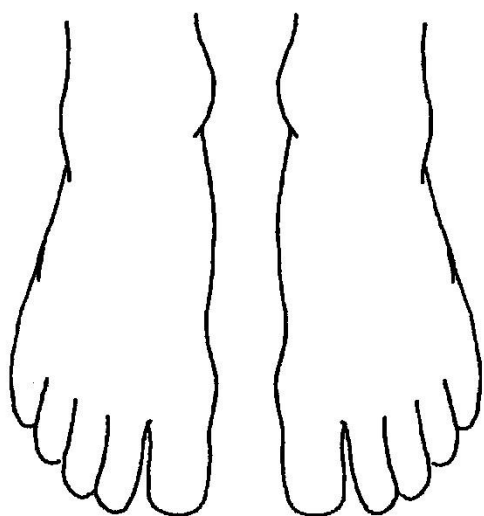


L



R L PALM

Name of Child: _____ Date of observation: _____



R

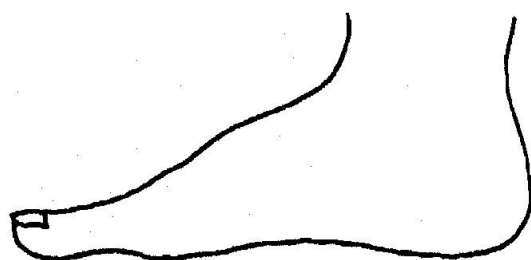
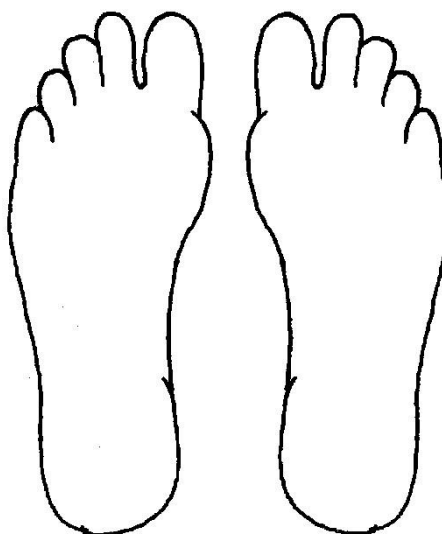
TOP

L

R

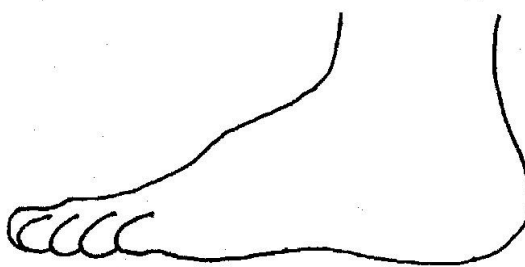
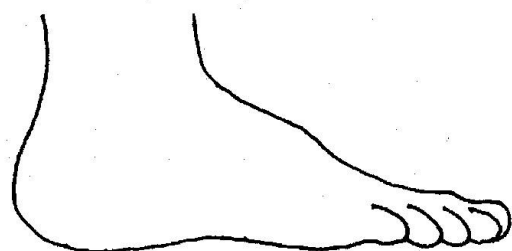
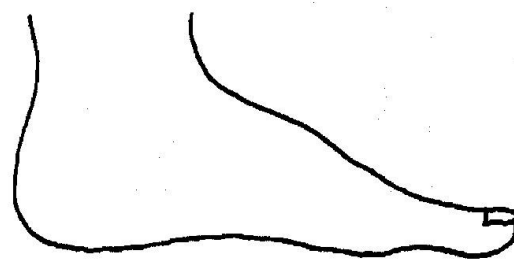
BOTTOM

L



R

L INNER



R L OUTER

Printed Name and

Signature of worker: _____

Date: _____

Time: _____

Role of Worker: _____

Other information: _____

Appendix 5

Existing Injuries Form – Tool to support reflection.

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

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

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

Is the explanation consistent with the injury?	Yes / No Comments:

Is the explanation concerning or are there conflicting explanations?	Yes / No Comments:
Interpretation of level of risk	Low Medium High
Actions to be taken, either in response to the injury, or to reduce further risk. What, By who, By when	
Referral to First Response Y/N	
Signed by.... Role.... Date	Reviewed by (e.g., DSL) Date....