Sheepy Magna C of E Primary School

Whole School Child Protection Policy

September 2026/2027

INTRODUCTION

Sheepy Magna C of E Primary School

Policy statement and principles

Sheepy Magna C of E Primary School fully recognises the contribution it can make to protect children and support pupils in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive environment. We encourage children to talk about their worries and to report their concerns to us in a number of alternative ways. The pupils' welfare is of paramount importance.

This Child Protection Policy will be reviewed by the Senior Designated Safeguarding Lead Alison Field 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 as a minimum once a year during the autumn term provided to the Governing Body for approval and sign off at the first autumn term meeting.

Sheepy Magna School has 1 lead DSL and 2 deputy DSLs, who have safeguarding responsibilities outlined in job descriptions. Policies linked to this document are the staff behaviour policy, safer recruitment policy, allegations policy, online (e-safety) policy and child on child abuse policy.

Date of last review September 2025

Date of next review 5 October 2026

Role	Name	Contact Details
Headteacher / Principal	Alison Field	Alisonf10@sheepymagna.leics.sch.uk
Senior Leader(s) available for contact in the absence of the DSLs	Linda Goadby	lgoadby@sheepymagna.leics.sch.uk
Designated Governor for Child Protection / Safeguarding	Jude Marshall	jmarshall@sheepymagna.leics.sch.uk
Senior Designated Safeguarding Lead	Alison Field	Alisonf10@sheepymagna.leics.sch.uk
Deputy Safeguarding Lead	Linda Goadby Lynda Croxton	lgoadby@sheepymagna.leics.sch.uk lcroxton@sheepymagna.leics.sch.uk
Chair of Governors	Tom Woollard	twoollard@sheepymagna.leics.sch.uk
Safeguarding Governor	Jude Marshall	jmarshall@sheepymagna.leics.sch.uk
Leicester and the Leicestershire and Rutland Safeguarding Children Partnerships Procedures Manual.	Report Your Concerns about a Child or Young Person	LCC report neglect or abuse
LA Safeguarding Children in Education Officer	Charlotte Davis	0116 3057750 Charlotte.davis@leics.gov.uk
LA Child Protection Contact / LADO	CFS-LADO@leics.gov.uk LADO service is available office hours only: Monday-Thursday, 8.30am - 5.00 pm and Friday, 8.30am - 4.30pm	CFS-LADO@leics.gov.uk Link to LADO referral form: https://www.leicestershire.gov.uk/education-and-children/child-protection-and-safeguarding/report-a-childcare-worker-or-volunteer
First Response	For urgent concerns about a child who needs a social worker or police officer today	0116 305 0005
Police (to report a crime and immediate risk of harm or abuse to child)	101	In an emergency 999 (only)
NSPCC help / whistleblowing line	line is available 8.00am to 8.00pm Monday to Friday	0800 028 0285- email: help@nspcc.org.uk

Legislation and statutory guidance

- This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2026) and Working Together to Safeguard Children (2026), and the www.gov.uk/guidance/-governance-inacademy-trusts We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of students at the school
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counterterrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- The Equality Act 2010, which makes it unlawful to discriminate against people regarding protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our Trustees and headteacher should carefully consider how they are supporting their students with regard to these characteristics. The Act allows our School/Academy to take positive action to deal with particular disadvantages affecting students (where we can show it's proportionate). This includes making reasonable adjustments for disabled students. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve student outcomes. Some students may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination
- Working Together to Improve School Attendance, working together to improve school attendance 2024.

1. Purpose and Aims

1.1 Our policy applies to all staff, governors and volunteers working at Sheepy School and takes into account statutory guidance provided by the Department for Education and local guidance issued by the Leicestershire Safeguarding Children Partnership.

1.2 We will ensure that all parents/carers are made aware of our responsibilities regarding child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this school's child protection policy. These duties and responsibilities, as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2026 and HM Working Together to Safeguard Children 2026 are incorporated into this policy.

1.3 The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

2. Child Protection and Safeguarding Statement

2.1 We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We will endeavour to provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse, neglect and exploitation and follow our procedures to ensure that children receive effective support, protection, and justice.

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

3. Maintaining a child centred and coordinated approach to safeguarding:

3.1 Everyone who works at Sheepy school understands they are an important part of the wider safeguarding system for children and accepts safeguarding and promoting the welfare of children is everyone's responsibility and everyone who comes into contact with children and their families has a role to play. To fulfil this responsibility effectively, all our staff, including supply staff and volunteers will ensure their approach is child-centred and will be supported to consider, always, what is in the best interests of the child.

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

3.3 **Safeguarding children is defined as:** The actions we take to promote the welfare of children and protect them from harm are <u>everyone's responsibility</u>. Everyone who comes into contact with children and families has a role to play.

4. Safeguarding and promoting the welfare of children

4.1 Defined as:

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children from maltreatment, whether that is within or outside the home, including online.
    - Preventing the impairment of children's mental and physical health or development.
    - Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
    - Taking action to enable all children to have the best outcomes.
- **NB Definition:** Children includes everyone under the age of 18.

5. Whole school approach to safeguarding:

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

5.2 As a school we have a responsibility to provide a safe environment in which children can learn.

5.3 We will make every effort to identify children who may benefit from early help and put in place support as soon as a problem emerges at any point in a child's life.

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

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

5.6 Our senior designated safeguarding lead will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care, police, family help, and health were required, as the designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

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

- Pupils' health and safety and emotional well-being, and their mental and physical health or development.
- Meeting the needs of children with special educational needs and/or disabilities.
- Meeting the legal duties on Sheepy School under the Equality act: will not unlawfully, discriminate against pupils or students based protected characteristics; we will carefully consider how we support pupils/students regarding particular protected characteristics; we will take positive action to deal with particular disadvantages affecting pupils or students *(see KCSIE paragraphs 86-89)*

- Where a child receives elective home education and has an EHCP, the LA should review the plan working with parents and carers.
- The use of reasonable force.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits and off- site education.
- Alternative Provision placements
- Intimate care and emotional wellbeing.
- On-line safety and associated issues including filtering and monitoring in accordance with DfE monitoring standards.
- Appropriate arrangements to ensure school security, considering the local context.
- Keeping children safe from risks, harm, exploitation and sexual violence and sexual harassment between children: KCSiE 2026
- Ensuring there is an appropriate safeguarding curriculum.

7. Safeguarding can involve a range of potential issues

7.1 Such as:

- Neglect, physical abuse, sexual abuse, emotional abuse and exploitation.
- Contextualised also known as extra-familial abuse.
- Bullying, including online bullying (by text message, on social networking sites, and prejudice-based bullying and being aware of the ease of access to mobile phone networks.
- The approach to online safety, including appropriate filtering and monitoring on school devices and school networks for home use.
- Going frequently missing and who are 'absent from education' going 'missing from care or home' and the risks this poses on repeat occasions and for prolonged periods.
- Domestic Abuse including teenage relationship abuse.
- Domestic Abuse including where they see, hear or experience its effects.
- Racist, disability- based, homophobic, bi-phobic, or transphobic abuse.
- Gender based violence/violence against women and girls.
- Risk of extremist behaviour and/or radicalisation and susceptible to being at risk of being drawn into terrorism.
- Child sexual exploitation, human trafficking, modern slavery, sexual or criminal exploitation.
- A young carer.
- Has a mental health need and has an effect on school attendance and progress.
- Has special educational needs (whether or not they have a statutory Education Health and Care Plan (EHCP).
- Privately fostered.
- Has returned home to their family from care.
- Has a family member in prison or is affected by parental offending.
- Child-on-Child Abuse (broadened by KCSiE 2026 to include children abusing other children, other varying form of bullying including online and sexually harmful behaviour, sexual violence, and sexual harassment (further defined in KCSiE 2026 Part Five).
- The impact of new technologies, including 'sexting' and accessing pornography.
- The impact of generative artificial intelligence

- Exposure to misinformation, disinformation (including fake news) and conspiracy theories
- Issues which may be specific to a local area or population, is showing signs of being drawn into anti-social or criminal behaviour, including gang activity or involvement and associations with organised crime groups or county lines.
- In possession of a knife and or involved in knife crime, youth violence, criminal child exploitation (CCE).
- Is in family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse/harm.
- Is at risk of or from serious violence and violent crime.
- Persistent absence from education, including persistent absence for part of the school day.
- At risk of suspension or permanent exclusion
- Particular issues affecting children including domestic abuse and violence, female genital mutilation, and honour-based abuse.
- Being subject to any conduct where the purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats, or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages (Law change on Forced Marriage, February 2023).
- 'Upskirting'- The Voyeurism (Offences) Act, which is commonly known as Up-skirting Act, came into force on 12 April 2019. Upskirting is a criminal offence and reportable by all teachers (KCSiE Annex A).
- Is pregnant or is a parent themselves
- has exhibited early signs of abusive, violent and/or harmful behaviours
- is misusing alcohol and other drugs themselves
- is a privately fostered child
- is frequently missing/goes missing from education, home or care
- Maybe exposed to racism, faith-based prejudice and other discrimination.

7.2 All our staff and volunteers are aware of the indicators of abuse, neglect and exploitation and Modern slavery, know what to look for is vital for the early identification so that support can be put in place. Our staff and volunteers are also aware of the specific safeguarding issues that indicate or inform of concerns or incidents linked to child criminal exploitation and child sexual exploitation and know to report concerns directly to the designated safeguarding or a member of the senior leadership team should the designated safeguarding lead not be available for children who may be in need of help or protection.

7.3 Our staff recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, exploited or a victim of modern slavery they may not recognise their experiences as harmful. Children may also feel embarrassed, humiliated, or could be being threatened not to tell, so not feel able to share what is happening to them. Alternatively, we recognise children may not want to make a disclosure or talk about what is happening due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child and agree a way forward to support the child and determine how best to build trusted relationships with children and young people which facilitate good opportunities for communication.

7.4 **All staff** should **always** speak to the designated safeguarding lead, or deputy at the earliest opportunity.

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

7.6 **All** staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of our school environment.

7.7 All our staff have received information and training regarding the risks that can take place outside the child's family. This is known as extra-familial harm which can take on a variety of different forms and children can be Vulnerable multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse - including physical, sexual, emotional abuse, and stalking), criminal exploitation (including financial exploitation), serious youth violence, county lines, financial exploitation and radicalisation.

7.8 Our staff are aware that technology offers many opportunities but is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

7.9 All our staff have 'an understanding of the expectations, applicable to their roles and responsibilities in relation to filtering and monitoring' of ICT systems and regular monitoring of school's equipment and networks.

8. Online Safety

8.1 Our school approach to online safety, including appropriate filtering and monitoring on school devices and school networks is reflected in this Child Protection Policy including awareness of the ease of access to mobile phone networks. (See KCSiE 2026 Paragraph 151).

8.2 Our Senior DSL and the DSL team has the lead responsibility in this area, which is overseen and regularly reviewed by the Governing body, along with considering the number of and age range of their children, those who are potentially at greater risk of harm, and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

8.3 Our Governing body will ensure they maintain oversight of the Online Safety Policy contained within our main child protection policy, and the arrangements put in place to ensure appropriate filtering and monitoring on school devices and school. Ensuring that they are effective at least annually, ensuring this review is formally recorded. The appropriateness of any filtering and monitoring systems will in part be informed by the risk assessment required by the Prevent Duty as required by KCSiE 2026 paragraph 171.

8.4 This will include:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.

- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet the school's safeguarding need.
- review and discuss the standards with the leadership team, IT staff and service providers to ensure the school/college meets the standard published by the Department for Education filtering and monitoring standards.

8.5 *Sheepy School will manage the filtering and monitoring requirements put in place by KCSiE 2026 (paragraphs 171-175) through: continuing to* work with GSKS to ensure that age-appropriate filters and systems are in place to protect pupils and that these are reviewed, and improvements implemented.

- If staff or pupils discover unsuitable sites, the URL must be reported to DSL and GSKS
- Any material that members of staff believe is illegal must be reported to the Headteacher who will inform the appropriate agencies.
- The school keep up to date with new technologies, including those relating to mobile phones and handheld devices, and develop appropriate strategies.
- Emerging technologies will be examined for educational benefit and the Head teacher in consultation with staff will give permission for appropriate use.
- This information is also included in our ESafety Policy.

8.6 Our Governing body will ensure a review is maintained to ensure standards. They will discuss with GSKS service providers these standards and whether more needs to be done to support our school/college in meeting and maintaining these standards and communicating these to staff, our pupils, parents, carers and visitors to the school who provide teaching to children as part of the learning and educational opportunities we provide.

8.7 Our Senior DSL and the DSL team will always act in the 'best interest of the child' and remain mindful of the importance with parents and carers about safeguarding concerns held for children and in particular children's access to online sites when away from school.

8.8 We will support understanding of harmful online challenges and hoaxes and share information with parents and carers and where they can get help and support.

8.9 All forms of abuse or harassment will be reported in accordance with national safeguarding guidance, and we will take a 'zero tolerance' approach to harassment and abuse as informed in KCSiE 2026.

8.10 At Sheepy School, should an incident or disclosure be made by a child, our staff will always reassure the child (victim) that they are being taken seriously and that they will be supported and kept safe, but we recognise that not every victim will view themselves as such. We will also be mindful of the use of other terminology such as '**alleged perpetrator(s)**' or '**perpetrator(s)**' as in some cases, instead referring to the 'child who has been harmed' and the 'child who has caused harm' the abusive behaviour will have been harmful to the perpetrator as well.

8.11 We will do our best to ensure children understand the law on child-on-child abuse is there to protect them rather than criminalise them. In doing this we will discuss with relevant statutory safeguarding agencies to ensure all concerns or incidents are addressed fully and where required different types of assessment and services are put in place where required.

Identifying Concerns

9.1 All members of staff, volunteers and governors will be aware of indicators of abuse, neglect and exploitation know, will know how to identify pupils who may be being harmed and then how to respond to a pupil who discloses abuse, or where others raise concerns about them. Our staff will be familiar with procedures to be followed and will receive safeguarding and child protection (including online safety) updates.

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

9.3 The four main categories of child abuse are as follows:

1. Physical Abuse
2. Emotional Abuse
3. Sexual Abuse
4. Neglect
5. Exploitation

9. Indicators of abuse, neglect and exploitation:

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

9.2 **Physical abuse:** 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.

9.3 **Emotional abuse:** the persistent emotional maltreatment of a child such as to

cause severe and adverse effects on the child's emotional development. It may involve conveying to a chid they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectation being imposed on children. These may include interactions that are beyond a child's developmental capability as well as over protection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including

cyberbullying), causing children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

9.4 Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbations, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children to look at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and all staff should be aware of it and of their school or colleges policy and procedures for dealing with it.

9.5 **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to; provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

9.6 **Child Criminal Exploitation:** occurs where an individual or **an** organised network or gang, and the victim may identify as being part of this group, takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual.

Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology. Criminal exploitation often happens alongside sexual or other forms of exploitation.

Child Criminal Exploitation is broader than just county lines and includes for instance children forced to work on cannabis farms, to commit theft, shoplift or pickpocket, or to threaten other young people.

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

10. Safeguarding issues:

10.1 All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education unexplainable and/or persistent absences from education and consensual and non-consensual sharing of nudes and semi-nude images and/or videos can be signs that children are at risk.

10.2 Staff are expected to remain alert to any signs, behaviours or circumstances that may indicate a safeguarding concern, including changes in a child's behaviour, mood or presentation, unexplained injuries, changes in attendance or engagement, withdrawal or isolation, concerning interactions with adults or other children, inappropriate or sexualised behaviour, signs of neglect, online safety concerns, or information suggesting that a child may be at risk of exploitation, abuse or other harm. Staff are reminded that safeguarding concerns may emerge gradually and that no single sign should necessarily be viewed in isolation. To support vigilance and an effective response, staff receive appropriate safeguarding training and regular updates, are familiar with the organisation's safeguarding procedures and reporting routes, and are encouraged to share concerns promptly with the Designated Safeguarding Lead (DSL).

10.3 The school recognises that children may be exposed to safeguarding risks through their use of the internet, social media, gaming platforms, messaging services and other digital technologies, both in school and outside school. This includes risks associated with online abuse, cyberbullying, sexual exploitation, grooming, criminal exploitation, inappropriate or harmful content, misinformation, radicalisation and contact with unknown individuals. The school promotes online safety through the curriculum, assemblies, pastoral support and age-appropriate guidance, and provides advice and support to parents and carers to help them supervise and support their children's safe use of technology at home. Where remote learning or online communication is required, the school applies appropriate safeguarding expectations and procedures to protect children and staff.

10.4 The school has appropriate filtering and monitoring systems in place to identify and reduce the risk of children accessing illegal, inappropriate or harmful content. Staff are made aware of their responsibilities in relation to filtering and monitoring, including the importance of effective supervision, responding appropriately to alerts or concerns, and reporting safeguarding concerns promptly to the Designated Safeguarding Lead (DSL). Filtering and monitoring arrangements are reviewed regularly by school leaders, the DSL and those responsible for IT, with concerns and incidents recorded and acted upon in accordance with the school's safeguarding procedures. The school recognises that filtering and monitoring cannot remove all online risks and therefore places equal importance on educating children to recognise, assess and manage online risks safely and on working in partnership with parents and carers.

10.5 The education we provide for online safety will take into account the need for children to learn using online technologies in a safe environment whether that be in school in the home or in a community environment. This will also be taught as part of a wider RSHE and PSHE programme (SCARF), as well as through other subject areas and ICT. The use of mobile phones in school by children is prohibited. Any child who needs to bring a mobile device into school will hand it into the office to store safely until the end of the day. We share appropriate information with parents on the dangers associated with online activities and where to seek support in the form of leaflets and images via SeeSaw, school newsletters and emails directly to parents. The school will, however, ensure that the use of filtering and monitoring systems does not cause "over blocking", which may lead to unreasonable restrictions as to what pupils can be taught online. The school will also ensure that it meets the filtering and monitoring standards published by the DfE. At Sheepy Primary School there are opportunities within our PSHE curriculum

to allow children to develop the skills they need to stay safe from abuse including Child on Child sexual violence and sexual harassment.

10.6 The education we provide for online safety will take into account the need for children to learn using online technologies in a safe environment whether that be in school in the home or in a community environment. This will also be taught as part of a wider RSHE and PSHE programme (SCARF), as well as through other subject areas and ICT. The use of mobile phones in school by children is prohibited. Any child who needs to bring a mobile device into school will hand it into the office to store safely until the end of the day. We share appropriate information with parents on the dangers associated with online activities and where to seek support in the form of leaflets and images via SeeSaw, school newsletters and emails directly to parents. The school will, however, ensure that the use of filtering and monitoring systems does not cause "over blocking", which may lead to unreasonable restrictions as to what pupils can be taught online. The school will also ensure that it meets the filtering and monitoring standards published by the DfE. *At Sheepy Primary School there are opportunities within our PSHE curriculum to allow children to develop the skills they need to stay safe from abuse including Child on Child sexual violence and sexual harassment.*

10.7 Our school ethos demonstrates that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say. Every individual within Sheepy Magna School will play their part, including working with professionals from other agencies, particularly social workers, to meet the needs of our most vulnerable children and keep them safe. We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate.

10.8 Sheepy School puts our pupils at the centre of our safeguarding arrangements by ensuring that our actions protect each child. We create an atmosphere of trust and safety so that we are able to hear the child's voice.

10.9 Our school led by senior members of staff and governors whose aims are to provide a safe environment and vigilant culture where children and young people can learn and be safeguarded. If there are safeguarding concerns, we will respond with appropriate action in a timely manner for those children who may need help or who may be suffering, or likely to suffer, significant harm. All classes have worry boxes which staff check regularly and respond to any concerns. Through work on PSHE, children are taught how to develop a safety network and how chose the people they put on their support network.

10.10 Where staff members have concerns about a child (as opposed to a child being in immediate danger) they will decide what action to take in conjunction with the Snr Designated Safeguarding Lead. Although we advocate that any staff member can make a referral to children's social care or First Response, especially where a child is identified as being in immediate danger, they should however ensure that the Designated Safeguarding Lead (DSL), or a member of the senior leadership team is informed as soon as possible.

10.11 We also ensure that all our staff are clear that whilst they should discuss and agree with the DSL any actions to be taken, they are able to escalate their concerns and contact First Response, First Response Consultation Line or social care to seek support for the child if despite the discussion with the DSL their concerns remain. Staff are also informed of the school whistle blowing procedures and the contact details for the Local Authority LADO and NSPCC helpline.

11. Alternative providers and other agencies

11.1 The school contributes to multi-agency working as part of its statutory duty. The school is aware of and will follow the local safeguarding arrangements.
The school will be fully engaged, involved, and included in the child-centred approach towards local safeguarding arrangements. Once the school is named as a relevant agency by local safeguarding partners, it will follow its statutory duty to cooperate with the published arrangements in the same way as other relevant agencies.
The school will develop trusting relationships between families and agencies to protect the welfare of its pupils, through the early help process and by contributing to multi-agency plans to provide additional support.
Our school works with families to help them to access the support they need from agencies accessing training as needed. We work with our preschool providers to ensure transition to school and with SENA, SENDIASS or the virtual school as needed.

11.2 Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider can meet the needs of the pupil.

11.3 Children who attend alternative education often have complex needs, it is important governing bodies/trusts and designated safeguarding leads ensure children are fully always supported, and the alternative setting is aware of any additional risks of harm that pupils may be vulnerable to. Information sharing for pupils who receive education provision outside of a mainstream setting is vital to support the child and ensure the learning environment where they are placed has all necessary information for the child before they access the provision. The working together principles are key to keep the child safe and understanding the vulnerabilities needing to be supported. This should include up to date contact details for the professionals working with the child and family.

11.4 Whilst the Local Authority may hold a register of approved alternative provision providers the school is however, schools remain ultimately responsible for the provision they commission schools should also obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff.

11.5 The Senior Designated Safeguarding Lead (DSL) or headteacher, who is familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies.

11.6 Should the DSL have a concern about alternative provision we would contact the local authority safeguarding officer. School is rarely used by outside providers but when the school is used by an outside provider or hired outside of school hours, we ensure that the group/ club meets all safeguarding requirements They sign an agreement that they will inform a member of the school DSL team immediately should a safeguarding incident occur. The DSL will then follow the safeguarding policies and procedures, including informing the LADO should this occur

11.7 Schools should always know where a child is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend.

11.8 Sheepy Primary School site is rarely used by outside organisations and is not used by outside agencies outside of the school day. Where activities are provided separately by another body, the governing board will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed. The governing board will also ensure that there are arrangements in place to liaise with the school on these matters where appropriate. The governing board will ensure safeguarding requirements are included in any transfer of control agreement, i.e. a lease or hire agreement, as a condition of use and occupation of the premises, and specify that failure to comply with this would lead to termination of the agreement. Any concerns are reported immediately to a DSL and they will follow Sheepy Primary Schools safeguarding policy and procedures. If any allegations are made, Sheepy School will follow the safeguarding policies and procedures, including informing the LADO.

11.9

12. CPD, culture and ethos

12.1 Safe guarding training is completed annually by all staff and volunteers. Termly safeguarding staff meetings are also planned in to provide further refresher training where required. All staff and volunteers are provided with the correct documents to read through and sign to say they have read and understood the content. Online short assessments are also completed by staff. At least one member of the Office Team, SLT and Governing Body are safer recruitment trained. LA safer recruitment policy is in place and followed. All visitors are asked to read the safeguarding information and answer a question to sign in. All staff are aware of the need to report any low-level concerns alongside more serious concerns.

12.2 The school is committed to robust safer recruitment procedures to ensure that all staff, volunteers, governors, contractors and other adults working with children are suitable to do so. Recruitment processes include appropriate application and shortlisting procedures, verification of identity and qualifications, obtaining and carefully considering references, appropriate Disclosure and Barring Service (DBS) checks and other pre-employment checks as required, and the use of safeguarding-focused questions during the selection process. At least one member of every recruitment panel is appropriately trained in safer recruitment. The school recognises that safer recruitment does not end when an individual is appointed and therefore maintains ongoing vigilance throughout employment.

The school promotes a culture in which safeguarding is everyone's responsibility and staff are encouraged to raise concerns about the behaviour or conduct of any adult working with children, however minor the concern may initially appear. Staff are expected to maintain appropriate professional boundaries and to understand that safeguarding considerations apply to their conduct both inside and, where relevant, outside the workplace, including their use of social media and other online platforms. Staff receive regular safeguarding training and are reminded of the procedures for reporting concerns, including low-level concerns and allegations about colleagues. Concerns are taken seriously, recorded and managed in accordance with the school's safeguarding procedures, with appropriate action taken where necessary, including referral to external agencies or the DBS where the relevant legal criteria are met. This ongoing approach

helps to maintain a strong safeguarding culture and ensures that children are protected from harm and are able to thrive and benefit fully from their education.

13. Responsibilities of the DSL/DSL Team

14.1 The Senior DSL and deputies (DSL team) maintains a key role in raising awareness amongst staff about the needs of children who have or who have had a social worker and the barriers that those children might experience in respect of attendance, engagement and achievement at schools or college. **This should include children under kinship care.**

14.2 The Senior DSL along with the Designated Teacher can inform the Governing body and Headteacher the number of children in their cohort who have or who have had a social worker and appropriate information is shared with teachers and staff on individual children's circumstances.

14.3 The Designated Teacher and Senior Designated Safeguarding Lead maintain data for children who have looked after status and for children who have been involved in the care system.

14.4 The Designated Teacher maintains good links with the Virtual School Head to promote the educational achievement of previously looked after children. The role of virtual school heads was extended in June 2021, to include a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker. The virtual school head should identify and engage with key professionals, helping them to understand the role they have in improving outcomes for children. This should include Designated Safeguarding Leads, social workers, headteachers, governors, Special Educational Needs Co-ordinators, mental health leads, other local authority officers.

14.5 Under the section on additional safeguarding vulnerabilities of children with SEND, the SEND Code of Practice is a source of information and support is available from specialist organisations including SENDIASS. Sheepy School actively encourages parents to seek support from SENDIASS. Sheepy School also works with Autism Outreach, ADHD solutions as well as any other medical professionals SEN support services as and when required.

14. The seven main elements of our Child Protection Policy

15.1 There are seven main elements to our policy in line with KCSIE 2026, paragraph 121:

- Providing a safe environment in which children can learn and develop.
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse in and outside of school.
- Supporting pupils who have social care involvement in accordance with his/her child in need plan, child protection plan or are subject to Local Authority Care.
- Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe in and outside of school.
- Working in partnership with agencies and safeguarding partners in the 'best interest of the child.'

- Ensuring we have appropriate policies and procedures to deal with child-on-child sexual violence and sexual harassment, including those that have happened outside of the school or college premises and/or online, forms of harassment and harmful sexual behaviour. Filtering and monitoring arrangements for online safety and harms are included in this policy.

- The school recognises that children can experience abuse from other children and that child-on-child abuse can happen both inside and outside of school, including online. It can take many forms, including bullying, cyberbullying, physical abuse, intimidation, threats, coercive or controlling behaviour, sexual harassment, sexual violence, harmful sexual behaviour, discriminatory behaviour and other forms of abuse or exploitation. All concerns about child-on-child abuse are taken seriously and are responded to promptly, sensitively and in a child-centred manner.

- Staff are expected to maintain vigilance and to report any concerns, disclosures or incidents involving child-on-child abuse to the Designated Safeguarding Lead (DSL) or deputy without delay. The school does not tolerate abuse being dismissed as 'banter', 'just playing', 'part of growing up' or an inevitable part of children's relationships. The school considers the individual circumstances of each child involved, including the needs and wishes of the child who has experienced harm, the behaviour and needs of the child who may have caused harm, and any wider safeguarding concerns. Appropriate support, education, supervision and intervention will be provided, and parents/carers will be involved where appropriate. Where necessary, the school will seek advice from and work with relevant external agencies to ensure that children are safeguarded and that concerns are appropriately assessed and addressed.

- The school promotes positive relationships, respect, appropriate boundaries and safe behaviour through the curriculum, pastoral provision and its behaviour and safeguarding procedures. Online behaviour is included within this approach, and children are taught how to recognise and report inappropriate or harmful behaviour. Incidents and concerns are recorded and monitored by the DSL to identify patterns, repeat behaviours or emerging risks, and the school's approach is reviewed regularly to ensure that all children are able to learn and thrive in a safe and respectful environment.

15. Providing a safe environment

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

16.2 The school will therefore:

16.2.1 Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to and heard.

16.2.2 Ensure children know that there are trusted adults in the school who they can approach if they are worried.

16.2.3 Ensure that every effort is made to establish effective working relationships with parents, carers, and colleagues from other agencies.

16.2.4 Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse by:

16.2.5 Recognise and managing risks including online safety, radicalisation and extremism, sexual exploitation, child on child sexual violence and sexual harassment, the sharing of nude and semi -nude images which has replaced what was termed as sexting.

16.2.6 Support the development of healthy relationships and awareness of domestic violence and abuse, recognising that Domestic Abuse can encompass a wide range of behaviours and may involve a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional harm and children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

16.2.7 Recognising how pressure from others and safeguarding vulnerabilities can affect their behaviour.

16.2.8 Recognising the link between mental health, school attendance and children 'absent from education' and the impact on learning, progress, and educational attainment.

16.2.9 All staff recognise that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, signs of an eating disorder, suicidal ideation or suicide. They could be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

16.2.10 Knowing that as a school we will act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.

16.2.11 Ensuring our behaviour policy includes measures to prevent bullying, including cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying and use of social media platforms and networks can be read is as an appendix.

16.2.12 Maintain an on-line safety policy which address statutory filtering and monitoring standards, which consider remote learning, and use of mobile and smart technology and is reviewed regularly to take into account any new threats. Policies should refer to the DfE guidance for Generative Artificial Intelligence.

16.2.13 The response required by schools and safeguarding agencies to address any 'harm outside the home' also known as 'extra familial harm.' *Schools* are a place of protection and where children and young people can share concerns and seek support and are place of safety and where children and young people can form safe and trusted relationships. Through creating a whole *school* ethos and sharing excellent communication with safeguarding partners and services, children and young people can feel assured they will be listened to, heard, and offered support to enable them share sensitive information and strengthen their resilience.

16.2.14 Importance of our *school/colleges* ethos of working together with parents, carers, and external services to form strong and trusted partnerships which can advocate trauma informed and trauma aware responses and where trusted relationships can be formed and go on to create safe places and spaces within the community, so children and young people know how to access a place of safety outside of the school/college environment if needed.

16.3 Harm outside the home (http://www.childexploitationeastmidlands.org.uk/) and what support and interventions are available for children, parents/carers, and local community groups: The school recognises that children can experience harm outside of the home and that safeguarding risks may arise within peer groups, the wider community, educational settings and online. These risks may include child sexual or criminal exploitation, harmful sexual behaviour, bullying and peer-on-peer abuse, serious violence, grooming, radicalisation, trafficking and other forms of exploitation or abuse. The school adopts a contextual safeguarding approach, recognising that a child's relationships, experiences and environments outside the family can influence their safety and wellbeing.
Staff are expected to remain professionally curious and alert to signs that a child may be experiencing harm outside the home, including changes in behaviour, friendships, attendance or presentation, unexplained injuries or possessions, increased secrecy, concerning online activity, or information suggesting that a child may be being groomed, exploited or influenced by others. Concerns are reported promptly to the Designated Safeguarding Lead (DSL), who will consider the child's individual circumstances and the level of risk and will seek advice or make referrals to appropriate agencies where necessary.
The school works in partnership with parents and carers to understand and address risks affecting children and provides appropriate advice, support and signposting. Children are supported through the curriculum, pastoral provision and safeguarding education to develop an age-appropriate understanding of safe and unsafe relationships, online safety, exploitation, peer pressure and how to seek help from trusted adults. Where appropriate, the school will work with local community organisations and relevant specialist services to provide additional support and intervention.

16.4 Work with partners to tackle harm outside the home: The school works closely with Leicestershire County Council, Leicestershire Police, children's social care, health professionals and other safeguarding partners to identify and respond to concerns relating to harm outside the home. Where appropriate, the school contributes to multi-agency assessments, safety planning and interventions and shares relevant information to support the safeguarding of children. The school follows local safeguarding procedures and will use the appropriate referral pathways, including the Multi-Agency Referral Form (MARF), where a request for Early Help or Social Care support is required. Where there is an immediate risk of significant harm, the school will contact the appropriate emergency services without delay. The school keeps up to date with local safeguarding intelligence, emerging threats and guidance relating to harm outside the home and makes use of resources provided by Leicestershire County Council, the Leicestershire and Rutland Safeguarding Children Partnership and relevant specialist organisations, including Child Exploitation East Midlands. The DSL ensures that learning from local and national safeguarding developments informs staff training, risk assessment and safeguarding practice.

16.5 At Sheepy Primary School, curriculum activities and opportunities for PSHE / Citizenship / Relationships Education, Relationships and Sex Education and Health Education which equip children with the skills they need to stay safe from abuse (including online and other contexts children are in), and to know to whom they can turn for help; worry monsters are also in each classroom in which children can place in their written down worries in. These are checked daily by staff and responded to accordingly.

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

16.7 Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies.

16.8 Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school.

16.9 Promote pupil health and safety.

16.10 Promote safe practice and challenge unsafe practice.

16.11 Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including trainee teachers, volunteers, supply staff and contractors. KCSiE Part Four has two sections, the second section addresses low-level concerns.

16.12 Provide first aid and meet the health needs of children with medical conditions.

16.13 Be aware that a child with medical conditions maybe at greater risk of being neglected, abused or exploited because of their medical condition.

16.14 Ensure school site security.

16.15 Address drugs and substance misuse issues.

16.16 Support and plan for young people in custody and their resettlement back into the community.

16.17 Work with all agencies regarding missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.

16.18 Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended school activities, vocational placements, and alternative education packages.

16. Additional measures

17.1 Before a child attends alternative provision the following takes place: Recommendations from other schools/LA are sought; Site visits are made; Meeting is held with the AP to ensure that the needs of the child are met; The AP required to share safeguarding policies and to confirm in writing that all safe-guarding checks and safer recruitment checks have been carried out.

17.2 Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view their lives in a positive way and that this is likely to adversely impact their mental health and emotional well-being. Children may be vulnerable because, for instance, they have needed an allocated social worker, have a disability, are in care, a care-leaver or previously looked after, or are experiencing some form of neglect. It is therefore important that staff recognise that mental health concerns can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. For such children school may be one of the few stable, secure and predictable components of their lives. If staff have a mental health concern about

a child that is also a safeguarding concern, immediate action will be taken, following this policy and speaking to the designated safeguarding lead or a deputy. Children are offered Drawing and Talking Therapy support where necessary and referrals made to Early help or School Nurse if required.

17.3 At Sheepy Primary School we take positive action to create a culture of support and to ensure that vulnerable groups such as LGBTQ+ feel confident to bring forward any concerns and have a safe space to talk to trusted staff about their experiences. There are different school and local authority or Safeguarding Children Partnership guidance and policies which detail the school's procedures to address and minimise these concerns

17.4 Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. These are to be reported to the DSL who will then consult agencies such as the police for further advice.

17.5 As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Sheepy School requires written permission from a parent to allow a child to walk home on their own.

17.5 As part of our PSHE curriculum the children learn about how they can build confidence and abilities to protect themselves or know how and where they can seek help and support.

17. Procedures for identifying and reporting cases

18.1 We will follow the procedures set out by the Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) and take account of guidance issued by the DfE in Keeping Children Safe in Education 2026 to:

18.1.1 Ensure we have a Senior Designated Safeguarding Lead (DSL), who is a member of the school/college leadership team, and a Deputy Safeguarding Lead for child protection/safeguarding who has received appropriate training and support for this role.

18.1.2 The Designated Safeguarding Lead role is written into their job description and clarifies the role and responsibilities including as defined in KCSiE 2026 Annex B.

18.1.3 The Leadership team will ensure that there is appropriate cover arrangements for periods when the designated safeguarding lead is unavailable due to illness, leave, or other circumstances. This will include confidential shared mailbox DSL@ to ensure that safeguarding concerns are received, monitored, and acted upon without delay.

18.1.4 Ensure we have a nominated governor responsible for child protection/safeguarding.

18.1.5 Ensure that we have a Designated Teacher for Looked After Children (LAC).

18.1.6 Ensure every member of staff (including temporary, supply staff, trainee teachers and volunteers) and the governing body knows the name of the Senior Designated Safeguarding Lead, their deputies responsible for child protection, and their role.

18.1.7 Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead, or to children's social care/police if a child is in immediate danger.

18.1.8 Ensure all staff and volunteers are aware of the early help process and understand their role in making referrals or contributing to early help offers and arrangements.

18.1.9 Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice, and that these concerns will be taken seriously.

18.1.10 Ensure that there is a complaints system in place for children and families.

18.1.11 Ensure that parents understand the responsibility placed on the school and staff for child protection and safeguarding by setting out its obligations in the school prospectus and on the school's website.

18.1.12 Notify Children's Social Care if there is an unexplained absence for a child who is subject to a child protection plan and where no contact can be established with the child, or a parent or appropriate adult linked to the child.

18.1.13 Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.

18.1.14 Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral, and actions to safeguard.

18.1.15 Ensure all records are kept securely; we use an electronic management and recording system, CPOMS.

18.1.16 Ensure that we follow robust processes to respond when children are missing from education or missing from home or care.

18.1.17 Develop and then follow procedures where an allegation is made against a member of staff or volunteer.

18.1.18 Ensure safe recruitment practices are always followed.

18.1.19 Apply confidentiality appropriately.

18.1.20 Apply the LLRSCB escalation procedures if there are any concerns about the actions or inaction of social care staff or staff from other agencies.

18. Supporting children and working in partnership

19.1 We recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability

and/or sexual orientation or language barriers. We recognise that children who are abused or who witness violence may find it difficult to develop a positive sense of self-worth. They may feel helplessness, humiliation, and some sense of blame. The school may be the only stable, secure, and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication We also recognise that there are children who are more vulnerable than others, which include children with special educational needs and or disabilities.

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

19.3 Our school will endeavour to support the pupil through:

19.3.1 Developing the content of the curriculum with local and national priorities. With a focus on respect, celebrating difference and skilling our pupils with a sense of right and wrong and an ability to ask for help for themselves and others.

19.3.2 Maintaining a school ethos which promotes a positive, supportive, and secure environment, and which gives pupils a sense of them being valued.

19.3.3 The school behaviour policy and anti-bullying policy which is kept up to date with national and local guidance and which is aimed at supporting vulnerable pupils in our *school/college*.

19.3.4 Our school will proactively ensure that all children know that some behaviours are unacceptable and will need to be addressed but as members of our school they are valued and will be supported through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents.

19.3.5 Pupils are supported in various ways by classroom and support staff. We ensure excellent relationships with parents are maintained and adopt and support through education as to why behaviour choices are not acceptable. Social stories and ELSA time are also used as a means of support. Where necessary, behaviour plans are put in place.

19.3.6 Liaison with other agencies that support the pupil such as Children's Social Care (in line with the Thresholds for access to services, updated in September 2021); Leicestershire Inclusion Service and Education Psychology Service, and the Children and Family Wellbeing Service, etc.

19.3.7 Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there have been wider safeguarding concerns, their information is transferred to the new school immediately or within **5 working days** and that the child's social worker is informed.

19.3.8 Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully supported by all staff.

19.3.9 Where a child discloses a concern or informs of an incident that has involved them in an incident involving sexual violence and or sexual harassment the staff member will ensure the child (victim) is taken seriously, kept safe and

never be made to feel like they are creating a problem for reporting abuse, sexual violence, or sexual harassment.

19.3.10 The staff member if not the designated safeguarding lead (Linda Goadby or Linda Croxton) will be informed immediately, and actions taken in accordance with the school/college child-on -child/ sexual violence and sexual harassment between children in school and college policy.

19.3.11 Staff can seek advice via the Local Authority safeguarding lead and where necessary the Police. During PSHE lessons regarding personal safety children are taught about the NSPCC and Childline and the services that they offer.

19. Staff and Safer Recruitment

20.1 The leadership team and governing body of the school will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSiE 2026 Part Three.

20.2 School leaders, staff and members of the governing body will be appropriately trained in safer working practices and access safer recruitment training.

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

20.4 The school has in place recruitment, selection, and vetting procedures in accordance with KCSiE 2026 Part Three and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2026 Part Three paragraphs 345 to 349.

20.5 All volunteers working in regulated activity with have an enhanced DBS and where schools are also subject to the EYFS framework, volunteers must not be permitted to begin working within the settings covered by the EYFS framework until the school or maintained nursery school has received the volunteer's enhanced DBS certificate including barred list information.

20.6 Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the School Employee Code of Conduct, which includes contact between staff and pupils outside the work context. Concerns regarding low-level concerns will be included in our Code of Conduct from 1 September 2026 in line with KCSiE Part Four Section two. This is on the staff Google Drive.

20.7 Newly appointed staff and volunteers will be informed of our arrangements for safer working practices by a face-to-face meeting with the DSL before beginning working and contact with pupils. ***All volunteers must now have a enhance DBS check before undertaking regulated activity in line with The Crime and Policing Act 2026.***

20.8 In the event of any complaint or allegation against a member of staff, **volunteer, contractor or trainee teacher**, the headteacher (or the Designated Safeguarding Lead) if the headteacher is not present, will be notified immediately. If it relates to the headteacher, the chair of governors will be informed without delay. We will respond to all allegations robustly and

appropriately in collaboration with the Local Authority Designated Officer (LADO), LADO Allegation Officers or HR Service.

20.9 Staff may find some of the issues relating to child protection and the broader areas of safeguarding upsetting and may need support which should be provided by the school and their Human Resources Team.

20.10 Staff may find some of the issues relating to child protection and the broader areas of safeguarding upsetting and may need support which should be provided by the school and their Human Resources Team.

20.11 Advice and support will be made available by the Safeguarding and Compliance Lead (SCL), LADO and LCC HR where appropriate to the leadership team.

Please Note: KCSiE 2026 Part Three: Alternative Provision – Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil.

20.12 Schools should obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff.

20.13 Should we use AP we will follow our guidelines as if we were employing our own staff and request to see all documentation relating to the recruitment / employment of individuals at the establishment.

20.14 When placing a student in a work experience placement the school will ensure the person providing the teaching/training/instruction or supervision of the student frequently or in more than three days in a 30-day period, or overnight this is a regulated activity and therefore need the necessary checks.

20.15 If a student aged 16 plus on a work experience placement which takes place in a place such as a school or nursery which provides opportunity to for the student to be in contact with children which is regulated activity the school will consider if a DBS enhanced check is required.

21. Links to other Local Authority policies

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

21.2 The above together with the following will make up the suite of policies to safeguard and promote the welfare of children in this school

- Staff Code of Conduct (Guidance for safer working practice)
- Educational trips and Visits
- First Aid and the administration of Medicines
- Health and Safety
- Safer Recruitment
- Intimate Care Policy
- RSE Policy
- SEND Policy
- Pupil Behaviour Policy
- Anti-bullying Policy

- E-safety/Online safety Policy
- "Guidance for schools working with children who display harmful sexual behaviour" (Leicestershire LA Guidance)
- Data Protection Policy
- Whistleblowing Policy
- Safer recruitment Policy
- Allegation of Abuse Against Staff

21.3 DfE guidance Part 5 of "Keeping children safe in education All children will be encouraged to report to a trusted adult in school all incidents of child on child abuse wherever it may have happened and will be taught about alternative ways of doing this both in school and elsewhere e.g. via a "worry box". They will always be taken seriously and never given the impression that they are creating a problem by reporting their concern or made to feel ashamed. It is recognised that even where no reports are received, this does not mean that such abuse is not taking place. It could just be that it has not been reported. Where an incident has occurred or specific risks are identified, the details will be added to a safeguarding or behaviour record for the children concerned and a thorough investigation conducted by the DSL, where appropriate. A written risk assessment will be undertaken by the DSL in order to minimise the risk of further harm and to ensure the safety of all staff and pupils. Parents or carers of the children involved will be informed as soon as it is appropriate to do so. Support plans will be written, and help offered, by different adults in school (to avoid a possible conflict of interest), to the alleged victim, the child or young person accused, and any other children involved. A referral to any relevant outside agency will be made e.g. Police or Social Care. Detailed guidance and procedures are included in the linked guidance and school policies listed above.

Leicestershire and Rutland Safeguarding Children Partnership Policy, Procedures and Practice Guidance link: *https://llrscb.proceduresonline.com/index.htm*

22. Raising Awareness - Roles and Responsibilities

22.1 All staff and volunteers: Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone in our *school* who comes into contact with children and their families have a role to play in safeguarding children. All staff in our *school* consider, always, what is in the best interests of children.

22.2 All class and office based staff are able to log any concerns, no matter how minor on CPOMS. Mid-Day Supervisors and Wrap-Around care staff record concerns on paper and hand to a DSL who scans the document onto CPOMS. All staff reinforce school rules and messages around respect. All staff work to develop positive professional relationships with all children and to listen to both children and their carers.

22.3 All staff within our *school* are particularly important as they are able to identify concerns early and provide help to children to prevent concerns from escalating.

- All staff contribute to providing a safe environment in which children can learn by:
- Modelling school values.
- Getting to know pupils as individuals and valuing them
- Being open and friendly with parents and carers and listening to their concerns
- Setting clear boundaries for behaviour and adhering to them

- Listening
- Tailoring lessons as needed to meet the needs of individuals or groups.
- Explaining expectations and events clearly

22.4 How staff contribute to enabling a safe environment both in and when out of schools on trips or extended learning opportunities:

- Modelling school values.
- Setting clear boundaries for behaviour and adhering to them
- Tailoring lessons as needed to meet the needs of individuals or groups
- Ensuring that trips and visits are risk assessed and appropriately staffed
- Explaining expectations and events clearly
- Ensuring that after school clubs operate with the same expectations as the school day.
- Staff are aware that safeguarding systems are still in place for trips and extended learning opportunities.

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

22.6 If parents need help and advice then they are very welcome to speak to their child's teacher, contact the office for an appointment or to talk to Mrs Field. Where needed school age children can attend breakfast club to facilitate a meeting with staff. Parents can self-refer to early help using the information on the website and can contact the school office to see the school nurse.

22.7 Where needed a member of an alternate agency can make an appointment (with proper documentation) to meet with children under their care in school. The school works with social care to keep all information confidential and to ensure that identified safeguarding needs are met.

22.8 Information for support for parents is sent out either via email, signposts in newsletter or on the school website.

23. Safeguarding Training

23.1 All our staff are aware of systems within Sheepy Magna C of E Primary School and these are explained to them as part of staff induction, which include our child protection policy; the employee code of conduct and the role of the Designated Safeguarding Lead and Keeping Children Safe in Education 2026.

23.2 Our school utilises an induction checklist when staff are inducted which includes the above, but also other policy and procedural information

23.3 All our staff receive safeguarding and child protection training which is updated every three years. In addition, to this training all staff members receive child protection and safeguarding updates when required, but at least annually.

23.4 The Headteacher as Lead DSL provides the training or we use an external source. A rolling programme of DSL training and regular safeguarding updates via the key ensure that the school and staff are kept up to date with any changes.

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

23.6 Through annual training and regular reminders and updates, we help staff understand their role and the opportunities available, including any partnership work especially with social care and the local arrangements put in place by Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) and know how to access the NSCP website and training opportunities.

23.7 All our staff know what to do if a child is raising concerns or makes a disclosure of abuse and/or neglect. Staff will maintain a level of confidentiality whilst liaising with the Designated Safeguarding Lead and children's social care. Our staff will never promise a child that they will not tell anyone about a disclosure or allegation, recognising this may not be in the best interest of the child.

24. Staff responsibilities

24.1 All staff have a key role to play in identifying concerns and provide early help for children. To achieve this, they will:

24.1.1 Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.

24.1.2 Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.

24.1.3 Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.

24.1.4 Lead and ensure robust arrangements and procedures are in place to effectively manage and regularly monitor the school online safety, ad specifically appropriate filtering and monitoring on school devices and school networks which are reflected in this Child Protection Policy, including awareness of ease of access to mobile phone networks. In agreement with the Governing body.

24.1.5 Attend training to be aware of and alert to the signs of abuse.

24.1.6 Maintain an attitude of "it could happen here" with regards to safeguarding.

24.1.7 Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately a Deputy DSL should be informed.

24.1.8 Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.

24.1.9 Follow the allegations procedures if the disclosure is an allegation against a member of staff, volunteer, trainee teacher or an individual not directly employed by the school; for example, supply teachers or sports coaches.

24.1.10 Follow the procedures set out by the LRSCP and take account of guidance issued by the DfE KCSiE 2026.

24.1.11 Support pupils in line with their child protection plan, child in need plan, LAC Care Plan.

24.1.12 Treat information with confidentiality but never promising to "keep a secret."

24.1.13 Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.

24.1.14 Understand early help and be prepared to identify and support children who may benefit from early help, to include children who are frequently missing/goes missing from education, home or care, has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit, has a parent or carer in custody or is affected by parental offending.

24.1.15 Liaise with other agencies that support pupils and provide early help.

24.1.16 Ensure they know who the DSL and Deputy DSLs are and know how to contact them.

24.1.17 Have an awareness of the Child Protection Policy, the Behaviour Policy, the Staff Behaviour Policy (or Code of Conduct), procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.

24.2 ***Be alert to the needs of young carers, recognising that caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing. Early identification is essential to ensure young carers receive support, at the right time and by the appropriate services including additional support from external partners, or local authority and health services.***

25. Senior Leadership/Management Team responsibilities:

25.1 Contribute to inter-agency working in line with HM Working Together to Safeguard Children guidance 2026.

25.2 Provide a co-ordinated offer of early help when additional needs of children are identified.

25.3 Ensure all staff, supply staff and volunteers are alert to the definitions of abuse and indicators, and through access to regular training opportunities and updates.

25.4 Ensure staff are alert to the various factors that can increase the need for early help.

25.5 Working with Children's Social Care, support their assessment and planning processes including the school's attendance at conference and core group meetings as appropriate.

25.6 Carry out tasks delegated by the *governing body* such as training of staff and volunteers, safer recruitment and maintaining of a single central register.

25.7 Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.

25.8 Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.

25.9 Ensure that allegations or concerns against staff including low-level concerns are dealt with in accordance with guidance from Department for Education (DfE) KCSiE 2026 Part Four 'Allegations made against/Concerns raised in relation

teachers including supply teachers, other staff, volunteers, and contractors in Sections One and Two.

25.10 Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) and Leicestershire County Council (LCC).

26. Teachers (including ECTs) and Headteachers – Professional Duty

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

26.2 The Children and Social Work Act of 2017, places responsibilities for Designated Teacher to have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England and Wales.

26.3 All pupils at Sheepy Primary School are supported to achieve. We track the achievement and attendance of groups/ individuals and take action if needed. We create IEPs for these pupils, the designated teacher, carers and agencies meet and review them, with input from children.

27. Designated Safeguarding Lead

27.1 We have a Senior Designated Safeguarding Lead who takes lead responsibility for safeguarding children and child protection who has received appropriate training and support for this role. The Snr Designated Safeguarding Lead is a senior member of the school leadership team, and their responsibilities are explicit in their job description.

27.2 We also have at least two Deputy Safeguarding Lead, who will provide cover for the Senior Designated Safeguarding Lead when they are not available. Our Deputy Safeguarding Lead has received the same training as our Senior Designated Safeguarding Lead. They will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the school ethos and that specific duties are discharged. They will assist the Senior Designated Safeguarding Lead in managing referrals, attending child protection conferences, reviews, core group meetings and other meetings of a safeguarding and protection nature to support the child/children.

27.4 All DSL's have completed the required training and are overseen by the Snr Designated Safeguarding Lead, to ensure we fulfil our child protection responsibilities to meet the needs of the children/ young people on roll.

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

28. The Senior Designated Safeguarding Lead is expected to:

28.1 **Manage Referrals:**

28.1.1 Refer cases of suspected abuse or allegations to the relevant investigating agencies.

28.1.2 Support staff who make referrals to children's social care and other referral pathways.

28.1.3 Refer cases where a person is dismissed or left due to risk/harm to a child and will make a referral to the Disclosure and Barring Service.

28.2 Ensure arrangements are in place year-round for all staff and volunteers to seek advice, support and inform of safeguarding concerns, or incidents and disclosures that inform children are at risk of harm, or abuse, harm or bullying or sexual harm or harassment has occurred.

28.3 Ensure appropriate systems are in place to manage and address online safety, access to mobile phone networks, especially for those children who are potentially at greater risk of harm, abuse, and exploitation and refer concerns where required linked to the PREVENT duty.

28.4 The DSL meet regularly with all DDSL so each is fully informed and able to respond to the needs of children subject to safeguarding concerns. We support vulnerable children and children subject to safeguarding concerns by:

Understanding the academic progress and attainment of these pupils.
Maintaining a culture of high aspirations for these pupils.
Supporting teachers to provide additional academic support or reasonable adjustments to help these pupils reach their potential.
Helping to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues these pupils are experiencing with teachers and the SLT.
Providing support via our trained drawing and talking therapist.
Encouraging a culture of listening to children and taking account of their wishes and feelings; this include understanding the difficulties pupils may have in approaching staff about their circumstances and considering how to build trusted relationships that facilitate communication.

28.5 Our school supports vulnerable pupils and those subject to safeguarding concerns through regular check-ins with the pupils themselves, liaison with carers, agencies and with school staff. All findings and actions are recorded on CPOMS so that they are shared with the correct people.

28.6 **Work with others:**

28.6.1 Liaise with the headteacher/principal (where the Senior Designated Safeguarding Lead role is not carried out by the headteacher) to inform him/her of any issues and ongoing investigations.

28.6.2 As required, liaise with the 'case manager' (as per Part Four of KCSiE 2026) and the LADO where there are child protection concerns/allegations that relate to a member of staff.

28.6.3 Liaise with the case manager and the LADO/LADO Allegation Officer where there are concerns about a staff member.

28.6.4 Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies and acts as a source of support, advice, and expertise for other staff.

28.6.5 Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.

28.6.6 Liaise with the local authority and other agencies in line with Working Together to Safeguard Children 2026 and the local Leicestershire Safeguarding Children Partnership procedures and practice guidance.

28.6.7 The headteacher, designated safeguarding leads and governing body/trust are aware of the local arrangements put in place by Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) and know how to access the LRSCP website and training.

28.7 DSL's feedback information to other staff and help to raise awareness of emerging threats and risks: Though staff meetings, bulletins, staff notice board, briefings, and arranging additional classroom learning opportunities. Ensure that all staff know, via regular briefings, about any changes, emerging or increased risks and threats to safeguarding Though staff meetings, bulletins, staff notice board, briefings, and arranging additional classroom learning opportunities.

28.8 We work with the NSPCC, police or other agencies as needed.

28.9 **Undertake training:**

28.9.1 Formal Designated Safeguarding Lead training will be undertaken at least every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually.

28.9.2 The Senior Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training.

28.9.3 The Senior Designated Safeguarding Lead is also responsible for ensuring all other staff with designated safeguarding responsibilities access up to date and timely safeguarding training and maintains a register or data base to evidence the training.

28.10 Termly updates are available for staff, paper based and face to face to conversations.

28.11 **The training undertaken should enable the Designated Safeguarding Lead to:**

28.11.1 Understand the assessment process for providing early help and intervention through the Thresholds to access to services.

28.11.2 Have a working knowledge of how the Leicestershire and Rutland Safeguarding Children Partnership operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.

28.11.3 Ensure that each member of staff has access to the child protection policy and procedures.

28.11.4 Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes.

28.11.5 Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers.

28.11.6 Be able to keep detailed, accurate, secure written records of concerns, decisions and referrals.

28.11.7 Understand the Prevent Duty and provide advice and support to staff on protecting and preventing children from the risk of radicalisation and being grooming into extremist behaviours and attitudes. (.

28.11.8 Understand the reporting requirements for FGM

28.11.9 Understand and support children to keep safe when online and when they are learning at *home [KCSiE 2026 Part Two – The Management of Safeguarding).*

28.11.10 Encourage a culture of protecting children, listening to children and their wishes and feelings.

28.12 **Raise awareness**:

28.12.1 Ensure that the child protection policies are known, understood, and used appropriately.

28.12.2 Ensure that the child protection policy is reviewed annually in consultation with staff members, and procedures are updated and reviewed regularly and implemented, and that the governing body is kept up to date and actively involved.

28.12.3 Work strategically to ensure policies and procedures are up to date and drive and support development work within the school.

28.12.4 Ensure that the child protection policy is available to parents and carers and uploaded to the school website and make parents/carers aware that referrals may be made about suspected abuse or neglect

28.12.5 Ensure all staff receive induction training covering child protection before working with children and can recognise and report any concerns immediately as they arise.

29. Child Protection file - The Senior Designated Safeguarding Lead is responsible:

29.1 For ensuring that when a child leaves the school or college their 'child protection,' 'child in need' file or 'confidential' file is transferred to the new school or college at the same time the child goes on roll of its new school or education provision.

29.2 For keeping a record of the number of children open and subject to CP, CiN and LAC concerns is maintained and shared with the governing body annually.

29.3 For keeping a record or data on the cohort of children having or have had a social worker and social care involvement will be maintained.

29.4 Our school will maintain, keep and storing records, where a concern about a child has been identified in accordance with statutory guidance in KCSiE 2026.

29.5 The school keeps electronic records of child protection concerns and behaviour concerns or incidents. This includes the ability to transfer records to other school using the same system. Where schools do not use the same system paper copies are made and transferred securely. Where a parent moves to home

education, records are kept and transferred in the event a child returns to formal schooling and passed to the local authority.

29.6 Availability - During term time the Senior Designated Safeguarding Lead *(or a Deputy)* will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. In the absence of the Designated Safeguarding Leads a member of the senior leadership team will be nominated to provide cover.

30. Headteacher

30.1 **The Headteacher of the school will ensure that:**

30.1.1 The policies and procedures adopted by the *governing body/,* (particularly those concerning referrals of cases of suspected abuse, neglect and exploitation), are understood, and followed by **all** staff.

30.1.2 The *school,* maintains an up-to-date Single Central Record (SCR) which is reviewed regularly and is compliant with statutory guidance.

30.1.3 Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.

30.1.4 All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.

30.1.5 The Headteacher will ensure all staff including supply teachers and volunteers have access to and read and understand the requirements placed on them through: - the *school* Child Protection Policy; the *Staff Behaviour Policy/Code of Conduct Policy.*

30.1.6 The Headteacher will ensure there are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in KCSiE 2026.

30.1.7 Where there is an allegation made against a member of staff (either paid or unpaid, including volunteers) that meets the criteria for a referral to the LADO, then the headteacher or principal will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four: Allegations made against/Concerns raised in relation to teachers, including supply teachers, trainee teachers other staff, volunteers, and contractors in KCSiE 2026. If the allegation is against the Headteacher/Principal, then the Chair of the Governing Body will manage the allegation – see below.

31. Governing Body and Multi- Academy Trust

31.1 We recognise our Governing body has a strategic leadership responsibility for our *school's* safeguarding arrangements and must ensure they comply with their duties under legislation and must have regarding to KCSiE 2026, ensuring

policies, procedures and training in our *school* are effective and always comply with the law.

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

31.2.1 Ensuring there is an individual member of the governing body to take leadership responsibility for safeguarding and champion child protection issues in the school.

31.2.2 Ensuring that the school has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2026) as well as with local LRSCP guidance and monitors the school's compliance with them.

31.2.3 Ensuring that safeguarding policies and procedures are in place for appropriate action to be taken in a timely manner to promote a child's welfare.

31.2.4 Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSiE 2026 page 38, 138 to 150 and annex B pages 183. Including guidance/procedures put in place by our school: our GDPR policy can be found on the website.

31.2.5 Ensuring cooperation with the local authority and other safeguarding partners.

31.2.6 Appointing a Senior Designated Safeguarding Lead from the leadership team to take lead responsibility for child protection/safeguarding and that a Designated Teacher for Looked After Children is appointed and appropriately trained.

31.2.7 Ensuring that all staff, supply teachers and governors read and fully understand at least KCSiE 2026 Part One as a minimum and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as required within the guidance.

31.2.8 Ensuring that the governing body understands it is collectively responsible for the school's safeguarding arrangements, even though a governor will be nominated as the 'Safeguarding Governor' and person who will champion all safeguarding requirements.'

31.2.9 All members of the governing body will undertake safeguarding training to ensure they have the knowledge and information needed to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of robust 'safeguarding arrangements and act as the 'critical friend'. This training must focus on their strategic role and not on operational procedures.

31.2.10 The Chair of Governors and named Safeguarding Governor will access role specific training to enable them to comply and discharge their child protection/ safeguarding responsibilities including should any allegations be made against the Headteacher/ Principal.

31.2.11 The Governing body will collectively ensure there is a training strategy in place for all staff, including the headteacher, so that child protection training is undertaken and refreshed in line with KCSiE 2026 and LRSCP guidance.

31.2.12 Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated to ensure that safeguarding remains a priority.

31.2.13 Ensuring that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.

31.2.14 Ensuring there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of dealing with a complaint KCSiE 2026 Part Four.

31.2.15 Ensuring that arrangements/procedures are in place to manage and provide clarity on the process for sharing 'low level' concerns, which should be referred to within the school/college Staff Code of Conduct, (Allegations and concerns about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO).

31.2.16 Ensuring a response if there is an allegation against the *headteacher* by liaising with the LADO or other appropriate officers within the local authority.

31.2.17 Ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual exploitation and going missing in future.

31.2.18 Be aware of the issues involving the complexity of serious violence and sexual violence and sexual harassment between children and ensure the *school* has policy, procedures and staff are trained (including the DSL and Senior Leadership) to recognise and respond to incidents and resources to manage actions and support for those involved.

31.2.19 Be alert and respond to harmful online challenges and hoaxes, including providing information and advice to parents and carer and informing where to get help and support.

31.2.20 Be alert to the growing concerns involving knife crime and ensure the *school* works closely with the police and safeguarding partners to raise awareness of the impact of such crime and adopt proactive practice to address concerns locally and within the community.

31.2.21 Ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum.

31.2.22 Giving staff the opportunities to contribute and shape safeguarding arrangements and child protection policy.

31.2.23 When the *schools* premises are used for non-school/college activities the Governing body/trust will seek assurances that the body concerned has

appropriate safeguarding and child protection policies and procedures in pace, and inspect them as needed, including liaising with the Headteacher/ trust. This will apply regardless of whether or not children who attend the provision are on the school or college roll.

31.2.24 Any safeguarding concerns involving outside organisations will be addressed through our school/college safeguarding policies and procedures and in line with Leicestershire Safeguarding Children Partnership procedures.

31.2.25 Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required.

31.2.26 Ensure at least one person on an interview panel has completed safer recruitment training.

31.2.27 Inform any new prospective employees' candidate that our *school* will carry out online checks (KCSiE 2026 Part Three Safer Recruitment).

31.2.28 Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.

31.2.29 Be open to accepting that child abuse and incidents can happen within the *school* and be available to act decisively upon them.

32. Looked After Children – The Role of Designated Teacher and the Designated Safeguarding Lead

32.1 A teacher is appointed who has responsibility for promoting the educational achievement of children who are looked after. They have the appropriate training. The Designated Teacher will work with the Virtual School to ensure that the progress of the child is supported.

32.2 The Designated Safeguarding Lead will also have details of the child's social worker and the name of the Head of the Virtual School. The Designated Safeguarding Lead will work closely with the Designated Teacher, as we recognise that children may have been abused or neglected before becoming looked after. We will ensure their ongoing safety and wellbeing as well as supporting their education, through linking with their social worker, carers, and parents where appropriate.

32.3 We also recognise those children who were previously Looked-After potentially remain vulnerable and all staff will be informed of the importance of maintaining support for them through our *school. As a school,* we will continue to recognise the importance of working with agencies and take prompt actions where necessary to safeguard these children, who may remain vulnerable.

32.4 The Head of the Virtual school includes responsibility for promoting the educational achievement of children in kinship care. Therefore, schools should

recognise that these children may require additional support to be successful in school.

Children with Special Educational Needs

32.5 We recognise that children with special educational needs (SEN) and or disabilities can face additional safeguarding challenges on and offline. Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

32.6 All staff are aware that additional barrier can exist when recognising abuse, neglect and exploitation for children with SEND and be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. They may not always show outward signs and may have communications barriers and difficulties in reporting challenges, especially involving exploitation or incidents involving child-on -child harm, abuse, or harassment and particularly where that harassment or harm is of a sexual nature. Our staff's vigilance will be a supporting factor to keeping all children safe.

32.7 Staff should consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place. Further information can be found in the DfE:

• SEND Code of Practice 0 to 25 years, and Supporting Pupils at School with Medical Conditions.

32.8 Our policy reflects the fact that additional barriers can exist when recognising abuse, neglect, and exploitation in this group of children which include:

32.8.1 assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.

32.8.2 these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children, the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs,

32.8.3 communication barriers and difficulties in managing or reporting these challenges risks that they do not understand that what is happening to them is abuse,

32.8.4 the need for intimate care or that these children are isolated from others,

32.8.5 that these children are more likely to be dependent on adults for care, and

32.8.6 these children may have issues over cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

32.9 addressing individual behaviour concerns and incidents considering the child's SEN and disabilities.

32.9.1 recognising and having in place additional support for example to teach, advise, mentor and support children with SEND from online harms, hoaxes, bullying, grooming and radicalisation and enable them to have confidence and the ability to stay safe online, either in schools or outside the school environment.

32.10 Personal care, administering of medicines, intimate care policies are in place and can be referred to for individual children as needed.

.

33. Acting where concerns are identified.

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

33.2 If staff have concerns about a child, they will need to decide what action to take. A discussion should take place with the Senior Designated Safeguarding Lead, to agree a course of action.

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

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

33.4.1 The key facts will be established in language that the child understands, and the child's words will be used in clarifying/expanding what has been said.

33.4.2 No promises will be made to the child, e.g., to keep secrets.

33.4.3 Staff will stay calm and be available to listen.

33.4.4 Staff will actively listen with the utmost care to what the child is saying.

33.4.5 Where questions are asked, this should be done without pressurising and only using open questions.

33.4.6 Leading questions should be avoided as much as possible.

33.4.7 Questioning should not be extensive or repetitive.

33.4.8 Staff will not/ should not put words in the child's mouth but will subsequently note the main points carefully.

33.4.9 A full written record will be kept by the staff duly signed and dated, including the time the conversation with the child took place, outline what was said, comment on the child's body language etc.

33.4.10 It is not appropriate for staff to make children write statements about abuse that may have happened to them or get them to sign the staff record.

33.4.11 Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on.

33.4.12 The Designated Safeguarding Lead will be immediately informed unless the disclosure has been made to them.

33.4.13 Information should be shared with children's social care without delay, either to the child's own social worker or to First Response. Children's Social Care will liaise with the police where required, which will ensure an appropriate police officer response rather than a uniformed response.

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

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

34. Confidentiality

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

34.2 Where there is a child protection concern it will be passed immediately to the Designated Safeguarding Lead and/or to children's social care. When a child is in immediate danger children's social care/the police will be contacted.

34.3 The Headteacher or Senior Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff, including the level of involvement of other agencies, only on a 'need to know' basis.

34.4 All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children. They are aware that the Data Protection Act 1998 should not be a barrier to sharing of information where failure to do so would result in a child being placed at risk of harm. Staff should refer to the DfE Data Protection guidance for schools (DfE, 2023 updated July 2026).

34.5 We acknowledge further guidance can be found by visiting Leicestershire and Rutland Safeguarding Children Partnership website: https://lrsb.org.uk/

35. Information Sharing

35.1 Effective sharing of information between practitioners and local organisations and agencies is essential for early identification of need, assessment, and service provision to keep children safe. Serious Case Reviews (SCRs) now known as Rapid Reviews (RRs) have highlighted that missed opportunities to record and thereby understand the significance of sharing information in a timely manner can have severe consequences for the safety and welfare and well-being of children (Working Together to Safeguard Children, 2026).

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

35.2.1 DfE KCSiE 2026 has several sections which provide clarity on information sharing processes and GDPR including within Annex B which makes clear the powers to hold and use information when promoting children's welfare.

35.2.2 Working Together to Safeguard Children 2026 paragraphs 19 to 37 and on pages 17 -20.

35.2.3 Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents, and carers (which has been updated to reflect the General Data Protection Regulation (GPDR) and Data Protection Act 2018.

35.2.4 Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) Policy and Practice Guidance.

35.2.5 Staff and governors are required to complete / refresh GDPR Information Sharing training.

36. Records and Monitoring *[KCSiE 2026 paragraphs 72 to 73, Part Four, Part Five, Annex B]*

36.1 Our school maintains record of safeguarding using and online platform, CPOMS. This is monitored by both the Local Authority through audit, Ofsted and governors. Records are updated to reflect the child's journey through the safeguarding system and engagement with statutory agencies, including Social Care, Early Help, Police, CAMHS, Health and other services.

36.2 Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual and evidence-based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed. Where an opinion or professional judgement is recorded this should be clearly stated as such. As well as keeping records of concerns, discussions and decisions, designated safeguarding leads should keep record of the rationale for any decisions made.

36.3 At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person; this type of behaviour could lead to the staff member being taken into managing allegations procedures. The body maps should be used in accordance with recording guidance and to support clarity for example of areas of injury, marks and bruising and or touching.

36.4 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.

36.5 Our *school* will ensure all our files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.

37. Why recording is important

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

37.2 Our school, Sheepy Magna C of E Primary uses CPOMs.

37.3 We acknowledge without information being recorded it can be lost. This could be crucial information, the importance of which is not always necessarily apparent at the time. On occasions, this information could be crucial evidence to safeguard a child or be evidence in future criminal prosecutions.

38. The Child Protection (CP), Child in Need (CiN) or Confidential file

(KCSiE 2026 Annex B pages 183.)

Note: The establishment of a Child Protection, CiN or Confidential Safeguarding file, which is separate from the child's main school file, is an important principle in terms of storing and collating information about children which relates to either a child protection or safeguarding concern or an accumulation of concerns about a child's welfare which are outside of the usual range of concerns which relate to ordinary life events. It should be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the child's particular circumstances will need to be taken into account for example if a child is subject to a child protection plan, CiN plan or has looked after status (LAC). Professional judgement will therefore be an important factor when making this decision and will need clear links between pastoral staff and those with Designated Safeguarding Lead responsibilities in school.

38.1 A 'child protection' or 'confidential' file should be commenced in the event of:

- A referral to First Response/Children's Social Care.
- A number of minor concerns on the child's main school file.
- Any child open to social care.

38.2 All 'child protection' or 'confidential' files on CPOMS are already be set up to record in accordance with statutory guidance:

- A front sheet.
- A chronology.
- A record of concern in more detail and body map, where appropriate.
- A record of concerns and issues shared by others.

38.3 The school will keep electronic records of concerns about children even where there is no need to refer the matter to First Response/Children's Social Care (or similar) immediately, but these records will be kept within the separate concerns file.

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

38.5 The ‘confidential’ file can be active or non-active in terms of monitoring i.e., a child is no longer LAC, subject to a child protection plan or EHAF and this level of activity can be recorded on the front sheet as a start and end date. If future concerns arise, they can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.

39. Transfer of child’s child protection file, child in need, LAC, or confidential file (statutory requirement):

39.1 Our school will adopt the file transfer guidance contained in KCSiE 2026 and ensure when a child moves school/education provision their child protection/confidential file is sent securely to their new educational setting when the child starts/ leaves the school/academy.

39.2 For those children subject of social care and safeguarding agency involvement will ensure the file is able to evidence the child’s journey and include key information as described in KCSiE 2026 should a child subject to social care involvement transfer schools, college, or education provider we will ensure the child’s child protection or confidential file move is transferred within 5 days as required by KCSiE.

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

39.4 When a student moves to or from the school, if f there are issues or concerns, a conversation between DSLs from both settings is recommended as good practice.

39.5 In accordance with KCSiE 2026 we will maintain information on cohorts of children who have been open to social care, have had a social worker or who are closed to social care and may have returned to the family home. This information will only be considered for sharing ‘if appropriate’ with the new school or provider in advance of the child leaving to allow for the new school to continue supporting the children who have had a social worker or been victims of abuse, including those who are currently receiving support through the ‘Channel’ programme.

39.6 When a child attends Alternative Provision the safeguarding file will remain with the child’s school, the DSL must share relevant information to allow the Alternative Provision to safeguard the child. [KCSiE 2026 Annex B]

40. Recording Practice

40.1 Timely and accurate recording will take place when there are any issues regarding a child.

40.2 A recording of each and every incident or concern for the child will be made, including any telephone calls to other professionals. These will also be recorded on the

chronology and kept within the child protection file for that child, as over time they are likely to help identify any patterns or emerging risks and needs. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed, and roles and responsibility of each agency will be clarified, and outcomes recorded.

40.3 The chronology will be brief and log activity; the full recording will be on the record of concern.

40.4 Further detailed recording will be added to the record of concern and will be signed and dated. Records will include an analysis of the event or concerns and will take account of the holistic needs of the child, and any historical information held on the child's file.

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

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

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

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

41. Educating Young People – Opportunities to teach safeguarding (*KCSiE 2026 paragraphs 156 to 166)*

41.1 As a school we will teach children in an age-appropriate way about the four Cs of online safety, content, contact, conduct and commerce as outlined in KCSiE 2026 to include youth produced imagery, on-line risks associated with social networking to prevent harm by providing them with the skills, attributes, and knowledge to help them navigate risks, including covering online safety, remote learning, filters and monitoring, information security, cyber-crime, fake news, disinformation and conspiracy theories, reviewing online safety platforms and use of mobile technology. We will ensure appropriate filters and monitoring systems in place and regularly review their effectiveness.

41.2 The education we provide for online safety will take into account the need for children to learn using online technologies to include generative artificial intelligence in a safe environment whether that be in school, in the home or in a community environment. This will also be taught as part of a wider RSHE programme, as well as through other subject areas and ICT.

41.3 We will ensure a whole school approach is in place to promote giving children the space to explore key issues in a sensitive way and the confidence to seek the support of adults should they encounter problems or online harms, hoaxes or harassment including involving incidents of sexual violence and sexual harassment between children.

41.4 Our school is a mobile free environment by defaults: this includes between lessons, breaktimes and lunchtime. Anything other than this is by exception only by applying to the Headteacher.

41.5 Our arrangements will be regularly reviewed to address this additional area of safeguarding as technologies change on a regular basis and having access to smart technology could mean some children, whilst at school/college, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (via large chat groups) and view and share pornography and other harmful content.

41.6 Within our PSHE and Computing curriculum children are taught from EYFS (age-appropriate content) about keeping themselves safe in the 'real' world online.

41.7 There is information on the website regarding online safety and we regularly send out useful information to parents.

41.8 Should a child need to work remotely; we will use MS Teams and use content from Oak Academy; homeworking may arise due to pandemics such as COVID 19.

Our *school's* response to identifying, responding to, and managing concerns, incidents, or disclosures regarding sexual violence between children in *school:*
The school recognises that sexual violence between children is a safeguarding concern and will take all reports, disclosures and incidents seriously. Sexual violence may occur in person or online and can include unwanted sexual touching, sexual assault or other sexual acts without consent. The school recognises that sexual violence can have a significant and lasting impact on children and that incidents may involve children of the same or different ages, genders or backgrounds.
Any child who makes a disclosure or reports an incident of sexual violence will be listened to carefully, treated with dignity and respect, and reassured that they have done the right thing by speaking to an adult. Staff will not investigate, question or attempt to establish the facts beyond what is necessary to ensure the immediate safety of the child. The concern will be reported immediately to the Designated Safeguarding Lead (DSL) or deputy, in accordance with the school's safeguarding procedures, and a written record will be made.
The DSL will undertake an immediate risk and needs assessment and consider the individual circumstances of all children involved, including their age, developmental stage, understanding, wishes and feelings, the nature and seriousness of the behaviour, any power imbalance, whether there is a pattern of behaviour, and any wider safeguarding concerns. The school will take appropriate action to ensure the immediate safety and wellbeing of all children and will consider measures such as increased supervision, separation of children where necessary, changes to routines or activities, and appropriate pastoral support.
Where an incident may constitute sexual violence or a criminal offence, the school will seek advice from and work with Leicestershire children's social care, the police and other relevant safeguarding partners as appropriate. The school will not undertake its own investigation where this could interfere with a police or social care investigation. Parents

or carers will normally be informed and involved, unless doing so would place a child at increased risk of harm or there is another safeguarding reason not to do so.
The school will provide appropriate support to the child who has experienced or reported sexual violence and will also consider the safeguarding, welfare and support needs of the child who is alleged to have caused harm. Support and interventions will be proportionate to the circumstances and may include pastoral support, education around consent, boundaries and respectful relationships, increased supervision and work with parents/carers or external agencies. The school will remain alert to the possibility of retaliation, intimidation, further contact or online sharing of material following an incident and will take appropriate steps to reduce these risks.
All incidents and concerns are recorded securely and monitored by the DSL. The school will review incidents to identify any patterns, repeat behaviours or wider safeguarding concerns and will consider whether changes to supervision, curriculum, risk assessment or school procedures are required. Confidentiality will be maintained appropriately, while recognising that information may need to be shared on a need-to-know basis to safeguard children.
The school recognises that children in primary education are at different stages of social, emotional and sexual development. Staff will therefore consider the age and developmental stage of the children involved when assessing behaviour and responding to concerns. However, the fact that children are young, that an incident occurred between children of a similar age, or that a child may not have understood the full significance of their actions will not prevent the school from taking a safeguarding concern seriously. Where behaviour causes or has the potential to cause harm, the school will respond proportionately, seek appropriate advice and provide support and education to those involved.

42. Helplines and reporting

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

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

42.3 List any other we regularly use:

- Cyber Bullying:
- The NSPCC web site gives information about what bullying is and signs and symptoms your child might show if they are being bullied.
- NSPCC Bullying Advice http://www.nspcc.org.uk
- ChildLine is the free helpline for children and young people in the UK. http://www.childline.org.uk
- Other links to help prevent Bullying online
- UK Council for Child Internet Safety UKCISS - www.education.gov.uk/ukccis
- Know IT All for Parents - www.childnet.com/kia/parents
- Thinkuknow — Parents - www.thinkuknow.co.uk/parents
- Cyberstreet - www.cyberstreetwise.com/#!/school
- Parent information on esafety - http://parentinfo.org
- 02 and NSPCC free resources & telephone helpline — www.o2.co.uk/nspcc — helpline is 0800 800 5002 — keep kids safe online

- E Safety Adviser - www.esafety-adviser.com/latest-newsletter

42.4 Advice and information for parents:

General Safeguarding Support

- NSPCC – Support for Parents Offers guidance on a wide range of parenting challenges, including child protection, emotional wellbeing, and online safety. https://www.nspcc.org.uk/advice-for-families/
- GOV.UK – Keeping Children Safe from Abuse and Harm Government advice on recognising abuse, reporting concerns, and accessing support services. https://www.gov.uk/government/publications/coronavirus-covid-19-keeping-children-safe-from-abuse-and-harm/advice-to-parents-and-carers-on-keeping-children-safe-from-abuse-and-harm
- Cafcass – Top Tips and Factsheets for Parents and Carers Practical advice for families involved in court proceedings, separation, and safeguarding concerns. https://www.cafcass.gov.uk/parent-carer-or-family-member/information-and-resources-parents/top-tips-and-factsheets-parents-and-carers

Online Safety

- UK Safer Internet Centre – Parents and Carers Guide Tips and tools to help keep children safe online, including guides for phones, tablets, and social media. https://saferinternet.org.uk/guide-and-resource/parents-and-carers
- Hertfordshire Grid for Learning – Online Safety Advice Links to trusted resources like Parent Info, Childnet, ThinkuKnow, and Internet Matters. https://thegrid.org.uk/safeguarding-and-child-protection/online-safety/online-safety-advice-to-parents-and-carers

42.5 ***Resources parents could highlight to their children:***

NSPCC – Talk PANTS (The Underwear Rule) Helps children understand that their body belongs to them and how to speak up if something feels wrong.
Website: https://learning.nspcc.org.uk/research-resources/leaflets/parent-leaflets
UK Safer Internet Centre – Online Safety Resources Interactive guides and tools to help children stay safe online, covering topics like social media, gaming, and digital wellbeing.
Website: https://saferinternet.org.uk/guide-and-resource/resources-for-parents-and-carers
Safeguarding Resource Hub - A free national hub offering age-appropriate safeguarding resources for children and young people, including videos, posters, and interactive materials. Website: https://www.safeguardingresourcehub.co.uk/
Childline – Support for Children: Children can access confidential support, advice, and tools to help them understand and manage issues like bullying, abuse, and mental health. Website: https://www.childline.org.uk
Thinkuknow – Online Safety Education Run by CEOP, this site offers age-specific resources to help children understand online risks and how to stay safe. Website: https://www.thinkuknow.co.uk

43. Child on child sexual harassment and sexual violence

43.1 The school has a zero-tolerance approach to sexual harassment and sexual violence. Abuse will never be tolerated or seen as banter, just having a laugh or part of growing up.

43.2 All staff must have 'it could happen here approach'.

43.3 Forms of child-on-child abuse can be:

- bullying (including cyberbullying, prejudice-based and discriminatory
  • abuse in intimate personal relationships between children (also known as teenage relationship abuse),
  • physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm,
  • physical assault and harm, or the threat of harm with a weapon,
  • harmful sexual behaviour, sexual violence and sexual harassment – which may include misogyny/misandry.
  • consensual and non-consensual making or sharing of nudes and semi nudes, including those generated using AI.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party,
  • upskirting (which is a criminal offence44), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
  • initiation/hazing type violence and rituals.

43.4 Disclosures or concerns about HSB must be reported immediately to the DSL following the reporting procedures. The Hackett continuum will be used to measure the behaviour.

43.5 Records will be recorded on add school's safeguarding system.

43.6 All children involved in an incident will be seen as victims.

43.7The school will, if necessary, seek advice from a safeguarding partner or refer to resources from the Centre of Expertise on Child Sexual Abuse.

43.8 In some cases, such as one of incidents or HSB or sexual harassment, it may be appropriate for the school or college to manage the situation internally.

43.9 In some cases, the school will have a statutory duty to refer the incident to the police and/or social care. Where a report of rape, assault by penetration or sexual assault is made, the starting point is that this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator(s) is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach. The following advice may help schools and colleges decide when to engage the Police and what to expect of them when they do.

43.10 The school will seek to protect children's anonymity.

43.11 Risk and needs assessments will be put in place.

44. Children who are questioning their gender

44.1The school recognises that some children and young people may question their gender. We are committed to providing a safe, supportive, respectful and inclusive environment for all pupils, while ensuring that safeguarding and the welfare of the child remain paramount.

45.2 In accordance with Keeping Children Safe in Education 2026, the school will adopt a safeguarding-led approach when responding to any child who is questioning their gender. Decisions will be made on an individual basis, taking account of the child's age, developmental stage, **wishes and feelings,** wider vulnerabilities, educational needs, mental health, neurodiversity, family circumstances and the rights and wellbeing of other children. The child's best interests will always be the primary consideration.

45.3 The school will not initiate social transition. Where a child or parent/carer requests changes relating to social transition, including changes to name, pronouns, appearance or how a child is treated within the school community, these matters will be considered through the school's safeguarding procedures and under the leadership of the Designated Safeguarding Lead (DSL). Any decisions will be carefully assessed, recorded and reviewed.

45.4 Parents and carers will be involved in the vast majority of cases. The school will only consider delaying or limiting parental involvement where there is reasonable cause to believe that doing so is necessary to protect the child from a risk of significant harm. In such circumstances, the DSL will seek appropriate safeguarding advice and take action in accordance with child protection procedures.

45.5 The school acknowledges that children who are questioning their gender may have additional vulnerabilities or complex needs and may benefit from appropriate health, social care or other professional involvement. The school will work collaboratively with families and relevant agencies where appropriate to promote the child's welfare.

45.6 The school will comply with all relevant legal duties, including safeguarding, equality, data protection and human rights legislation. Arrangements relating to toilets, changing facilities, residential accommodation, sport and the recording of pupil information will be managed in line with current statutory guidance and the school's legal obligations.

45.7 All concerns, discussions, decisions and the reasons for those decisions will be recorded in accordance with the school's safeguarding and record-keeping procedures.

45.8 KCSiE 2026 paragraphs 95-98 confirms that schools and colleges can lawfully separate children according to their biological sex for sport. In cases where a gender questioning child makes a request relating to how they participate, if “there are no safety concerns”, settings should consider “whether supporting social transition is overall in the best interests of the child, as well as considering the impact on other children and the aim of creating safe and fair environments for children to participate in PE.” *At our school, PE lessons and sporting activities are not taught separately.*

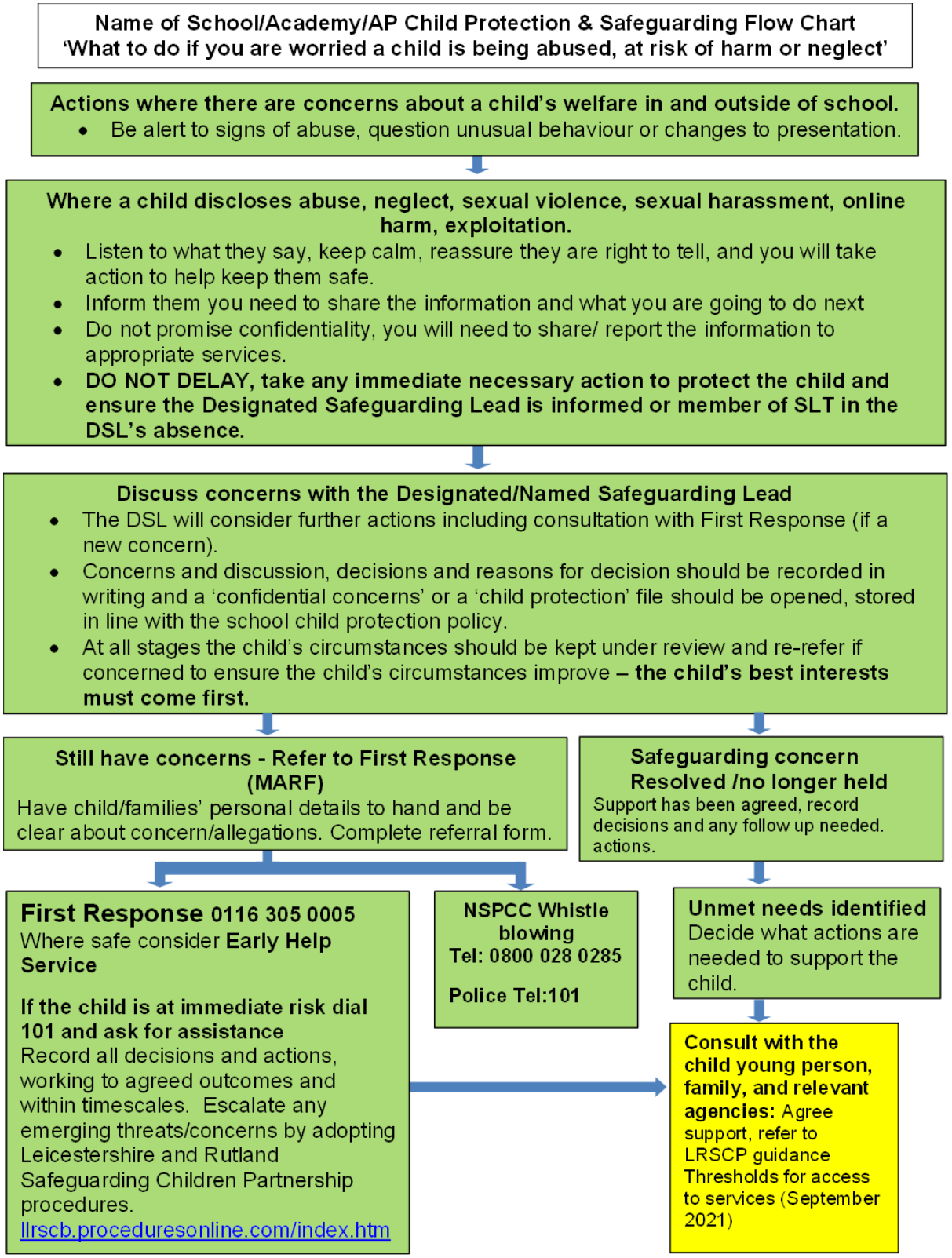
45.9 KCSiE 2026 **Paragraphs 105-116** explain that when it comes to toilets, showers and changing facilities, children must not be allowed into the spaces “designated for the opposite biological sex.” In instances where a child does not want to use these spaces, “schools and colleges should consider whether they can provide an alternative.” Schools and colleges must keep a record of any such situations and “ensure they are communicated appropriately” and regularly reviewed. *At our school, there are separate toilets for girls and boys within the main building. Girls and boys in upper KS2 get changed in separate classrooms for PE and sport. Where a child feels unable to dress / undress alongside their peers, an alternate space or time for changing will be identified.*

45.10 Paragraphs 197-202 include new guidance that schools and colleges must not allow a child to share overnight accommodation with a child of the opposite biological sex. This must be considered when responding to a request for social transition, where the rule still applies. If a child doesn’t want to share with a child of the same biological sex, alternative arrangements may be sought, but they “should not compromise the safety,

comfort, privacy or dignity of any child." Include your setting specific statement for sport here.

Appendix 1	*LCC LA Flow Chart 2026-2027 'What to do if you are worried a child is being abused or at risk of harm, neglect, or online harm.*
Appendix 2	*Template: Logging a concern about a child's safety and welfare – where staff or visitor does not have access to CPOMS*
Appendix 3	*Template: Body Maps Guidance and Body Maps – to support above*
Appendix 4	*Policy and procedures to manage with child-on-child abuse and sexual violence and sexual harassment from September 2026 to 2027 (add here to policy as an appendix if not in main body of the school/college Child Protection Policy for 2026-2027).*
Appendix 5	*Existing Injuries Form – Tool to support reflection.*

Appendix 1



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

Logging a concern about a child's safety and welfare in the event you do not have electronic access to CPOMS – to be uploaded by the DSL

Part 1 (for use by any staff)

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

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

Please give this form to your Senior Designated Safeguarding Lead

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

Time and date information received by DSL, and from whom.		
Any advice sought by DSL (date, time, name, role, organisation, and advice given).		
Action taken (referral to First Response (MARF completed)/children's social care/monitoring advice given to appropriate staff/EHAF etc. with reasons. 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 3

Body Map Guidance for Schools

Medical assistance should be sought where appropriate.

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

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

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

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

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

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

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

- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

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

Ensure First Aid is provided where required and record.

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

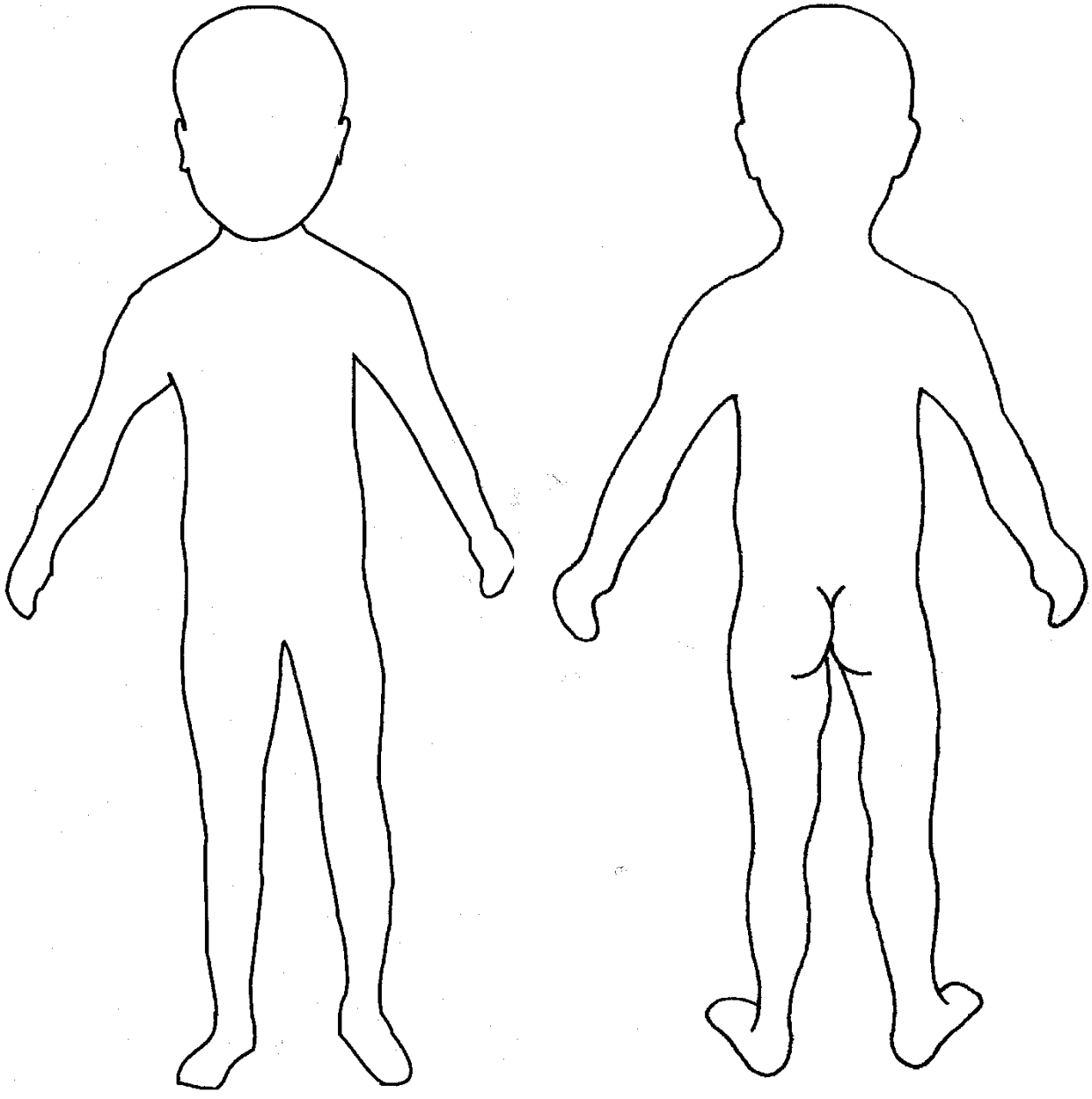
BODYMAP

(This must be completed at time of observation)

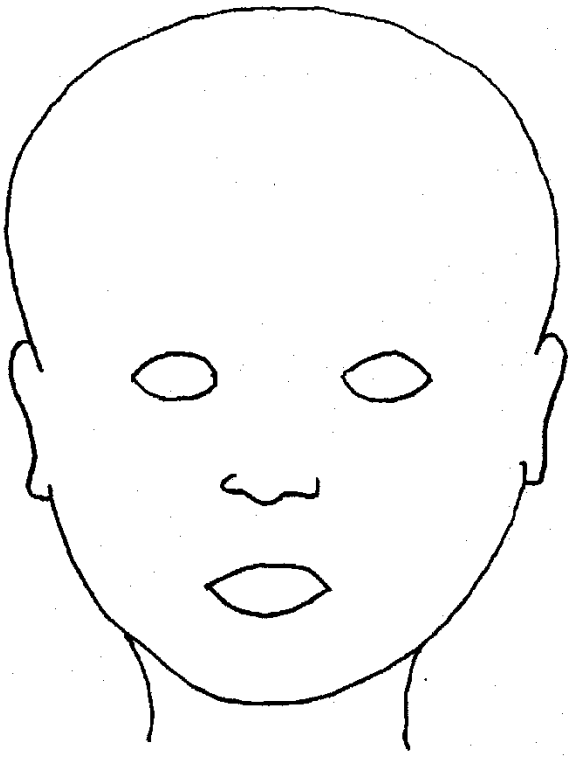
Names for Child: ..... Date of Birth: .....

Name of Worker: ..... Agency: .....

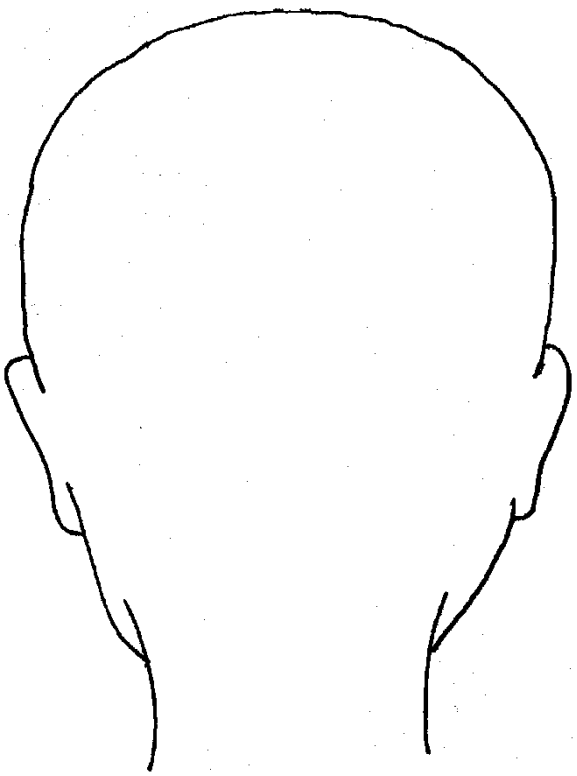
Date and time of observation: .....



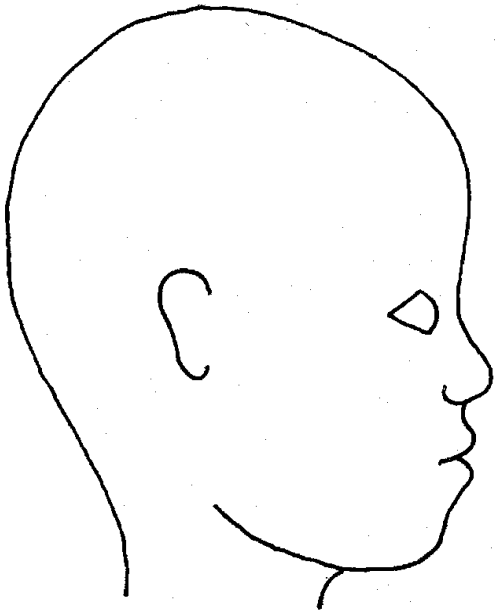
Name of Child: Date of observation:



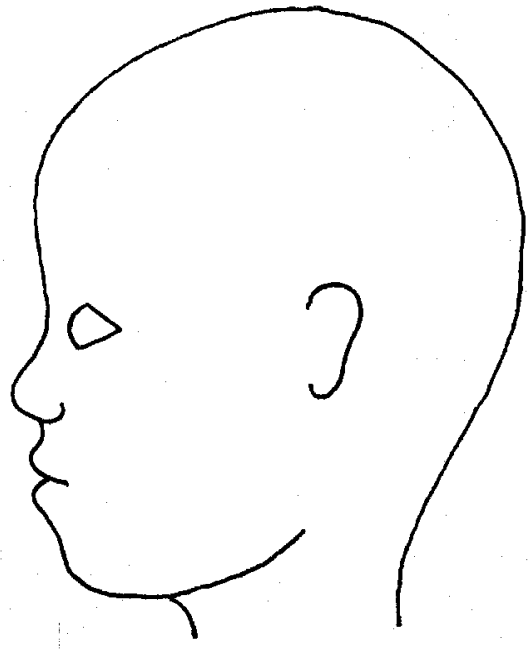
FRONT



BACK

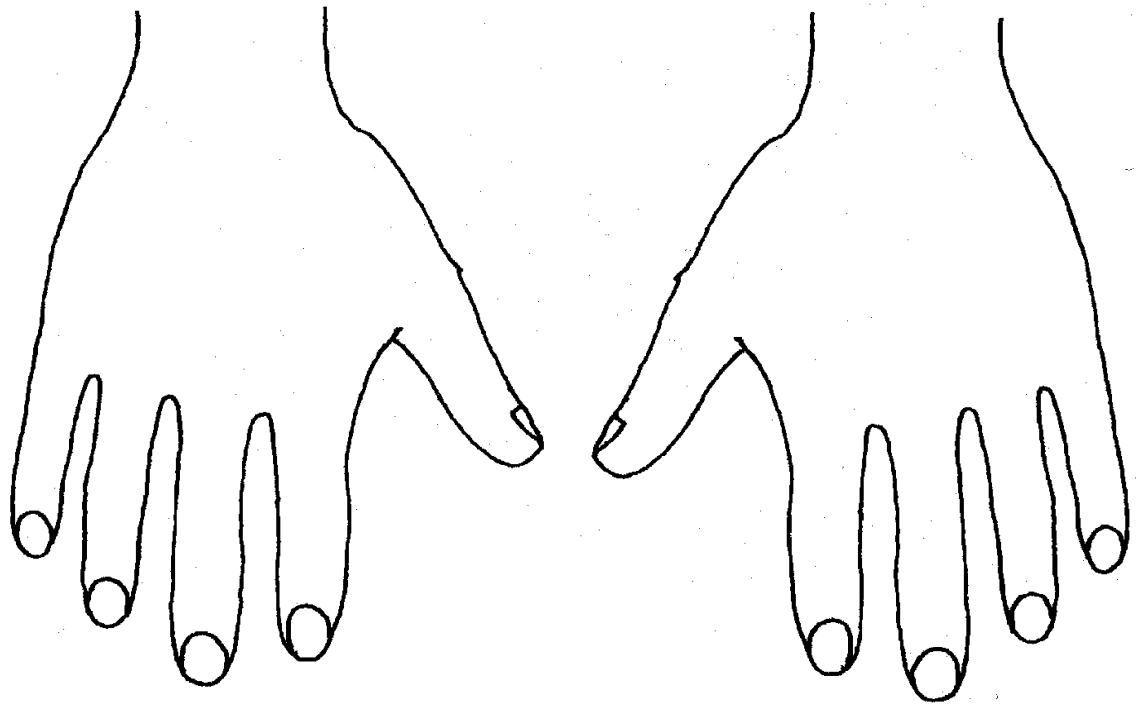


RIGHT



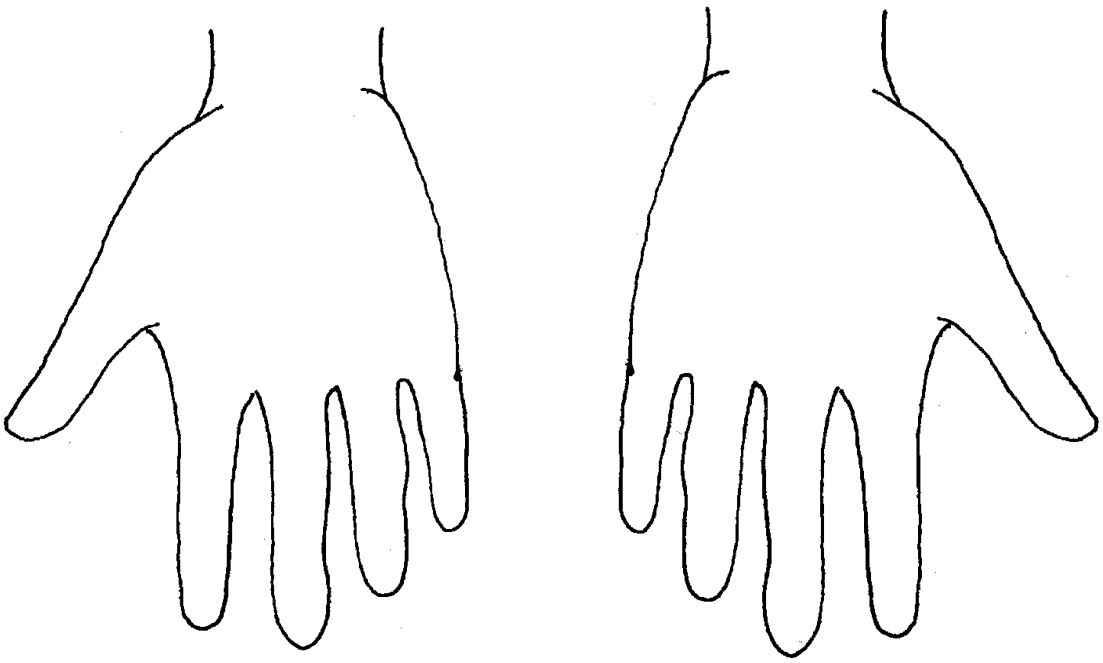
LEFT

Name of Child: ..... Date of observation: .....



R **L**

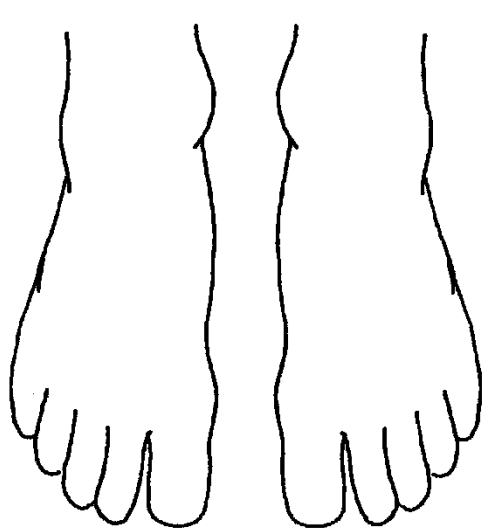
BACK



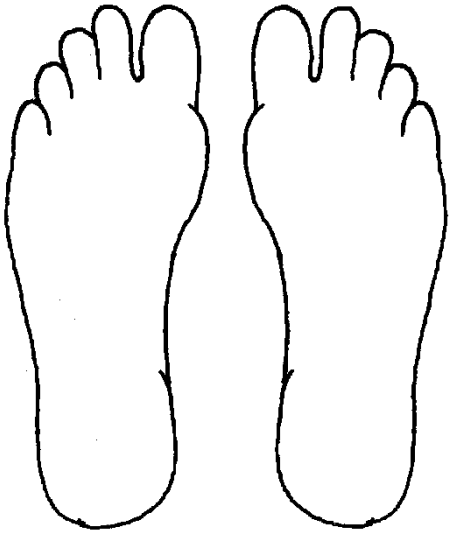
R **L**

PALM

Name of Child: ..... Date of observation: .....



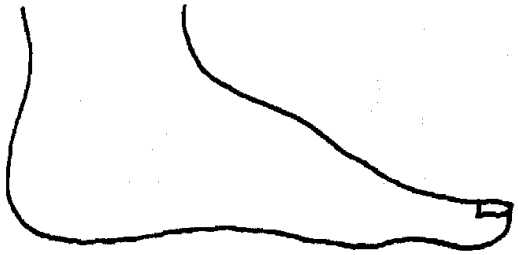
R TOP L



R BOTTOM L

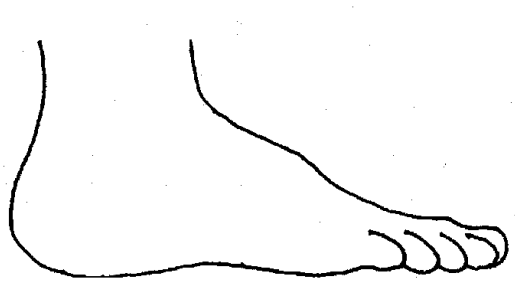


R

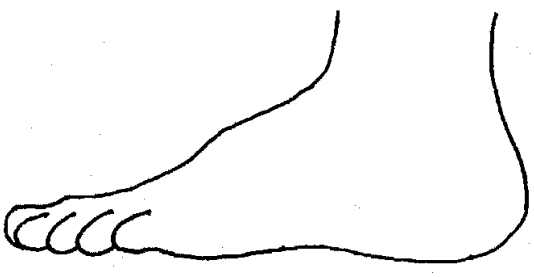


L

INNER



R



L

OUTER

Printed Name and Signature of worker: ..... Date: Time: .....

Role of Worker: .....

Other information:

.....

Appendix 4 – Child-on-Child Abuse, Sexual Violence and Sexual Harassment Policy and Procedure

Academic Year 2026–2027

1. Introduction

This annex forms part of the school's Child Protection and Safeguarding Policy and sets out the school's approach to preventing, identifying and responding to child-on-child abuse, including sexual violence and sexual harassment.

The school recognises that children can experience abuse or harm from other children and that such behaviour can occur in school, outside school and online. Child-on-child abuse is a safeguarding concern and will never be dismissed as 'banter', 'just playing', 'part of growing up', 'boys being boys' or similar language.

This annex should be read alongside the school's Child Protection and Safeguarding Policy, Behaviour Policy, Anti-Bullying Policy, Relationships and Sex Education (RSE) Policy and Online Safety Policy, together with Keeping Children Safe in Education 2026 (KCSIE), particularly Part Five.

2. Definition and forms of child-on-child abuse

Child-on-child abuse refers to abuse or harmful behaviour perpetrated by one child or group of children towards another child or children. It can take place face-to-face or online and may include, but is not limited to:

- bullying, including cyberbullying and discriminatory bullying;
- physical violence, assault or threats of physical harm;
- sexual violence;
- sexual harassment, including unwanted sexual comments, jokes, remarks, gestures or messages;
- harmful sexual behaviour;
- unwanted touching or sexualised behaviour;
- coercive or controlling behaviour between children;
- abuse within children's relationships;
- grooming or exploitation by peers;
- the non-consensual sharing or creation of sexual images;
- pressuring or coercing another child to create, send or share sexual images;
- 'upskirting' or other intrusive or voyeuristic behaviour;
- initiation or hazing-type activities; and
- behaviour connected with online communities, social media, gaming or messaging platforms.

The school recognises that child-on-child abuse can affect children of any age, sex, gender, background or ability and that it can occur between children of the same or different ages.

3. School commitment

The school has a zero-tolerance approach to abuse and harmful behaviour. This means that abuse is not accepted, normalised or minimised. It does not mean that every incident will receive the same response or that every child involved will be treated as an offender.

The school recognises that children are at different stages of social, emotional and developmental maturity. When responding to an incident, the school will consider the age and developmental stage of the children involved, the context, nature and seriousness of the behaviour, any power imbalance, coercion or intimidation, the impact on the child who has experienced the behaviour and any wider safeguarding concerns.

The school recognises that child-on-child abuse is preventable and that early identification, appropriate education and timely, evidence-based support can reduce the risk of harmful behaviour continuing or escalating.

4. Prevention

The school promotes a culture of respect, dignity, equality, positive relationships and safe behaviour.

Prevention and early intervention are supported through:

- age-appropriate Relationships and Sex Education (RSE) and PSHE;
- teaching about healthy and respectful relationships, consent, personal boundaries and appropriate behaviour;
- teaching children how to recognise unsafe behaviour and how to seek help;
- online safety education, including appropriate use of social media, gaming, messaging and digital technology;
- clear expectations through the school's behaviour and anti-bullying procedures;
- appropriate supervision and consideration of areas or situations where children may be more vulnerable;
- regular safeguarding training and updates for staff;
- opportunities for children to report concerns safely and confidently; and
- appropriate engagement with parents and carers.

The school will remain alert to emerging trends, language, online activity and local safeguarding concerns which may increase the risk of child-on-child abuse.

5. Responding to a disclosure or concern

Any member of staff who receives a disclosure or becomes aware of a concern must take it seriously and act without delay.

Staff should:

- listen carefully and calmly;

- allow the child to explain what has happened in their own words;
- reassure the child that they have done the right thing by speaking to an adult;
- avoid leading questions or attempting to investigate the incident;
- avoid making promises of confidentiality;
- explain that information will be shared with appropriate adults to keep children safe;
- record the concern accurately, using the child's own words where possible; and
- report the concern immediately to the Designated Safeguarding Lead (DSL) or deputy.

If a child is at immediate risk of harm, appropriate action will be taken immediately to safeguard them, including contacting emergency services where necessary.

The DSL will consider the information available, assess risk and determine the appropriate response. The school will not attempt to undertake an investigation where doing so could prejudice a police or children's social care investigation.

6. Responding specifically to sexual violence

The school will treat all reports of sexual violence seriously and will consider the guidance in Part Five of KCSIE 2026.

The DSL will consider:

- what is known about the incident;
- the nature and seriousness of the alleged behaviour;
- whether the behaviour may constitute a criminal offence;
- the age and developmental stage of the children involved;
- whether there is a power imbalance, coercion, intimidation or exploitation;
- whether there is an ongoing risk to any child;
- whether there are wider safeguarding concerns;
- the wishes and feelings of the child who has experienced the behaviour;
- the safeguarding and support needs of the child alleged to have caused harm; and
- whether other children may also be affected or at risk.

Where appropriate, the school will seek advice from and/or refer to Leicestershire children's social care and/or the police. The school will follow local safeguarding procedures and will share information where this is necessary and proportionate to safeguard children.

The school will take reasonable steps to protect the child who has experienced or reported sexual violence from further contact, intimidation, retaliation or harm. This may include changes to supervision, seating, routines, activities or other arrangements, taking account of the needs of all children involved.

7. Responding to sexual harassment and harmful sexual behaviour

Sexual harassment and harmful sexual behaviour will be taken seriously and will not be dismissed as teasing, banter or normal childhood behaviour.

The school will assess each incident individually, taking account of the age and developmental stage of the children, the context and frequency of the behaviour, the impact on those affected and whether there are indicators of coercion, exploitation or wider safeguarding concerns.

Where appropriate, responses may include education and intervention, pastoral support, increased supervision, work with parents/carers, behaviour consequences and referral to specialist or statutory services.

Repeated, escalating or concerning behaviour will be monitored by the DSL and may indicate a need for further assessment, additional support or referral to external agencies.

8. Online sexual harassment and sexual images

The school recognises that child-on-child sexual harassment and abuse may take place through social media, messaging services, gaming platforms or other online environments.

Where sexual images or videos involving children are reported, staff must not forward, copy, save or share the material unnecessarily. Staff should follow the school's safeguarding and online safety procedures and refer the matter immediately to the DSL.

The DSL will consider the circumstances in which the image or material was created or shared, whether there was consent, whether a child was pressured or coerced, the age and developmental stage of those involved, whether the material has been distributed further, and whether there is an ongoing risk of harm.

Where necessary, the school will seek advice from the police, children's social care or other appropriate safeguarding professionals.

9. Supporting children

The school will provide appropriate support to children who have experienced or reported abuse. Support will be based on the individual child's needs and may include pastoral support, a trusted adult, adjustments to school arrangements, support with peer relationships, education around healthy relationships and boundaries, and referral to specialist services where appropriate.

The school will also consider the safeguarding and welfare needs of children alleged to have caused harm. Appropriate support, education and intervention may be required to address harmful behaviour and reduce the risk of recurrence.

The school recognises that a child who has caused harm may themselves have experienced abuse, exploitation or other safeguarding concerns. This possibility will be considered as part of the school's assessment and response.

The school will also consider the impact of an incident on other children and the wider school community.

10. Risk assessment and safety planning

Following a significant concern or incident, the DSL will consider whether a specific risk assessment or safety plan is required.

This may consider:

- arrangements for lessons and unstructured times;
- movement around school;
- supervision;
- playtimes and lunchtimes;
- trips and activities;
- online contact;
- transport arrangements where relevant;
- contact between the children involved;
- potential retaliation or intimidation;
- the emotional wellbeing of those affected; and
- any wider contextual or environmental risks.

Any arrangements will be reviewed regularly and amended where necessary.

11. Parents and carers

The school will normally work in partnership with parents and carers and will communicate with them appropriately when concerns arise.

However, information will not be shared where doing so could place a child at increased risk of harm, prejudice a police investigation or for another legitimate safeguarding reason. The DSL will seek appropriate advice where there is uncertainty about whether or how parents or carers should be informed.

Parents and carers may be provided with advice and signposting to appropriate support services.

12. Recording, information sharing and monitoring

All concerns and incidents will be recorded securely in accordance with the school's safeguarding and record-keeping procedures.

Records will include the concern, action taken, decisions made, the rationale for those decisions and relevant outcomes.

Information will be shared on a need-to-know basis and where necessary to safeguard children. Data protection requirements will not prevent appropriate information sharing for safeguarding purposes.

The DSL will monitor concerns and incidents to identify patterns, repeat behaviours, locations, times or circumstances that may indicate wider safeguarding risks.

13. Multi-agency working

The school will work with relevant safeguarding partners where appropriate, including Leicestershire children's social care, Leicestershire Police, health professionals and other specialist services.

The school will follow local safeguarding partnership procedures and referral pathways.

Where an allegation concerns an adult working with children, rather than child-on-child abuse, the school's separate procedures for allegations against staff and the Local Authority Designated Officer (LADO) will apply.

14. Support and specialist services

Where appropriate, the school will signpost or refer children and families to relevant local and national support services.

The DSL will consider the most appropriate service based on the individual circumstances and needs of the child rather than relying on a single standard referral pathway.

15. Review

This annex will be reviewed annually and following any significant safeguarding incident, learning from practice, or relevant change to statutory guidance or local safeguarding procedures.

The governing body will monitor the effectiveness of the school's approach to child-on-child abuse, sexual violence and sexual harassment through appropriate safeguarding monitoring and reporting arrangements.

This annex will be read alongside the school's main Child Protection and Safeguarding Policy and other relevant school policies.

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….