Westfield Infant School

Child Protection Policy 2026-2027

Approved by the Governing Board	September 2026
Review date	September 2027

INTRODUCTION

Policy statement and principles

At Westfield Infant School, the safety, welfare and wellbeing of every child is our highest priority. We are committed to creating a safe, secure and nurturing environment in which all children feel valued, listened to and protected from harm.

We recognise that safeguarding is everyone's responsibility and that all adults working with children have a duty to promote their welfare, act in their best interests, and respond promptly to any concerns. Our safeguarding practice is underpinned by a child-centred approach, ensuring that the wishes, feelings and lived experiences of children are considered in all decisions affecting them.

This policy reflects our commitment to meeting our statutory responsibilities and provides clear guidance to staff, governors, volunteers, contractors and visitors about their role in safeguarding and promoting the welfare of children. We work closely with parents, carers and external agencies to ensure that children receive the support, protection and care they need to thrive.

At Westfield Infant School, safeguarding is embedded in our culture, values and daily practice. Through effective partnerships, robust procedures, vigilant staff and a commitment to continuous improvement, we strive to ensure that every child is safe, respected, included and able to flourish.

This Child Protection Policy will be reviewed by the Senior Designated Safeguarding Lead, Mrs Jennifer Ruane, on a regular basis to ensure it remains current and incorporates all revisions made to local or national safeguarding guidance. This policy will as a minimum be fully reviewed once a year during the autumn term and it will be provided to the Governing Board for approval and sign off at the first autumn term meeting.

Date of last review: September 2026

Date of next review: September 2027

Role	Name	Contact Details
Headteacher (Senior DSL)	Mrs Jennifer Ruane	Jruane@westfield-inf.leics.sch.uk Tel:01455 637558
Designated Governor for Child Protection / Safeguarding	Mrs Rebecca Henson	rhenson@westfield-inf.leics.sch.uk Tel:01455 637558
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Names of additional Safeguarding Officers	Mrs Claire Mottram Mr B James Mrs K Pegg	admin@westfield-inf.leics.sch.uk Tel:01455 637558
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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 that the Headteacher should carefully consider how they are supporting their students with regard to these characteristics. The Act allows our school 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 in the 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 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 and 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 Westfield Infant School understands they are an important part of the wider safeguarding system for children and accepts safeguarding and promoting the welfare of children is everyone's responsibility 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 one of the deputies 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 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
- 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.
- Online 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.
- Risk of or from serious violence and violent crime.

- exposure to racism, faith-based prejudice and other discrimination.
- 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 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

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 lead or one of the deputy designated safeguarding leads 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 a 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. Children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse - including physical, sexual, emotional abuse, and stalking), criminal exploitation (including financial exploitation), serious youth violence, county lines, 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 Online Safety, Filtering and Monitoring

At Westfield Infant School, we recognise that technology plays an essential role in education and that children increasingly access the internet through a wide range of devices and networks. We are committed to creating a safe online environment where pupils can learn, communicate and develop digital skills while being protected from harm.

Online safety is considered a safeguarding issue and forms an integral part of our wider child protection arrangements. We acknowledge that children may be exposed to risks online, including harmful content, cyberbullying, online abuse, radicalisation, misinformation, exploitation and inappropriate communication. We also recognise that pupils may access online content through mobile phone networks and personal internet-enabled devices, which may not be subject to the school's filtering and monitoring systems.

To minimise these risks, the school has appropriate filtering and monitoring systems in place on all school-owned devices and networks. These systems are designed to:

- Protect pupils from accessing harmful, inappropriate or illegal content.
- Alert relevant staff to safeguarding concerns where appropriate.
- Support the school's duties to safeguard and promote the welfare of children.
- Balance the need for protection with pupils' educational needs and access to appropriate learning resources.

The Governing board, Headteacher, Designated Safeguarding Lead (DSL) and IT support provider (Primary World) work together to ensure that filtering and monitoring arrangements are effective, proportionate and appropriate to the age and needs of pupils. Staff understand their responsibilities in relation to online safety and receive regular updates and training as part of the school's safeguarding procedures.

In line with KCSIE 2026, the school has identified a member of the Senior Leadership Team with responsibility for filtering and monitoring. The effectiveness of filtering and monitoring arrangements is reviewed at least annually, with the support of the DSL and IT support. Records of these reviews and any actions arising from them are maintained by the school.

Online safety education is embedded throughout the curriculum and taught in an age-appropriate manner. Pupils are supported to understand how to stay safe online, recognise risks, seek help when concerned and report anything that makes them feel worried, unsafe or uncomfortable.

Where concerns arise relating to a child's online activity, these will be managed in accordance with the school's safeguarding procedures. Any online safety concerns that indicate a child may be at risk of harm will be referred to the DSL and managed in line with this Child Protection and Safeguarding Policy.

The school regularly reviews emerging technologies and associated safeguarding risks, including developments in artificial intelligence (AI), to ensure that online safety arrangements remain effective and responsive to changes in the digital environment.

This approach is underpinned by the school's Online Safety Policy, Acceptable Use Agreements, Behaviour Policy and staff code of conduct.

8.2 The Governing Board will ensure they maintain oversight of the Online Safety Policy and the arrangements put in place to ensure appropriate filtering and monitoring on school devices. They will ensure that they are effective at least annually - this review should be 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.

8.3 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 schools safeguarding need.

- review and discuss the standards with the leadership team, IT staff and service providers to ensure the school meets the standard published by the Department for Education filtering and monitoring standards.

8.4 Please see our Online Safety Policy where our arrangements for filtering and monitoring are addressed.

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

8.6 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.

8.7 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.

8.8 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.

8.9 As a school, should an incident or disclosure be made by a child, our staff will always reassure the child (victim) that they are being taken seriously and that they will be supported and kept safe, 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.

8.10 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.

9 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

10 Indicators of abuse, neglect and exploitation:

10.2 **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.

10.3 **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.

10.4 **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.

10.5 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.

10.6 **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.

10.7 **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.

10.8 **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.

11 Safeguarding issues:

11.2 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.

11.3 To ensure that staff remain vigilant and aware of different safeguarding issues, we have a weekly staff briefing where updates/safeguarding matters are shared, repeated, discussed. We also have a Family Support Worker, who is also a deputy DSL, who is out of class and available to support all staff and children with any safeguarding issues/concerns that may arise.

11.4 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 Westfield Infant School will play their part, including working with professionals from other agencies, particularly social workers, to meet the needs of our most vulnerable children and keep them safe. We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate.

11.5 We have a mantra in our school 'We are here to keep you safe'. This is shared within our assemblies and in our classrooms – children and adults share the mantra to ensure that everyone understands that feeling safe is a school priority and that we are here to support. This, alongside our Safeguarding team posters, that are visible for all around our school, supports our safeguarding ethos and ensures that everyone is our school community knows who are safeguarding team of DSLs are.

11.6 Our school is 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.

11.7 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 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 safeguarding team is informed as soon as possible.

11.8 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.

12 Alternative providers and other agencies

12.1 Westfield Infant School recognises that safeguarding and promoting the welfare of children is a shared responsibility. We work closely with statutory safeguarding partners and a range of external agencies to ensure that children, particularly those who are vulnerable or have additional needs, receive timely and appropriate support.

The Designated Safeguarding Lead (DSL) and Deputy DSLs maintain regular contact with Children's Social Care, Early Help services, health professionals, the police, education welfare services and other specialist agencies. Where a child has a social worker, the school works proactively with the allocated professional to support planning, information sharing and coordinated interventions that promote the child's safety, wellbeing and educational progress.

The school actively participates in multi-agency meetings including:

- Child Protection Conferences.
- Core Group Meetings.
- Child in Need Meetings.
- Team Around the Family (TAF) Meetings.
- Early Help Reviews.
- Strategy Discussions and Professional Meetings.
- Education, Health and Care Plan (EHCP) Reviews, where safeguarding concerns are relevant.

School leaders, safeguarding staff and relevant members of staff work collaboratively with external professionals to share information, contribute to assessments, provide reports and implement agreed actions to support children and families.

To promote accessibility and partnership working, the school may facilitate and host meetings on-site for children, families and professionals where appropriate. This helps to encourage parental engagement, reduce barriers to participation and ensure that the child's voice is heard within decision-making processes.

The school values strong local partnerships and engages with safeguarding networks, locality forums and multi-agency training opportunities to ensure staff remain informed about local safeguarding priorities, emerging risks and effective practice. Safeguarding staff attend training and professional development provided by the local authority, safeguarding partners and other recognised agencies to maintain and develop their knowledge and skills.

Where children are identified as vulnerable, the school works in partnership with families and professionals to coordinate support, monitor wellbeing and ensure that appropriate interventions are implemented. Effective information sharing, conducted in accordance with safeguarding and data protection requirements, underpins all multi-agency working and helps ensure that children receive the right help at the right time.

The school supports a culture of professional challenge and respectful partnership working, recognising that robust multi-agency collaboration is essential in securing the best outcomes for children and keeping them safe from harm.

12.2.1 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.

12.2.2 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.

12.2.3 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.

12.2.4 Where a pupil attends Alternative Provision (AP), whether on a full-time or part-time basis, Westfield Infant School retains overall responsibility for the safeguarding, welfare and educational outcomes of that child.

Prior to any placement being agreed, the school undertakes appropriate checks to ensure that the provision is suitable, safe and able to meet the child's educational, behavioural, social and emotional needs. The school seeks assurance that the provider has effective safeguarding arrangements, safer recruitment procedures, attendance systems and child protection policies in place.

The Designated Safeguarding Lead (DSL) maintains appropriate communication with Alternative Provision providers to ensure that safeguarding information is shared effectively and that any concerns are identified and addressed without delay. The

school ensures that all relevant information relating to a child's welfare, vulnerabilities, risks and support needs is shared appropriately and in accordance with information-sharing protocols.

The progress, attendance, behaviour, wellbeing and safeguarding of pupils attending

Alternative Provision are regularly monitored and reviewed by the school. This may include:

- Regular communication with Alternative Provision staff.
- Attendance monitoring and follow-up of any unexplained absence.
- Review meetings involving the pupil, parents/carers, school staff and provision staff where appropriate.
- Monitoring of academic progress, engagement and personal development.
- Ongoing assessment of the suitability and effectiveness of the placement.

Where a pupil attending Alternative Provision has an allocated social worker, Early Help plan, Child in Need Plan, Child Protection Plan or Education, Health and Care Plan (EHCP), the school will continue to work closely with all relevant professionals to ensure coordinated support and effective safeguarding oversight.

The school will promptly address any concerns regarding the quality, suitability, attendance, safeguarding arrangements or effectiveness of an Alternative Provision placement and will take appropriate action where a placement is no longer meeting the child's needs.

As an infant school, the use of Alternative Provision is expected to be rare. However, where such arrangements are necessary, the school will ensure that the placement is regularly reviewed and remains focused on achieving the best possible educational, safeguarding and wellbeing outcomes for the child.

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.

12.5 Westfield Infant School recognises that external organisations, community groups, sports providers, peripatetic teachers, commissioned services and other third-party providers may use school premises to deliver activities for children. Whilst these organisations are responsible for ensuring appropriate safeguarding arrangements are in place for the activities they provide, the school remains committed to promoting the safety and welfare of all children accessing activities on its site.

Before permitting an external organisation to use school premises for activities involving children, the school seeks appropriate assurances regarding safeguarding arrangements, including child protection policies, safer recruitment procedures, staff suitability checks, and procedures for reporting safeguarding concerns.

All external providers are expected to understand and comply with their statutory safeguarding responsibilities and must ensure that any concerns about a child's welfare are reported without delay in accordance with safeguarding procedures.

Where an allegation is made about an individual or organisation using the school premises to provide activities for children, the school will take the allegation seriously and respond in line with its Child Protection and Safeguarding Policy, allegations management procedures and statutory guidance. The school will ensure that:

- Any allegation or safeguarding concern is reported immediately to the Headteacher and/or Designated Safeguarding Lead (DSL).
- Appropriate action is taken to safeguard any child or children involved.
- Relevant information is recorded accurately and confidentially.
- Advice is sought from the Local Authority Designated Officer (LADO) where the allegation meets the threshold for referral.
- Children's Social Care and/or the Police are informed where required.
- The school cooperates fully with any investigation undertaken by the employer, commissioning organisation, local authority or statutory agencies.

Where the individual concerned is employed by an external organisation rather than the school, responsibility for managing the employment process will normally remain with that organisation. However, the school will work closely with the provider and relevant agencies to ensure that safeguarding concerns are appropriately addressed and that children remain protected.

The school reserves the right to suspend access to its premises for any organisation or individual where safeguarding concerns are identified, pending the outcome of enquiries or investigations.

All allegations, low-level concerns and safeguarding incidents arising from the use of school premises by external organisations will be managed in accordance with the school's safeguarding procedures and the principles set out in Part Four of *Keeping Children Safe in Education 2026*, ensuring that concerns are addressed promptly, appropriately and in the best interests of children.

13 CPD, culture and ethos

13.1 All new staff, volunteers and, where appropriate, supply staff receive safeguarding induction information before commencing work with children or as soon as practicable after starting. The induction process includes:

- The Child Protection and Safeguarding Policy.
- Part One (and Annex B, where appropriate) of *Keeping Children Safe in Education (KCSIE)*.
- The Staff Code of Conduct.
- The Behaviour Policy.

- The school’s procedures for managing allegations and low-level concerns.
- The identity and role of the Designated Safeguarding Lead (DSL) and Deputy DSLs.
- Procedures for reporting concerns about a child, safeguarding incidents or disclosures.
- Information about local safeguarding arrangements and key contacts.
- Online safety, filtering and monitoring expectations.
- Whistleblowing procedures and the importance of professional curiosity and challenge.

All staff are required to confirm that they have read and understood the safeguarding information provided and know how to access safeguarding policies and procedures.

The school provides regular safeguarding training and updates to ensure safeguarding remains a continuous priority. This includes:

- Whole-school safeguarding training at least annually.
- Regular safeguarding briefings and updates throughout the year (weekly basis).
- Updates following changes to statutory guidance, local safeguarding procedures or emerging safeguarding risks.
- Specific training relating to issues such as child-on-child abuse, online safety, domestic abuse, mental health, exploitation, attendance, contextual safeguarding and children missing education.
- Safeguarding information and reminders through staff meetings, newsletters, bulletins and professional development activities.

Supply staff are provided with essential safeguarding information on arrival, including details of the DSL and Deputy DSLs, procedures for reporting concerns and key safeguarding expectations while working in the school. Volunteers receive safeguarding guidance proportionate to their role and level of contact with children.

13.2 The school follows the safer recruitment requirements set out in *Keeping Children Safe in Education 2026* and all relevant legislation and guidance. Recruitment processes are designed to deter, identify and reject applicants who may pose a risk to children.

The school ensures that:

- At least one member of every recruitment panel has completed appropriate safer recruitment training.
- Job advertisements, application packs and recruitment materials clearly communicate the school's commitment to safeguarding and child protection.
- Applicants are required to explain any gaps in employment history and provide a full employment record.

- References are obtained and scrutinised before appointment wherever possible.
- Identity, qualifications, professional status and the right to work in the UK are verified.
- Appropriate pre-employment checks are completed, including enhanced Disclosure and Barring Service (DBS) checks, barred list checks where applicable, prohibition checks, section 128 checks and any other checks required for the role.
- A Central Record is maintained in accordance with statutory requirements.
- Any concerns arising during the recruitment process are explored and resolved before an appointment is confirmed.

The school recognises that safeguarding responsibilities extend beyond recruitment. In line with KCSIE 2026, safeguarding vigilance is maintained throughout an individual's employment or engagement with the school. Staff are expected to uphold the highest standards of professional conduct both within and outside the workplace and to act in a manner that maintains public trust and confidence in their suitability to work with children.

The school actively promotes a culture where safeguarding concerns about adults working in the school can be identified, discussed and addressed appropriately. This includes concerns relating to:

- Conduct towards children.
- Relationships and professional boundaries.
- Behaviour within the workplace.
- Behaviour outside of work that may indicate an individual is unsuitable to work with children.
- Online conduct, including the use of social media, digital communications and internet activity that may raise safeguarding concerns.
- Behaviour that may undermine the school's safeguarding culture or place children at risk.

All staff receive regular safeguarding updates and are reminded of their responsibilities under the Staff Code of Conduct, Acceptable Use Agreements and safeguarding policies. Staff are expected to report concerns about adults working with children, including low-level concerns, allegations or behaviours that may not meet the harm threshold but are inconsistent with professional standards.

The Headteacher and Governing board promote an open, transparent and vigilant safeguarding culture where concerns can be raised without fear of reprisal. All concerns about adults are recorded, reviewed and managed in accordance with the school's safeguarding procedures and, where appropriate, the procedures for managing allegations against adults working with children. Advice will be sought

from the Local Authority Designated Officer (LADO) whenever the threshold for referral is met.

Through robust safer recruitment practices, ongoing monitoring, regular training, professional challenge and a strong culture of accountability, Westfield Infant School seeks to ensure that children are safe, supported and able to thrive, achieve and benefit fully from their education. This whole-school approach reflects the expectations of KCSIE 2026 that safeguarding should be embedded across all aspects of school life and that schools maintain continuous vigilance regarding the suitability of adults working with children, including consideration of conduct both inside and outside the workplace and online.

Responsibilities of the DSL/DSL Team

14.1 The Senior DSL (Headteacher), deputies and the wider 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 board 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 The Designated Teacher works closely with the DSL, Virtual School, Local Authority, carers, social workers and other professionals to promote the educational achievement, attendance, wellbeing and safeguarding of these children.

Responsibilities include:

- Championing the educational needs and outcomes of looked-after and previously looked-after children.

- Supporting the development, implementation and review of Personal Education Plans (PEPs).
- Monitoring progress, attendance and wider wellbeing.
- Ensuring staff understand the impact of trauma, attachment difficulties and adverse childhood experiences.
- Promoting high aspirations and reducing barriers to learning.
- Supporting effective transition arrangements and continuity of support.
- Working collaboratively with safeguarding professionals to ensure children's welfare needs are identified and addressed promptly.

Where a looked-after child also has safeguarding vulnerabilities, the Designated Teacher and DSL work closely together to ensure a coordinated approach that promotes both educational achievement and safeguarding outcomes.

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 [either included within the main policy **or** added as an appendix].*

16 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 *RSHE* curriculum for children to develop the skills they need to recognise and stay safe from abuse.

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

16.2.6 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.

16.2.7 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.

16.2.8 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

16.2.9 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.

16.2.10 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.

16.2.11 Importance of our school 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 environment if needed.

16.3 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.

16.4 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.

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

16.6 Promote pupil health and safety.

16.7 Promote safe practice and challenge unsafe practice.

16.8 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.

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

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

16.11 Ensure school site security.

16.12 Address drugs and substance misuse issues.

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

16.14 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.

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

17 Procedures for identifying and reporting cases

17.1.1 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:

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

17.1.3 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.

17.1.4 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.

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

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

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

17.1.8 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.

17.1.9 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.

17.10 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.

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

17.12 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.

17.13 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.

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

17.15 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.

17.16 Ensure all records are kept securely; using our electronic management and recording system.

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

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

17.19 Ensure safe recruitment practices are always followed.

17.20 Apply confidentiality appropriately.

17.21 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

18.1 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.

18.2.1 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.

18.3 Our school will endeavour to support the pupil through:

Developing the content of the curriculum - this ensures that safeguarding and child protection are woven throughout the learning experiences we provide. Through our PSHE, Relationships Education, Online Safety curriculum, assemblies and daily interactions, pupils are taught how to stay safe, recognise risks, build positive relationships, manage their emotions, seek help from trusted adults and understand their rights. Our curriculum promotes confidence, resilience, respect, inclusion and wellbeing, enabling children to develop the knowledge and skills needed to keep themselves safe both in school and beyond. Safeguarding themes are revisited in an age-appropriate way across all year groups, helping children to understand that they have a voice, are valued, and should always be listened to.

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

18.5 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*.

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.

18.6 A range of support is available to pupils within school. This includes pastoral support from trusted adults, regular wellbeing check-ins, nurture and emotional support interventions, bespoke support plans, and access to external professional services when required. The school provides inclusive provision for children with additional needs through its Enhanced Resource Base and SEND support structures. Quiet spaces and nurture areas are available for pupils who may need emotional regulation, reflection, or short-term support during the school day. Staff work closely with families to identify

needs early and put appropriate support in place to promote children's safety, wellbeing, attendance and engagement in learning.

18.6.1 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.

- 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.
- Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully supported
- Where a child discloses a concern or informs of an incident that has involved them in an incident involving sexual violence and or sexual harassment the staff member will ensure the child (victim) is taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence, or sexual harassment.
- The DSL will be informed immediately, and actions taken in accordance with the school child-on -child/ sexual violence and sexual harassment between children in school and college policy.

19 Staff and Safer Recruitment

19.1.1 The leadership team and governing board 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.

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

19.3.1 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.

19.3.2 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.

All volunteers working in regulated activity with have an enhanced DSB.

19.3.3 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.

Newly appointed staff and volunteers will be informed of our arrangements for safer working practices 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. 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.

In the event of any complaint or allegation against a member of staff, volunteer, contractor or trainee teacher, the headteacher (or a Deputy Designated Safeguarding Lead if the headteacher is not present) will be notified immediately. If it relates to the headteacher, the co-chairs of the governing board 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 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.

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

22 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.

23 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.

24 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.

25 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).

The above together with the following will make up the suite of policies to safeguard and promote the welfare of children in this school. See below for the list of policies;

- Low level concerns
- Whistleblowing
- Behaviour
- Staff Code of Conduct

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 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.

22.3 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.

22.4 We encourage positive parent/carer partnerships and should a parent/carer need support they can speak with a member of staff or one of our DSL team where appropriate. Our Family Support Worker is a key person that parents/carers liaise with and she has access to a range of support services that can be signposted.

22.5 Children and social workers meet during the school day where required. DSLs work with social care and safeguarding partners to ensure children subject to child protection, child in need and LAC plans are kept safe, and the child's needs are met.

23. Safeguarding Training

23.1 All our staff are aware of systems within Westfield Infant 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 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.

23.3 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.

23.4 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 Board.

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.

24.1.18 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 board 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.

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.

27.3 We also have designated safeguarding officers who are able to support within the safeguarding team. Please see the table at the beginning of this policy for names of staff within our safeguarding team. All of our staff safeguarding team have up to date training from the Local Authority.

27.4 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 team meet at least monthly to discuss, share information/updates. Our monthly welfare meetings are held to ensure that all children subject to safeguarding concerns are supported and reviewed.

28.5 **Work with others:**

28.5.1 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.

28.5.2 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.

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

28.5.4 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.

28.5.5 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.

28.5.6 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.

28.5.7 The headteacher, designated safeguarding leads and governing board 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.

Undertake training:

28.5.8 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.

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

28.5.10 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.

28.11 **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.

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 board 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 board 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 uses CPOMs to store all safeguarding records.

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 safeguarding 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 board (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 Code of Conduct.

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 Chairs of the Governing Board will manage the allegation.

31. Governing Board

31.1 We recognise our Governing board 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 board 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 board 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.

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 board 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 board 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 Co Chairs 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.

31.2.11 The Governing board 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 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 activities the Governing board 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. 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 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.

33. Children with Special Educational Needs

33.1 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.

33.2 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.

33.3 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.

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

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

33.4.2 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,

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

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

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

33.4.6 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.

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

33.5.1 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.

34. Acting where concerns are identified.

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

34.2 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.

34.3 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.

34.4 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:

34.4.1 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.

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

34.4.3 Staff will stay calm and be available to listen.

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

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

34.4.6 Leading questions should be avoided as much as possible.

34.4.7 Questioning should not be extensive or repetitive.

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

34.4.9 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.

34.4.10 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.

34.4.11 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.

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

34.4.13 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.

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

35. Confidentiality

35.1 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.

35.2 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.

35.3 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.

35.4 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).

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

36. Information Sharing

36.1 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).

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

36.2.1 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.

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

36.2.3 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.

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

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

37.1 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.

37.2 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.

37.3 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.

37.4 A chronology will be kept on CPOMs prior to the commencement of a concern file. Staff, particularly pastoral staff, will record any minor concerns on the chronology and will take responsibility for alerting the Designated Safeguarding Lead should the number of concerns rise or, in their professional judgement, become significant. At the point at which a concern file (see below) is commenced then the chronology becomes part of the concern file.

37.5 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.

38. Why recording is important

38.1 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.

38.2 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.

38.3 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.

38.4 The school will keep either written paper or 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.

38.5 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.

38.6 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 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 CPOMS 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 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.

40.4 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.

40.5 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.

40.6 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.

40.7 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 <u>and regularly review their effectiveness.</u>

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/DSL.

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, 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.

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

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 CPOMs.

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

43.7 The 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

44.1 The 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.”

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.

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.”

The following appendices are a part of this policy

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.*
Appendix 3	*Template: Body Maps Guidance and Body Maps.*
Appendix 4	*Policy and procedures to manage with child-on-child abuse and sexual violence and sexual harassment from September 2026 to 2027*
Appendix 5	Low Level Concerns Policy 2026-2027
Appendix 6	*Existing Injuries Form – Tool to support reflection.*

Appendix 1

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

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

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

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

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

Discuss concerns with the Designated/Named Safeguarding Lead

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

Still have concerns - Refer to First Response (MARF)
Have child/families' personal details to hand and be clear about concern/allegations. Complete referral form.

Safeguarding concern Resolved /no longer held
Support has been agreed, record decisions and any follow up needed. actions.

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

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

NSPCC Whistle blowing
Tel: 0800 028 0285

Police Tel:101

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

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

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

LA Safeguarding and Compliance Lead *Charlotte.Davis@leics.gov.uk* 0116 305 7750

Appendix 2

Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

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

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

Please give this form to your Senior Designated Safeguarding Lead

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

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

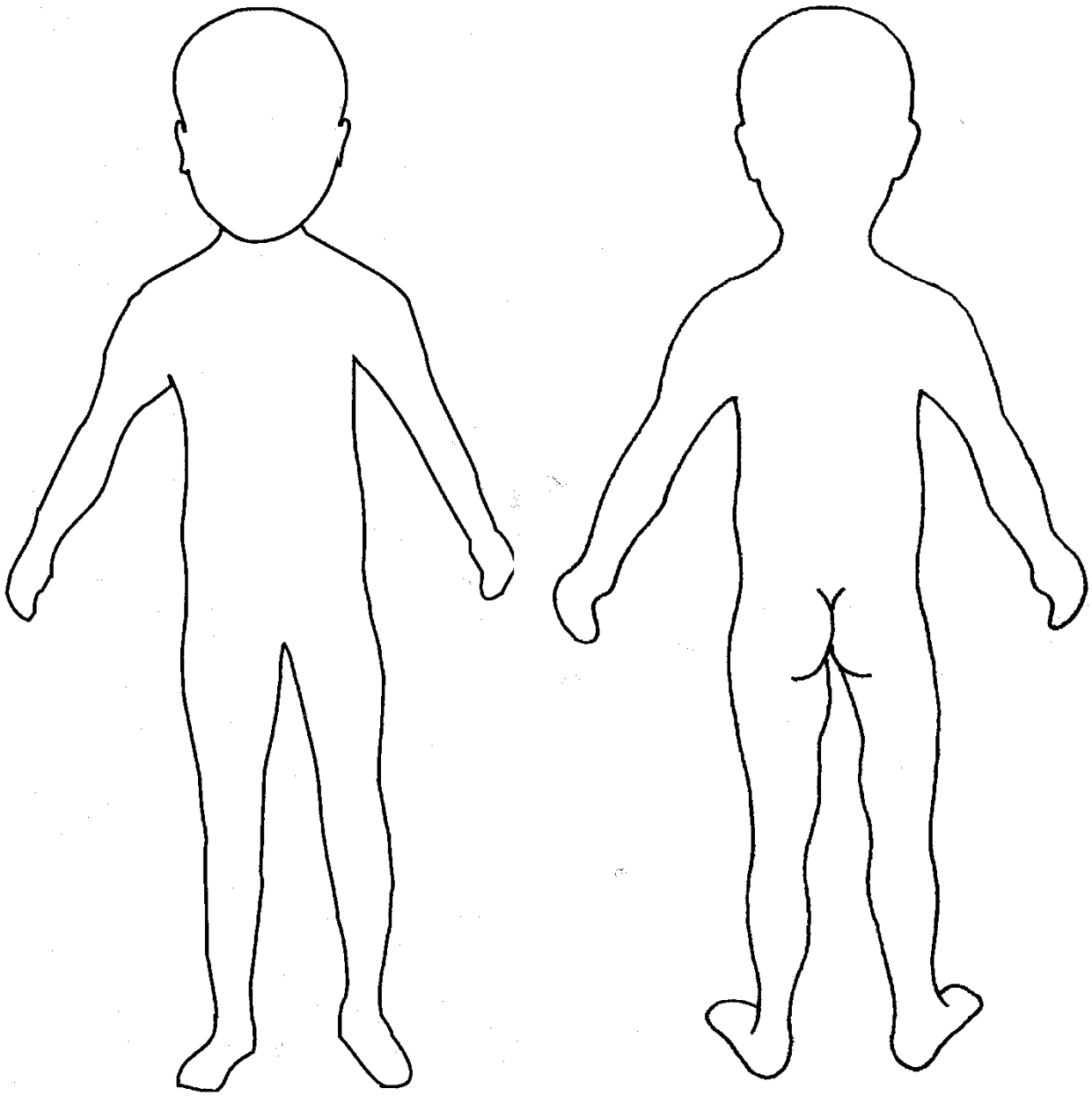
BODYMAP

(This must be completed at time of observation)

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

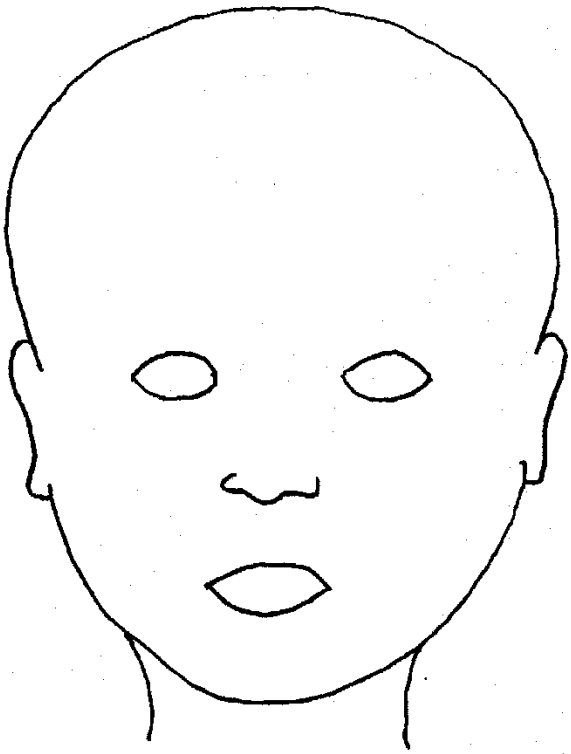
Name of Worker: ..... Agency: .....

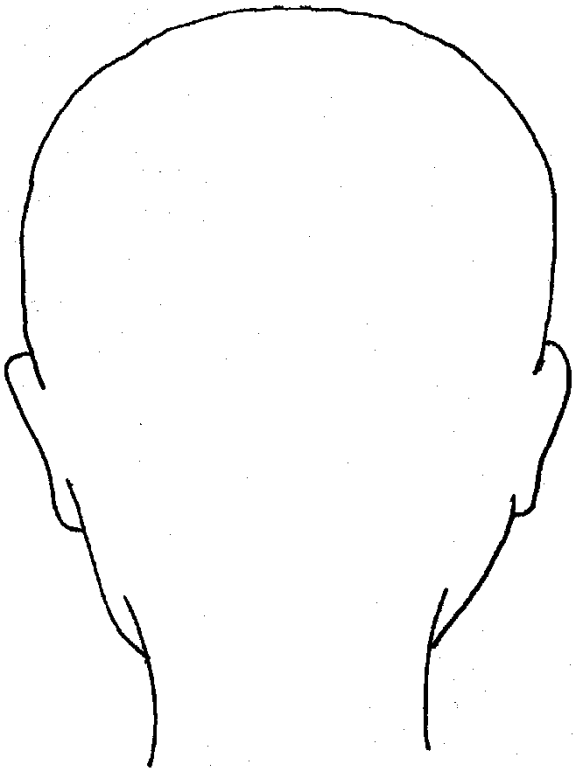
Date and time of observation: .....



Name of Child: .....

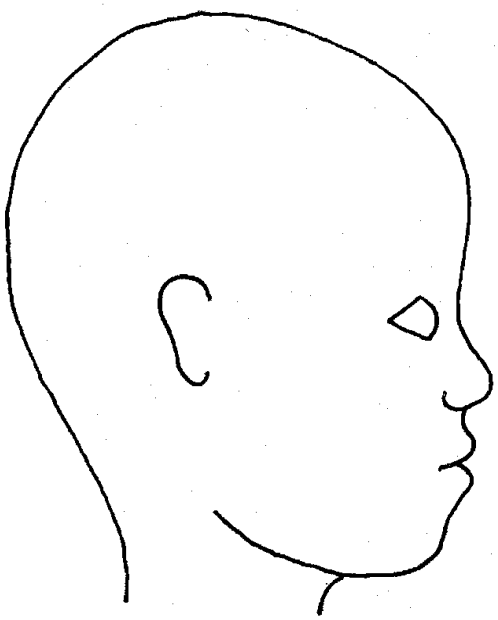
Date of observation: .....

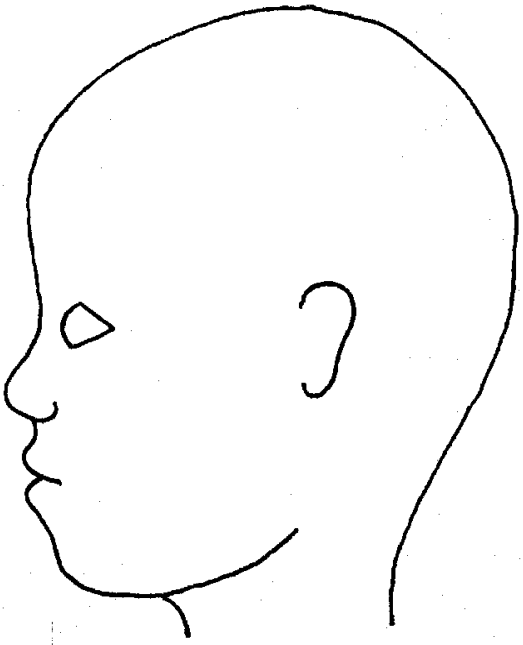




FRONT

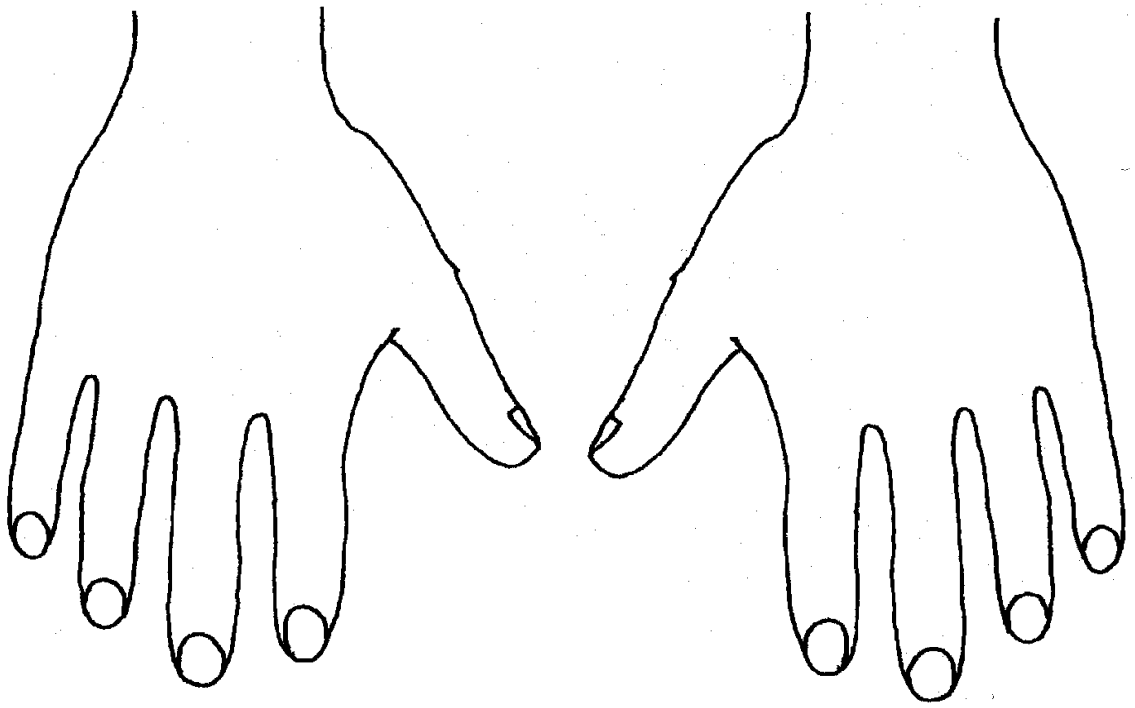
BACK





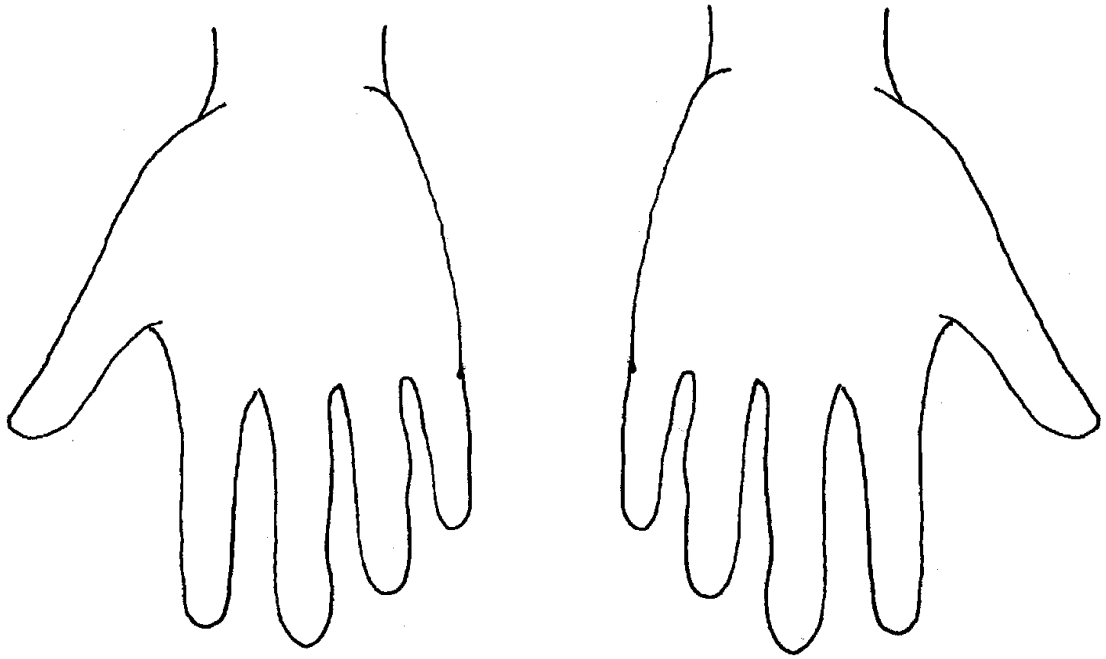
RIGHT **LEFT**

Name of Child: _____ Date of observation: _____



R **L**

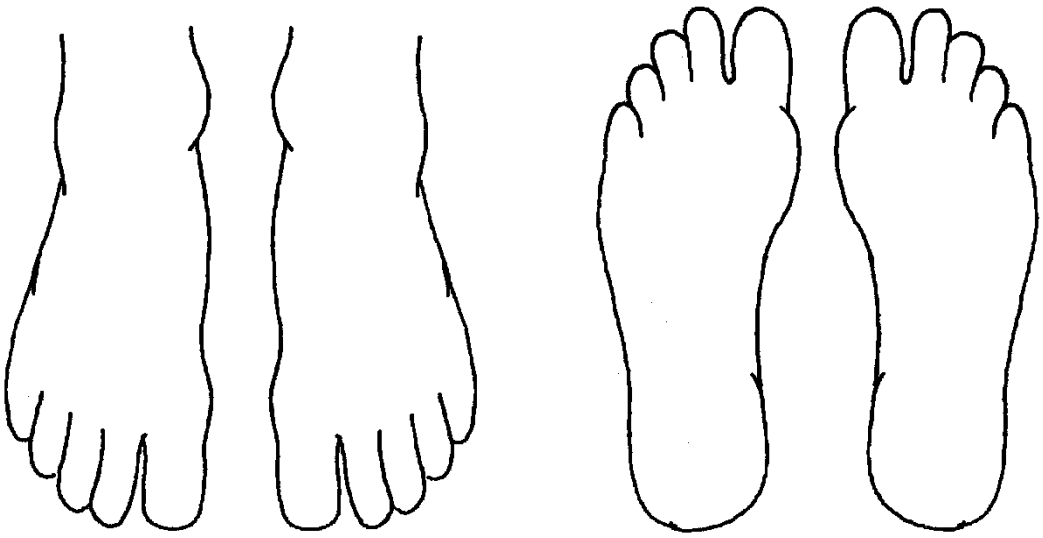
BACK



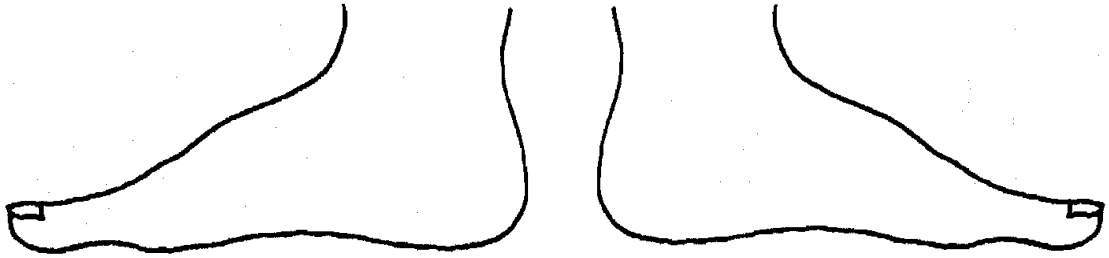
R **L**

PALM

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

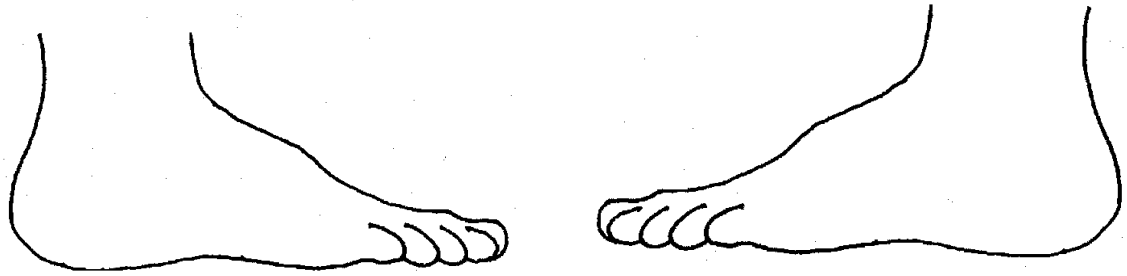


R **TOP** **L** **R** **BOTTOM** **L**



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 Policy 2026-2027

We recognise that children sometimes display harmful behaviour themselves and that even if there are no reports, it may still be happening. Incidents or allegations will be referred on for appropriate support and intervention. Such abuse is unacceptable and will not be tolerated at all or passed off as “banter”, “just having a laugh” or “part of growing up”.

This abuse could for example include sexual violence and sexual harassment, “upskirting”, initiation/hazing type violence, all forms of bullying, abuse in intimate relationships between peers, consensual and non-consensual sharing of indecent images, causing someone to engage in sexual activity without consent and physical violence (e.g. hitting, kicking, shaking, biting, hair pulling, etc.).

This may be experienced by both boys and girls, however, girls are more likely to be the victims and boys the perpetrators. Some pupils may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination.

We will therefore take positive action to create a culture of support and to ensure that girls and vulnerable groups such as LGBT and pupils from ethnic minority backgrounds feel confident to bring forward any concerns and have a safe space to talk to trusted staff about their experiences.

Westfield infant School has separate school policies or uses Leicestershire LA Guidance to address this, including the Behaviour and Discipline Policy, Anti-bullying Policy, Online Policy, and DfE guidance Part 5 of KCSIE (Leicestershire LA Guidance): the key points being:

- Where specific risks are identified, a risk assessment will be undertaken in order to ensure the safety of all staff and pupils.
- Inform the Headteacher/DSL as soon as possible
- Support the victim and perpetrator as appropriate and in accordance with their best interests
- Inform the parents/carers of involved children unless by doing so you put the child at risk
- Ensure all incidents are recorded on CPOMs.

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. The following steps will be taken to minimise the risk of child on child abuse:

- Staff training to ensure an understanding of what it is and how to recognise signs
- Promotion of a supportive environment by teaching about acceptable and unacceptable behaviours (including online) in both assemblies and the wider curriculum eg RSHE
- Appropriate staff supervision of pupils and identifying locations around the school site that are less visible and may present more risk to pupils

Online safety

We recognise that technology is a significant component in many safeguarding and wellbeing issues and that children are at risk of abuse online as well as face to face. Some children may use mobile and smart technology, whilst at school and outside of school, to sexually harass their peers, share indecent images (consensually and non-consensually) and view and share pornography and other harmful content. Many children have unrestricted access to the internet via their mobile phones and our online safety policy describes the rules governing their use in school. It also sets out the school's response to incidents which may involve one or more of the four areas of risk – content, contact, conduct and commerce. Online safety is a consideration running through the planning and implementation of all relevant policies and procedures. Staff will always respond if informed that children have been involved in sharing indecent images. The DfE guidance "Sharing nudes and semi-nudes: advice for education settings working with children and young people" (Dec 2020) will be used to guide the school's response on a case by case basis.

The key points for staff and volunteers being:

- Report immediately to the DSL
- Do not view, copy, print, share, store or save the imagery, or ask a child to share or download
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
- Do not delete the imagery or ask the young person to delete it. Leave this for the DSL if needed.
- Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).

- Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

Children Missing from Education/persistently absent (see also Attendance Policy)

Westfield Infant School recognises the entitlement that all children have to education and will work closely with the local authority Inclusion Service to share information about pupils who may be missing out on full time education or who go missing from education. Office staff operate a daily procedure in line with the First Day Call Procedure recommendations to identify any pupils with unauthorised absence from school. The local authority will also be informed where children are to be removed from the school register a) to be educated outside the school system; b) for medical reasons; c) because they have ceased to attend; d) because they are in custody; d) because they have been permanently excluded.

Child Sexual Exploitation

Child Sexual Exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Staff training includes raising awareness of this issue and any concerns are passed to the Designated Safeguarding Lead who will make a risk assessment and refer to Local Authority First Response Children's Duty if appropriate.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator, and/or (c) through violence or the threat of violence. Some of the following can be indicators of CCE:

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who suffer from changes in emotional well-being
- Children who misuse drugs or alcohol
- Children who go missing for periods of time or regularly come home late
- Children who regularly miss school

Child Criminal Exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typically feature of county lines criminal activity, whereby drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs, and a referral to the National Referral Mechanism should be considered.

Monitoring and review

This policy will be reviewed annually by the headteacher and DSL team, and in response to any new safeguarding requirements or concerns surrounding the wider cultural issues in the school. The next scheduled review for this policy is September 2027.

Low Level Concerns Policy 2026-2027

Statement of intent

Westfield Infant School understands the importance of acknowledging, recording and reporting all safeguarding concerns, regardless of their perceived severity. We understand that, while a concern may be low-level, that concern can escalate over time to become much more serious. Our school prides itself on creating a safe and secure environment for pupils, and our staff are expected to adhere to high standards of behaviour when it comes to professional conduct regarding pupils. The school has clear professional boundaries which all staff are made aware of and will adhere to. We are committed to ensuring that any safeguarding concerns are dealt with as soon as they arise and before they have had a chance to become more severe, to minimise the risk of harm posed to our pupils and other children.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2018) 'Working Together to Safeguard Children'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Staff Code of Conduct
- Positive Handling Policy (part of Behaviour & Discipline Policy)
- Whistleblowing Policy
- Data Protection Policy

Definitions

For the purposes of this policy, a low-level concern is defined as any concern had about an adult's behaviour towards, or concerning, a child that does not meet the harms threshold (see below), or is otherwise not serious enough to consider a referral at the time of its reporting. Low-level concerns refer to behaviour on the part of a staff member towards pupils that is considered inappropriate in line with statutory safeguarding advice, the Staff Code of Conduct, and the Appropriate and Inappropriate Behaviour subsection of this policy.

Low-level concerns are differentiated from concerns that can cause harm. The harms threshold is the point at which a concern is no longer low-level and constitutes a threat of harm to a child. This threshold is defined as accusations that an adult has:

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

While low-level concerns are, by their nature, less serious than concerns which meet the harms threshold, the school understands that many serious safeguarding concerns, e.g. child

sexual abuse, often begin with low-level concerns, e.g. being overly friendly with children. The school will ensure that all staff are aware of the importance of recognising concerns before they escalate from low-level to serious, wherever possible.

Roles and responsibilities

The governing board is responsible for:

- Ensuring that the school complies with its duties under child protection and safeguarding legislation.
- Ensuring that policies, procedures and training opportunities with regard to reporting safeguarding concerns are compliant and effective.
- Guaranteeing that there is an effective Staff Code of Conduct that outlines behavioural expectations.
- Ensuring that a suitably trained DSL has been appointed, alongside deputy DSLs where appropriate.
- Ensuring that there are robust reporting arrangements, including inter-agency collaboration.
- Ensuring that there are appropriate procedures in place to handle allegations and low-level concerns reported against members of staff.

The headteacher is responsible for:

- Being a point of contact for all staff when they have safeguarding concerns, whether serious or low-level.
- Assessing whether safeguarding concerns about staff members meet the threshold for being termed an allegation, or whether they are low-level concerns.
- Implementing this policy, and all related policies, throughout the school, and ensuring that staff adhere to it at all times.
- Safeguarding pupils' wellbeing and maintaining public trust in the teaching profession.
- Ensuring that all staff have undertaken safeguarding training.
- Ensuring that all staff have an ongoing awareness of low-level concerns and reporting procedures.

The DSL is responsible for:

- Being a point of contact for all staff when they have safeguarding concerns, whether serious or low-level.
- Assessing whether safeguarding concerns about staff members meet the threshold for being termed an allegation, or whether they are low-level concerns.
- Following all procedures outlined in this policy for acting upon low-level concerns.
- Liaising with the headteacher, staff members, the governing board and all relevant agencies to act upon concerns, where necessary.
- Keeping detailed, accurate and secure records of all low-level concerns and any actions taken.

Staff are responsible for:

- Adhering to all the relevant policies and procedures, including acting within the Staff Code of Conduct at all times.

- Interacting with pupils in a way that is respectful and appropriate for their level of authority and has due regard to the power imbalance between pupils and staff members.
- Understanding the importance of reporting low-level safeguarding concerns.
- Reporting any and all safeguarding concerns they may have about pupils immediately.
- Reporting any and all safeguarding concerns they may have about the behaviour of a member of staff immediately.

Prevention amongst staff

Appropriate and inappropriate behaviour

The school will ensure that all staff members are aware of the standards of appropriate behaviour expected towards pupils. Staff will ensure that they pay due regard to the fact that:

- They are in a unique position of trust, care, responsibility, authority and influence in relation to pupils.
- There is a significant power imbalance in the pupil-staff dynamic.
- There are more stringent expectations on their behaviour with regard to pupils due to their position as a public professional.

Inappropriate behaviour can exist on a wide spectrum, from inadvertent or thoughtless behaviour to behaviour which is ultimately intended to enable abuse. Examples of inappropriate behaviour that would constitute a low-level concern that should be reported to the DSL include:

- Being overly friendly with children – this could include, but is not limited to, communicating with a child through personal social media or allowing inappropriate conversations or enquiries to occur with pupils.
- Having favourites – this could include, but is not limited to, calling pupils by pet names or terms of endearment or buying pupils gifts.
- Taking photographs of children on their personal mobile phones or devices.
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door.
- Using inappropriate, sexualised, intimidating or offensive language.

Staff will be aware that some of the above low-level concerns may meet the harms threshold depending on certain factors, e.g. the age or needs of the child or the content of exchanged messages, and that some of the above incidents may not be concerns in context, e.g. a pre-approved, one-to-one meeting with a child behind a closed door between the child and a school counsellor who has received all appropriate safety checks.

Staff will also be made aware that behaviour which raises concerns may not be intentionally inappropriate, and that this does not negate the need to report the behaviour. Staff members who engage in low-level inappropriate behaviour in relation to pupils inadvertently will be made aware and supported to correct this behaviour in line with the Staff Code of Conduct. The headteacher will also evaluate whether additional training would be beneficial for any staff members exhibiting concerning behaviour, or the staff cohort as a whole where low-level concerning behaviour is seen more widely.

School culture

The school understands that spotting the early signs of harmful behaviour towards children can be difficult, and that many will be hesitant to report concerns they have about their colleagues' behaviour, particularly the behaviour of their superiors. Staff are encouraged to maintain an attitude that recognises that abuse can happen anywhere, in any setting, and that anyone can be a perpetrator regardless of their age, sex, level of authority, personality, etc.

The school will ensure that all staff members have received training as part of their induction that outlines appropriate behaviour towards pupils for staff members. All staff will read, understand and adhere to the Appropriate and Inappropriate Behaviour subsection of this policy, as well as the Staff Code of Conduct.

Staff will address any questions they have regarding safeguarding to the DSL. The school will work to foster an environment where personal and professional boundaries are clearly set and respected for all individuals in the school community, e.g. pupils are not treated as friends and an appropriate professional distance is maintained by staff.

The school will ensure that all staff are sufficiently trained surrounding the reporting of safeguarding concerns as part of their induction, and that refresher training is conducted as necessary. The school will ensure that all staff understand how to recognise and report safeguarding concerns. Staff will be trained to identify concerning or problematic behaviour towards pupils that may indicate a safeguarding concern, and how to identify signs of abuse or harm in pupils.

Evaluating school culture following concerns

The school will ensure that appropriate consideration is given to the school's culture and whether or not it has enabled the inappropriate behaviour to occur. The headteacher will review whether any changes need to be made to relevant policies or training programmes in light of any evaluations of the school's culture, in order to achieve an open and transparent culture that deals with all concerns promptly and appropriately.

Reporting concerns

The school will promote a culture in which safeguarding pupils is the uppermost priority, beyond any perceived professional loyalties to colleagues, ensuring that staff are actively encouraged to report concerns, regardless of their relationship with the staff member.

Staff will report all safeguarding concerns they have to the headteacher immediately in line with the procedures laid out in the Keeping Children Safe Policy. Staff members will report concerns without undue delay. Where the report concerns a specific incident, staff members will report their concerns no later than 24 hours after the incident where possible. Staff members will be aware that concerns are still worth reporting even if they do not seem serious.

Staff members will report their concerns to the headteacher or deputy headteacher verbally, or by submitting a Low-level Concern Reporting Form. When submitting concerns, staff will take care to ensure that they observe the Confidentiality Policy and protect the identity of all individuals to which the concern pertains as far as possible. Staff members may request anonymity when reporting a concern, and the school will endeavour to respect this as far as possible. The school will not, however, promise anonymity to staff members who report concerns in case the situation arises where they must be named, e.g. where it is necessary for a fair disciplinary hearing. In line with the Whistleblowing Policy, staff will be protected from potential repercussions caused by reporting a genuine concern.

Where a low-level concern relates to the headteacher, it should be reported to the chair of governors.

Where a low-level concern relates to a person employed by a supply agency or a contractor to work in the school, staff will also be required to report this to the headteacher, who will, in turn, inform the employer of the subject of the concern.

Self-reporting

On occasion, a member of staff may feel as though they have acted in a way that:

- Could be misinterpreted.
- Could appear compromising to others.
- They realise, upon reflection, falls below the standards set out in the Staff Code of Conduct

The school will ensure that an environment is maintained that encourages staff members to self-report if they feel as though they have acted inappropriately or in a way that could be construed as inappropriate upon reflection. The headteacher and DSL will, to the best of their abilities, maintain a culture of approachability for staff members, and will be understanding and sensitive towards those who self-report.

Staff members who self-report will not be treated more favourably during any resulting investigations than staff members who were reported by someone else; however, their self-awareness and intentions will be taken into consideration.

Evaluating concerns

Where the headteacher is notified of a safeguarding concern, they will use their professional judgement to determine if the concern is low-level or if it must be immediately escalated, e.g. where a child is at immediate risk of harm. When deciding if a concern is low-level, the headteacher will discuss the concern with the deputy headteacher, and will seek advice from external agencies where there is any doubt about how seriously to take the concern. When seeking external advice, the headteacher will ensure they adhere to the Data Protection Policy, and the information sharing principles outlined in the Child Protection and Safeguarding Policy, at all times.
To evaluate a concern, the headteacher will:

- Speak to the individual who raised the concern to determine the facts and obtain any relevant additional information.
- Review the information and determine whether the behaviour displayed by the individual about whom the concern was reported is consistent with the Staff Code of Conduct and the law.
- Determine whether the concern, when considered alongside any other low-level concerns previously made about the same individual, should be reclassified as an allegation and dealt with alongside the Allegations of Abuse Against Staff Policy.
- Consult with, and seek advice from, external agencies when in doubt over the course of action to follow.
- Speak to the individual about whom the concern has been raised to inform them of the concern and to give them an opportunity to respond to it.
- Ensure that accurate and detailed records are kept of all internal and external conversations regarding evaluating the concern, and any actions or decisions taken.

Acting on concerns

Where the concern is unfounded

If it is discovered upon evaluation that the low-level concern refers to behaviour that was not considered to be in breach of the Staff Code of Conduct and the law, the headteacher will speak to the individual about whom the concern was made to discuss their behaviour, why and how the behaviour may have been misconstrued, and what they can do to avoid such misunderstandings in the future. The headteacher will also speak to the individual who shared the concern, outlining why the behaviour reported is consistent with school standards and the law. The headteacher will take care to ensure that conversations with individuals who reported concerns that transpired to be unfounded do not deter that individual from reporting concerns in the future.

The headteacher will discuss the concern with the DSL team to discern whether the behaviour, and the reporting of this behaviour, is indicative of ambiguity in the school's policies or procedures, or the training it offers to staff. Where such ambiguity is found, the DSL team will work together to resolve this with input from other staff members, as necessary.

Where the concern is low-level

Where the headteacher determines that a concern is low-level, the school will respond to this in a sensitive and proportionate manner. The following procedure will be followed:

- The DSL holds a meeting with the individual about whom the concern was reported, during which they will:
    - Talk to the individual in a non-accusatory and sympathetic manner.
    - Inform them of how their behaviour was perceived by the individual who reported the concern (without naming them, where possible).
    - Clearly state what about their behaviour was inappropriate and problematic.
    - Discuss the reasons for the behaviour with the individual.
    - Inform the individual clearly what about their behaviour needs to change.

    - Discuss any support that the individual may require in order to achieve the proper standards of behaviour.
    - Allow the individual the opportunity to respond to the concern in their own words.
- The DSL asks the individual to re-read the Staff Code of Conduct.
- The DSL and the headteacher will consider whether the individual should receive guidance, supervision or any further training.
- Where considered appropriate in the circumstances, the headteacher will develop an action plan, with input from the individual, that outlines ongoing and transparent monitoring of the individual's behaviour and any other support measures implemented to ensure the staff member's behaviour improves.
- Where it is necessary to undergo an investigation into the behaviour, this will be done discreetly, and information will only be disclosed to individuals on a need-to-know basis.
- Where any pupil or other individual has been made to feel uncomfortable by the individual's behaviour, they will be offered pastoral support, where appropriate.

The headteacher will ensure that all details of the low-level concern, including any resultant actions taken, are recorded and securely stored in line with the Data Protection Policy. The headteacher will ensure that these records are kept organised and up-to-date, and that it is easy to refer back to them if any other concerns are reported about the same individual.

The specific approach to handling low-level concerns will be adapted on a case-by-case basis. It is unlikely that a low-level concern will result in disciplinary procedures; however, individuals may be given warnings in line with the Disciplinary Policy where behaviour does not improve once it is brought to their attention.

Where the concern is serious

The headteacher may decide upon evaluation that a concern is more serious than the reporter originally thought, e.g. when viewed in conjunction with other evidence or other concerns made about the same individual. Where this decision is made, the concern will be escalated, and dealt with as an allegation. The headteacher will then follow the procedures laid out in the Child Protection and Safeguarding Policy.

Record keeping

The school will retain all records of low-level concerns, including those that were found to be unfounded. The headteacher will ensure that all records include the most accurate and up-to-date information and will store them in the low-level concerns file. The headteacher will ensure that all low-level concerns are stored together, in an organised and consistent manner, to ensure they can be easily reviewed and analysed where necessary. Records will include:

- A clear and comprehensive summary of the concern.
- Details of how the concern was followed up and resolved.
- A note of any action taken, decisions reached, and the outcome.

- The name of the individual sharing concerns – if the individual wishes to remain anonymous, this will be respected as far as reasonably possible.

The DSL will periodically review the recent low-level concerns made to ensure that they are being appropriately dealt with and to check for any concerning behaviour patterns amongst the staff cohort as a whole. The DSL will keep records of these reviews.

Where any concerning patterns of behaviour have been identified with regard to a member of staff, the DSL will consult with the headteacher to decide on a course of action. Where a pattern of behaviour has become so concerning that it meets the harms threshold, this will be referred to the LADO as soon as practicable.

Records of low-level concerns will not be kept in the personnel file of the individuals to whom the concerns pertain, unless there have been multiple low-level concerns made about the same individual. Where a concern is thought to be serious and is processed as an allegation, records of this will be kept in staff personnel files. Where multiple low-level concerns have been made about the same individual, these will be kept together, and in chronological order.

Where an allegation is made about an individual who has previously been subject to such allegations, or where a low-level concern is reclassified as a serious concern after meeting the harms threshold, all records of low-level concerns about that individual will be moved to the staff personnel file and kept alongside records of the allegation.

The DSL will ensure that all records are kept in a manner that is consistent with the Data Protection Policy. Records will be confidential, kept password-protected, and securely destroyed after the staff member to whom the concerns pertain has left the school. The school will only refer to concerns about a staff member in employment references where they have amounted to a substantiated safeguarding allegation, i.e. it has met the harms threshold and has been found to have basis through investigation, or where it is not exclusively a safeguarding issue and forms part of an issue that would normally be included in a reference, e.g. misconduct or poor performance. Low-level safeguarding concerns will not be included in a reference, unless they have comprised a pattern of behaviour that has met the harms threshold.

Monitoring and review

This policy will be reviewed annually by the headteacher and DSL team, and in response to any new safeguarding requirements or concerns surrounding the wider cultural issues in the school. The next scheduled review for this policy is September 2027.

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….