Child Protection and Safeguarding Policy

Langmoor Primary School

Date policy last reviewed:	Sept 2026	Review by	LGB
Next Review Due	Sept 2027	Review by	LGB
Signed by:			
	Headteacher	Date:	
	Chair of governors	Date:	

INTRODUCTION

LA adopted Policy Langmoor Primary School

Policy statement and principles

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

Langmoor Primary School is committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil, both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance. It will be achieved by:

- Ensuring that members of the governing board, the headteacher and staff understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse, and know to refer concerns to the DSL.
- Teaching pupils how to keep safe and recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to, or is at risk of, abuse, neglect, or exploitation.
- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Ensuring that the headteacher and any new staff and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

The DSL is the headteacher, Helen Bonser. In the absence of the DSL, child protection matters will be dealt with by the deputy DSL, Deputy Headteacher, Ryan Upfield.

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

Role	Name	Contact Details
Headteacher	Helen Bonser	Head1@langmoor.leics.sch.uk 0116 271 2776
Senior Leader(s) available for contact in the absence of the DSLs	Ryan Upfield	RUpfield@langmoor.leics.sch.uk 0116 271 2776

Designated Governor for Child Protection/ Safeguarding	Emma Bailey	Emma.bailey@gmail.com
Senior Designated Safeguarding Lead	Helen Bonser	As above
Deputy Safeguarding Lead	Ryan Upfield	As above
Chair of Governors	Phil Clarke	Phil_s_clarke@yahoo.co.uk
Safeguarding Governo	Emma Bailey	As above
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	Allegations Line: 0116 3054141 CFS-LADO@leics.gov.uk emails for referral forms. **Link to LADO referral form:** https://www.leicestershire.gov.uk/education-and-children/child-protection-and-safeguarding/report-a-childcare-worker-or-volunteer Outside of office hours, contact the Leicestershire First Response Children's Duty Team: 0116 305 0005
First Response	For urgent concerns about a child who needs a social worker or police officer today	0116 305 0005

Police (to report a crime and immediate risk of harm or abuse to child)	101	In an emergency 999 (only)
NSPCC help/whistleblowing line	line is available 8.00am to 8.00pm Monday to Friday	0800 028 0285- email: help@nspcc.org.uk

Legislation and statutory guidance

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

This policy is also based on the following legislation:

Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of students at the school

The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children

Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity is in relation to children

Statutory guidance on the Prevent duty, which explains schools' duties under the Counterterrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all the rights which apply to individuals under the European Convention on Human Rights

(ECHR)

The Equality Act 2010, which makes it unlawful to discriminate against people regarding protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our Trustees and headteacher should carefully consider how they are supporting their students with regard to these characteristics. The Act allows our School/Academy to take positive action to deal with particular disadvantages affecting students (where we can show it's proportionate). This includes making reasonable adjustments for disabled students. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment

The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve student outcomes. Some students may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination
Working Together to Improve School Attendance, working together to improve school attendance 2024

This policy operates in conjunction with the following school policies and documents:

- Children Missing from Education Policy
- Child Sexual Exploitation (CSE) Policy
- Prevent Duty Policy
- Child-on-child Abuse Policy
- Suspension and Exclusion Policy
- Online Safety Policy
- Cyber-security Policy
- Data Protection Policy
- Photography and Images Policy
- Records Management Policy
- LAC Policy
- Whistleblowing Policy
- Allegations of Abuse Against Staff Policy
- Safer Recruitment Policy
- Staff Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Behaviour Policy
- Low-level Safeguarding Concerns Policy
- Youth-produced Sexual Imagery (YPSI) Policy
- Staff Disqualification Declaration Form
- Reporting Safeguarding Concerns Flowchart
- OWLS Trust MAT safeguarding policy

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. This policy relates to use of school premises.

1.2 We will ensure that all parents/carers are made aware of our responsibilities regarding child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this school 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 2025 and HM Working Together to Safeguard Children 2023 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/member of the OWLS Academy Trust 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 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, at all times, what is in the best interests of the child.

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

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

4. Safeguarding and promoting the welfare of children

4.1 Defined as:

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

5. Whole school approach to safeguarding:

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

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

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

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

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

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

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

- Pupils' health and safety and emotional well-being, and their mental and physical health or development.
- Meeting the needs of children with special educational needs and/or disabilities.
- Meeting the legal duties on *the school* under the Equality act: will not unlawfully, discriminate against pupils or students based protected characteristics; we will carefully consider how we support pupils/students regarding particular protected

characteristics; we will take positive action to deal with particular disadvantages affecting pupils or students *(as see paragraphs 86-89)*

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

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

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

7.3 Our staff recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, exploited or a victim of modern slavery and/or they may not recognise their experiences as harmful. Children may also feel embarrassed, humiliated, or could be being threatened not to tell, so not feel able to share what is happening to them. Alternatively, we

recognise children may not want to make a disclosure or talk about what is happening due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child and agree a way forward to support the child and determine how best to build trusted relationships with children and young people which facilitate good opportunities for communication.

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

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

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

7.7 All our staff have received information and training regarding the risks that can take place outside the child's family. This is known as extra-familial harm and these can take a variety of different forms and 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 Our school approach to online safety, including appropriate filtering and monitoring on school devices and school networks is reflected in this Child Protection Policy including awareness of the ease of access to mobile phone networks. (See KCSiE 2026 Paragraph 151).

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

8.3 Our Governing body/Trust will ensure they maintain oversight of the Online Safety Policy and information contained within our main child protection policy, and the arrangements put in place to ensure appropriate filtering and monitoring

on school devices and school network. Ensuring that they are effective at least annually, ensuring this review is formally recorded. The appropriateness of any filtering and monitoring systems will in part be informed by the risk assessment required by the Prevent Duty as required by KCSiE 2026 paragraph 171.

8.4 This will include:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet the *school* safeguarding need**.**
- review and discuss the standards with the leadership team, IT staff and service providers to ensure the school/college meets the standard published by the Department for Education filtering and monitoring standards.

8.5 Further information regarding the school's approach to online safety and filtering and monitoring can be found in the Online Safety Policy and cyber security policy. The school uses add details in for filtering and monitoring and follows the Filtering and Monitoring requirements of KCSIE 2026 *paragraphs 171-175).*

8.6 Our Governing body/trust 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/college in meeting and maintaining these standards and communicating these to staff, our pupils, parents, carers and visitors to the school who provide teaching to children as part of the learning and educational opportunities we provide.

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

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

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

8.10 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 them harm, the abusive behaviour will have been harmful to the perpetrator as well.

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

8.12 As part of the usual communication with parents, the school will reinforce the importance of pupils being safe online and inform parents that they will find it helpful to understand what systems the school uses to filter and monitor internet use.

The school will also make it clear to parents what their children are being asked to do online for school.

The school will carry out an annual review of its approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by pupils.

The use of personal electronic devices, including mobile phones and cameras, by staff and pupils is closely monitored by the school, in accordance with the Staff ICT and Electronic Devices Policy and Pupils' Personal Electronic Devices Policy.

Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the school's Data Protection Policy and Photography and Images Policy. The DPO will oversee the planning of any events where photographs and videos will be taken.

Where photographs and videos will involve pupils who are LAC, adopted pupils, or pupils for whom there are security concerns, the headteacher will liaise with the DSL to determine the steps involved. The DSL will, in known cases of pupils who are LAC or who have been adopted, liaise with the pupils' social workers, carers or adoptive parents to assess the needs and risks associated with the pupils.

Staff will report any concerns about pupils' or other staff members' use of personal electronic devices to the DSL, following the appropriate procedures.

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment for the purpose of upskirting. "Operating equipment" includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion-activated camera.

Upskirting will not be tolerated by the school. Any incidents of upskirting will be reported to the DSL, who will then decide on the next steps to take, which may include police involvement.

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:

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

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

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

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

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

ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

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

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

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

11. Safeguarding issues:

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

11.2 Appendix 2 of this policy sets out details about specific safeguarding issues that pupils may experience and outlines specific actions that would be taken in relation to individual issues. Staff remain vigilant and able to respond to safeguarding concerns, incidents, or emerging threats.

11.3 Children can access and use different media platforms safely see KCSiE 2026 paragraph 171 and filtering and monitoring standards through the use of Wave9. The school subscribes to the National online safety and provides all stakeholders support and training on online safety and support parents on how to monitor pupils online. See the online safety policy for more in-depth information on the school website.

11.4 As part of the usual communication with parents, the school will reinforce the importance of pupils being safe online and inform parents that they will find it helpful to understand what systems the school uses to filter and monitor internet use. The school will also make it clear to parents what their children are being asked to do online for school. Using the online safety resources our school provides on-line guidance and support for parents and children to remain free from risk, exploitation, grooming or radicalisation.

11.5 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 our 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.

11.6 The school puts children at the centre of our 'safeguarding arrangements' and we listen to and hear the child's voice. Listening to and capturing the voice of the child is essential for effective safeguarding practice. It helps all professionals to understand children's lived experiences, hear their views about their lives and circumstances, and take effective action to support or safeguard them. seek to hear and facilitate the voice of the child by:

- understanding the different ways children communicate.
- including the child's voice in assessments and arrangements
- gaining appropriate skills and knowledge to help understand and reflect on the voice of the child
- building trusted relationships with children.

11.7 Our school is led by senior members of staff and *governors/ trust members* 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.

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

11.9 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 The school works with statutory safeguarding partners to support vulnerable children and are in regular contact with social care and social workers. For example, holding regular meetings in school, taking part in partnership forums/events, and by accessing multi-agency training. Our school may also offer to facilitate meetings for individual children and families in school to support easier local access and involvement by children, parents and or carers.

12.2 Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider can meet the needs of the pupil. School should review regularly the alternative provision placements they make at least half termly to provide assurances that the child is regularly attending, the placement continues to be safe and meet the individual child's needs.

12.3 Children who attend alternative education often have complex needs, it is important governing bodies/trusts and designated safeguarding leads ensure

children are fully always supported, and the alternative setting is aware of any additional risks of harm that pupils may be vulnerable to. Information sharing for pupils who receive education provision outside of a mainstream setting is vital to support the child and ensure the learning environment where they are placed has all necessary information for the child before they access the provision. The working together principles are key to keep the child safe and understanding the vulnerabilities needing to be supported. This should include up to date contact details for the professionals working with the child and family. Where there are safeguarding concerns the placement should be immediately reviewed and terminated if necessary, unless or until those concerns have been satisfactorily addressed.

12.4 Whilst the local authority may hold a register of approved provision providers the school remains 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. This should include written confirmation that staffing changes will be communicated to the commission school.

12.5 Alternative provisions are regularly visited by the DSL and designated teacher. The outcomes are shared on the safeguarding audit and on the headteacher report to Governors and Trustees. Attendance is monitored and reported via regular contact with the alternative provision.

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

12.7 Concerns are shared with all agencies involved with the child. Advice is sort from the local authorities professional advice line, County safeguarding and the LCC safeguarding, concerns about staff at the provision to be shared with LADO.

12.8 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.

12.9 Where the governing board hires or rents out school facilities or the school premises to organisations or individuals, e.g. for providers to run community or extracurricular activities, it will ensure that appropriate safeguarding arrangements are in place to keep pupils safe. The school will refer to the DfE's guidance on keeping children safe in out-of-school settings in these circumstances. Where the governing board provides the activities under the direct supervision or management of school staff, child protection arrangements will apply. Where activities are provided separately by another body, this may not be the case; therefore, the governing board will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed. The governing board will also ensure that there are arrangements in place to liaise with the school on these matters where appropriate. The governing board will ensure safeguarding requirements are included in any transfer of control agreement, i.e. a lease or hire agreement, as a condition of use and occupation of the premises, and specify that failure to comply with this would lead to termination of the agreement.

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12.10 Staff and volunteers running extracurricular activities and clubs are aware of their safeguarding responsibilities and promote the welfare of pupils. Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSCS or the police, if necessary.

12.11 All national governing bodies of sport that receive funding from either Sport England or UK Sport must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

13. CPD, culture and ethos

13.1 Staff, including supply staff and volunteers members will undergo safeguarding and child protection training at induction, which will be updated on a termly basis and/or whenever there is a change in legislation.

The induction training will cover:

- The Child Protection and Safeguarding Policy.
- The Child-on-child Abuse Policy and procedures.
- The Staff Code of Conduct.
- Part one of 'Keeping children safe in education' (KCSIE)
- The Behaviour Policy.
- The Children Missing from Education Policy, including the safeguarding response to children who are absent from education.
- Appropriate child protection and safeguarding training, including online safety training – which, amongst other things, includes an understanding of expectations, applicable roles and responsibilities in relation to filtering and monitoring.
- Information about the role and identity of the DSL and deputy DSLs.

All staff members will also receive regular safeguarding and child protection updates as required, but at least annually. Training will cover, at a minimum:

- The issues surrounding sexual violence and sexual harassment.
- Contextual safeguarding.
- How to keep LAC and PLAC safe.
- CCE and the need to refer cases to the National Referral Mechanism.
- Updated online safety training.

Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school, open door policy and scheduled weekly in staff briefing and staff meetings. Updates from the local authority and local community information will be shared with all staff.

The DSL and deputy DSLs will undergo child protection and safeguarding training and update this training at least every two years. The DSL and deputy DSLs will also obtain access to resources and attend any relevant or refresher training courses, ensuring they keep up-to-date with any developments relevant to their role. This will include training to understand:

- The assessment process for providing early help and statutory intervention, including local criteria for action and CSCS referral arrangements.
- How LAs conduct child protection case conferences and a child protection review conferences, to enable the DSL to attend and contribute to these effectively when required.
- The importance of providing information and support to CSCS.
- The lasting impact that adversity and trauma can have.
- How to be alert to the specific needs of children in need, pupils with SEND and/or relevant health conditions, and young carers.
- The importance of internal and external information sharing.
- The Prevent duty.
- The risks associated with online safety, including the additional risks faced online by pupils with SEND.

Regular assessments and checks are provided and logged during termly training via the national college online safeguarding assessments and Governor safeguarding audits and DSL/ Trust reviews.

13.2 The school's full policy and procedures for safer recruitment are outlined in the Safer Recruitment Policy.

An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the school at times when children are on the premises.
- Regularly come into contact with children under 18 years of age.

The DfE's DBS Workforce Guides will be consulted when determining whether a position fits the child workforce criteria.

The governing board will conduct the appropriate pre-employment checks for all prospective employees, including internal candidates and candidates who have lived or worked outside the UK. These include online checks and this is made clear during the recruitment process.

The appropriate DBS and suitability checks will be carried out for all governors, volunteers, and contractors.

Staff suitability

All centres providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018. A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them.
- Have committed certain offences.

All staff members are required to sign the Staff Disqualification Declaration Form confirming that they are not disqualified from working in a schooling environment. A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

Ongoing suitability

Following appointment, consideration will be given to staff and volunteers' ongoing suitability – to prevent the opportunity for harm to children or placing children at risk.

Referral to the DBS

The school will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.

13.2 Single central record (SCR)

The school keeps an SCR which records all staff, including agency and third party supply staff, and teacher trainees on salaried routes, who work at the school.

All members of the proprietor body are also recorded on the SCR.

The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications, where required
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK
- A section 128 check for those in management positions

For agency and third-party supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted (i.e. all the same checks the school would perform on any individual working in the school or who will be providing education on the school's behalf, including through online delivery) and the date that confirmation was received.

If any checks have been conducted for volunteers, this will also be recorded on the SCR. If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

Written confirmation that supply agencies have completed all relevant checks will also be included.

The school is free to record any other information it deems relevant.

14. Responsibilities of the DSL/DSL Team

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

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

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

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

The Designated Teacher and Senior Designated Safeguarding Lead take lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place.

Provide advice and support to other staff on child welfare, safeguarding and child protection matters.

Take part in strategy discussions and inter-agency meetings, and/or support other staff to do so.

Contribute to the assessment of children, and/or support other staff to do so.

During term time, be available during school hours for staff to discuss any safeguarding concerns. **NB:** Individual schools, working with the DSL, define what "available" means and whether, in exceptional circumstances, availability via phone, videocall, or other media is an acceptable substitution for in-person availability.

Arrange, alongside the school, adequate and appropriate cover for any activities outside of school hours or terms.

Refer cases:

To CSCS where abuse and neglect are suspected, and support staff who make referrals to CSCS.

To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme.

To the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child.

To the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance.

Act as a source of support, advice and expertise for all staff.

Act as a point of contact with the safeguarding partners.

Liaise with the headteacher to inform them of issues, especially regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

Liaise with the deputy DSLs to ensure effective safeguarding outcomes.

Liaise with the case manager and the LA designated officers (LADOs) for child protection concerns in cases concerning staff.

Liaise with staff on matters of safety, safeguarding and welfare, including online and digital safety.

Liaise with staff when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.

Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health.

Promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.

Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:

- Ensuring that the school knows which pupils have or had a social worker.
- Understanding the academic progress and attainment of these pupils.
- Maintaining a culture of high aspirations for these pupils.
- Supporting teachers to provide additional academic support or reasonable adjustments to help these pupils reach their potential.

- Helping to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues these pupils are experiencing with teachers and the SLT.

Ensure that child protection files are kept up-to-date and only accessed by those who need to do so.

Ensure that a pupil's child protection file is transferred as soon as possible, and within five days, when transferring to a new school, and consider any additional information that should be shared.

Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.

Work with the governing board to ensure the school's Child Protection and Safeguarding Policy is reviewed annually, and the procedures are updated and reviewed regularly.

Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.

Link with safeguarding partner arrangements to make sure that staff are aware of the training opportunities available and the latest local policies on safeguarding.

Undergo training, and update this training at least every two years.

Obtain access to resources and attend any relevant or refresher training courses.

Encourage a culture of listening to children and taking account of their wishes and feelings; this includes understanding the difficulties pupils may have in approaching staff about their circumstances and considering how to build trusted relationships that facilitate communication.

Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters: specifically, to ensure that staff are supported during the referrals processes; and to support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understand the importance of information sharing, including within school, with other schools, and with the safeguarding partners, other agencies, organisations and practitioners.

Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR.

Keep detailed, accurate, secure written records of safeguarding concerns, decisions made, and whether or not referrals have been made, and understand the purpose of this record-keeping.

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

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.

The Designated Safeguarding Lead will also have details of the child's social worker and the name of the Assistant 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.

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.

14.5 Under the section on additional safeguarding vulnerabilities of children with SEND, the SEND Code of Practice is a source of information and support is available from specialist organisations including SENDIASS. which are available to children and families with SEND.

15. 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 followed more details can be found in our online safety policy.

16. Providing a safe environment

16.1 We recognise that because of the day-to-day contact our *school staff* 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 by:

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

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

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

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

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

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

16.2.11 Ensuring our behaviour policy includes measures to prevent bullying, including cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying and use of social media platforms and networks see behaviour policy on our website.

16.2.12 Maintain an on-line safety policy which address statutory filtering and monitoring standards, which take into account remote learning, and use of mobile and smart technology and is reviewed regularly to take into account

any new threats can be found in our e safety and cyber security policy on the website and DfE Guidance for Generative Artificial Intelligence.

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

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

16. 3 All staff have access to and engage with harm outside the home (http://www.childexploitationeastmidlands.org.uk/) and follow the support and guidance available ensure staff are regularly updated and trained to understand the types of exploitation. The school uses this site and follows the toolkit and links to support provided. The school uses a wealth of resources from trauma informed practice, wellbeing and follow the healthy schools programme to provided support and interventions for children, parents/carers, and local community groups. Staff are supported by our DSL and mental health lead. The school uses resources and provides links for Barnardos, Childrens society, safeguarding matters Leicestershire and Rutland's safeguarding children partnership, Live safe, NSPCC, NSPCC Learning, Nottingham Nottinghamshire Safeguarding Children Partnership, Ben Kinsella and the Giles Trust. Partners working with young people, families and the community to deliver evidence-based interventions that keep young people safe by reducing risk and strengthening the protective factors in their lives.

16.4 Our school uses the Kapow scheme which intends to embed and teach safeguarding as part of your broad and balanced RSHE curriculum.

16.5 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.

16.6 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.

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

16.8 Promote pupil health and safety.

16.9 Promote safe practice and challenge unsafe practice.

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

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

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

16.13 Ensure school site security.

16.14 Address drugs and substance misuse issues.

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

16.16 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.

16.17 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. Additional measures

17.1 Alternative provisions or experiences are regularly visited and checked by the DSL and designated teacher. The outcomes are shared on the safeguarding audit and on the headteacher report to Governors and Trustees. Attendance is monitored and reported via regular contact with the alternative provision

17.2 See Trust Health and safety Policy
https://www.owlsacademytrust.co.uk/finance-policies
Mental Health
The Owls Academy Trust recognizes that it has a duty of care towards all employees and pupils to promote good mental health and to provide support where necessary. All academies have access to mental health awareness training through government funded support or via the National College platform. Each school will have a senior mental health lead and an action plan is in place.

17. *3* See Trust LGBTQ+ Policy on Trust website. + refers to all other protected identities. https://www.owlsacademytrust.co.uk/finance-policies
Guidance may change as the 'Children who are lesbian, gay, bisexual, or gender questioning' section is currently under review pending the outcome of the gender questioning children guidance consultation (DfE, 2023b).

KCSiE 2026 Annex B page 160 Child abduction and community safety incidents – Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

Langmoor Primary School: Safeguarding Against Child Abduction and Community Safety Risks

In accordance with the guidance outlined in *Keeping Children Safe in Education (KCSiE) 2026*, Annexe B, Langmoor Primary School acknowledges the vital importance of protecting pupils from the risks of child abduction and other community safety incidents. Child abduction refers to the unauthorised removal or retention of a pupil from their

parent or anyone with legal responsibility for them. This risk may come from a range of individuals, including parents or family members, acquaintances such as neighbours or friends, and strangers.

To reduce this risk, Langmoor Primary School enforces a strict policy requiring that all pupils are collected at the end of the school day by a known and authorised adult. This ensures that pupils are only released into the care of individuals who have been verified by the school and/or the pupil's parents or guardians.

The school also remains alert to community safety concerns around the school premises, including unknown adults loitering nearby or engaging pupils in conversation. We maintain close collaboration with local law enforcement and community safety partners to monitor and address any such concerns promptly, ensuring a safe environment for all pupils.

Parents and carers are urged to keep the school informed of any changes to the list of authorised adults for pupil collection and to report any community safety concerns. Through these proactive measures, Langmoor Primary School is dedicated to safeguarding pupils and providing reassurance to families regarding the safety and security of their children.

17.4 As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. KCSIE 2026

17. 5 The school follows the Kapow/Forest School curriculum in outdoor safety to help children build confidence and abilities to protect themselves or know how and where they can seek help and support.

18. Procedures for identifying and reporting cases

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

18.1.15 Ensure all records are kept securely; using an electronic management and recording system CPOMS

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

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

18.1.18 Ensure safe recruitment practices are always followed.

18.1.19 Apply confidentiality appropriately.

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

19. Supporting children and working in partnership

We recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their

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

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

19.3 Our school will endeavour to support the pupil through:

19.3.1 Developing the content of the curriculum using the Kapow scheme

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

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

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

19.3.5 Our school will address concerns, and support will be put in place or offered in conjunction with the Local Authority, inclusion services, Oakfield short stay, Local schools and the Trust For example support will be provided via support units, inclusion or isolations areas or pastoral support structures.

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

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

19.3.8 Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully supported school's SENCO.

19.3.9 Where a child discloses a concern or informs of an incident that has involved them in an incident involving sexual violence and or sexual harassment the staff member will ensure the child (victim) is taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence, or sexual harassment.

19.3.10 The staff member if not the designated safeguarding lead (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.

19.3.11 See Trust Child Protection policy and individual child on child school policy.

20. Staff and Safe Recruitment

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

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

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

20.4 The school has in place recruitment, selection, and vetting procedures in accordance with KCSiE 2026 Part Three and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2025 Part Three paragraphs 345-349.

20.5 All volunteers working in regulated activity will have an enhanced DBS and where school 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 has received the volunteer's enhanced DBS certificate including barred list information.

20.6 Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the School Employee Code of Conduct, which includes contact between staff and pupils outside the work context. Concerns regarding low-level concerns will be included in our Code of Conduct from 1 September 2026 in line with KCSiE Part Four Section two. Staff can access a copy of this through information shared on the school staff share.

20.7 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 an enhanced DBS check before undertaking regulated activity in line with the Crime and Policing Act 2026.

20.8 In the event of any complaint or allegation against a member of staff, volunteer, contractor or trainee teacher the headteacher (or the Designated Safeguarding Lead) if the headteacher is not present, will be notified immediately. If it relates to the headteacher, the chair of governors/ trust will be informed without delay. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO), LADO Allegation Officers or HR Service.

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

20.10 Access or signposting to counselling utilising Trust and independent resources.

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

20.12 Langmoor Primary School operates a robust induction process in line with statutory guidance for Early Career Teachers (ECTs) and wider staff, including supply staff, volunteers, contractors, and visitors. The Trust ensures that all ECTs serve their statutory induction in appropriate settings, including maintained schools, academies, and relevant educational institutions, with a designated headteacher or principal responsible for making recommendations against the Teachers' Standards. The Trust embeds the Early Career Framework (ECF) within induction, offering flexible delivery options such as funded provider-led programmes, school-led training using Department for Education (DfE) accredited materials, or bespoke two-year induction programmes designed around the ECF. An experienced induction tutor, holding Qualified Teacher Status (QTS), is appointed to monitor, support, and assess ECT progress rigorously and fairly. Governance arrangements are transparent, with clear delegation and published details on the Trust's website, ensuring accountability. Enhanced Disclosure and Barring Service (DBS) checks are obtained for all staff, including trustees and committee members, in compliance with safeguarding regulations. The Trust maintains clear procedures for managing safeguarding concerns or allegations against all personnel, consistent with local safeguarding protocols and statutory guidance, ensuring a safe environment for pupils and staff alike.

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

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

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

21. Links to other Local Authority policies

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

21.2 The above together with the following will make up the suite of policies to safeguard and promote the welfare of children in this school *Follow appendix 1*

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

21.3

Immediate Response and Reporting

All staff are trained to recognise signs of sexual violence and harassment and understand the importance of acting immediately on any concerns, even if a direct report is not made by the pupil.

We ensure that disclosures are managed with at least two members of staff present, preferably including the Designated Safeguarding Lead (DSL) or a deputy.

Staff do not promise confidentiality at the initial disclosure stage but clearly explain the next steps and who will be informed to safeguard the pupil.

Support and Reassurance for Victims

Victims are reassured that they are taken seriously, supported, and kept safe regardless of when the disclosure is made.

We avoid any language or actions that might make the victim feel ashamed or as if they are creating a problem by reporting.

Support is tailored to the pupil's wishes as much as possible, balancing this with our duty to protect all children.

Handling Reports with Sensitivity and Accuracy

Staff listen carefully, use the pupil's language, avoid leading questions, and only prompt with open questions to clarify facts.

Detailed, factual records of disclosures are made promptly after the report, avoiding personal opinions, and are securely stored.

Any online elements are handled in line with current guidance on searching, screening, and confiscation, ensuring evidence preservation without viewing illegal images unnecessarily.

Safeguarding and Risk Management

The DSL or deputy leads on assessing risks and deciding on the best course of action, including liaising with local authority children's social care and the police where appropriate.

Where pupils share classes or spaces, careful consideration is given to maintaining reasonable distance between victims and alleged perpetrators to protect all parties involved, without presuming guilt.

Training and Policy Integration

All staff receive regular safeguarding training that includes managing reports of sexual violence and harassment, ensuring consistent and confident responses.

Our safeguarding policies explicitly incorporate these arrangements and are reviewed regularly to reflect current statutory guidance

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 have access to CPOMS which means that they can all report anything they deem to be appropriate. They also all receive yearly safeguarding training to ensure that they understand that safeguarding is everyone's business.

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

22.4 All staff contribute to providing a safe environment in which children can learn by ensuring that as a school we are inclusive. Staff use feelings boxes in classrooms and the zone of regulations for children to manage themselves and to understand how to communicate effectively.

22.5 Safeguarding process and practices continue on school trips, residentials.

22.6 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.

22.7 See staff handbook for staff roles and responsibilities

22.8 Parents/ carers to come into school to seek support or advice during school hours by accessing the school office. Out of hours contact Duty 0116 305 0005 or email the school office.

22.9 We acknowledge the importance of children and social workers meeting during the school day where and when required. DLS's keep regular contact via face to face and online meetings and emails to keep fully updated. 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. All evidence is placed on CPOMS.

22.10 Children, parents, and carers are sign posted to the local authority website via the school website for support, further is provided via posters and face to face meetings.

23. Safeguarding Training

23.1 All our staff are aware of systems within our 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 2025.

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

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

23.4 Training is provided by check and amend the following Leicestershire County Council, County safeguarding and the National college and National online safety, subscriptions to Optimus education and CST. Regular newsletters, briefings and face to face and online meeting ensure the school is kept up to date with any local or national changes to safeguarding guidance.

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

23.6 Partnership work especially with social care and the local arrangements put in place by Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) All staff and volunteers know how to access the NSCP website and training opportunities.

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

24. Staff responsibilities

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

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

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

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

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

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 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. The staff and school engage in learning opportunities or partnership work with such as the NSPCC, Police Community Support Officers (PCSOs), any counselling services used, Health professionals etc.

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

25. Senior Leadership/Management Team responsibilities:

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

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

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

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

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

25.6 Carry out tasks delegated by the governing body/ multi academy trust 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).

Note: KCSiE 2026 paragraphs 214 to 223, 'Children potentially at greater risk of harm and Children who need a social worker due to safeguarding or welfare needs.

Langmoor is committed to ensure clear working guidelines with Social Care to achieve the best possible outcomes for children. Ryan Upfield is the DST for LAC.

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

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

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

26.3 Safeguarding pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards'.

Personally, report any cases to the police where it appears that an act of FGM has been carried out, also referred to as 'known' cases, as soon as possible.

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

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. Note: This preventing radicalisation section remains under review, following the publication of a new definition of extremism on the 14 March 2025.

28.4 Senior DSL and DSL team meet on a regular basis so each is fully informed and able to respond to the needs of children subject to safeguarding concerns.

28.5 School supports vulnerable children and children subject to safeguarding concerns, see KCSiE 2026 Part One and Annex A for specific areas of a safeguarding vulnerability.

28.6 **Work with others**

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

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

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

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

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

28.6.6 Liaise with the local authority and other agencies in line with Working Together to Safeguard Children 2023 and the local Leicestershire Safeguarding Children Partnership procedures and practice guidance.

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

28.7 DSL's feedback information to other staff or help to raise awareness of emerging threats and risks.

DSL staff team contributes to developing the curriculum and learning experiences for children and staff. Though staff meetings, bulletins, staff notice board, briefings, and arranging additional classroom learning opportunities.

28.8 The school has links with agencies such as the NSPCC, TETC team, Police, and others as appropriate.

28.9 **Undertake training**

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

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

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

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

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

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

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

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

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

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

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

28.11.8 Understand the reporting requirements for FGM

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

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

28.12 **Raise awareness**:

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

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

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

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

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

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

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

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

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

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

29.5 Our school uses CPOMs to record and support. Following Trust Policy.

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 to discuss any safeguarding concerns. In the absence of the Designated Safeguarding Leads a member of the senior leadership team will be nominated to provide cover.

30. Headteacher

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

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

30.1.2 The Trust and 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 schools' Child Protection Policy; the Staff Behaviour Policy/Code of Conduct Policy.

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

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

31. Governing Body and Multi- Academy Trust

31.1 We recognise our Governing body/Trust has a strategic leadership responsibility for our school's safeguarding arrangements and must ensure they comply with their duties under legislation and must have regarding to KCSiE 2026, ensuring policies, procedures and training in our school are effective and always comply with the law.

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

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

31.2.2 Ensuring that the school has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2023) 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 the additional clarification about GPDR and withholding information.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

31.2.23 When the school's premises are used for non-school/college activities the Governing body/trust will seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in

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

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

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

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

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

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

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

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

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

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

32.3 We also recognise those children who were previously Looked-After potentially remain vulnerable and all staff will be informed of the importance of maintaining support for them through our academy. As an academy, 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 of certain medical condition 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 is abuse.

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.

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

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

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 (NSCP) Policy and Practice Guidance.

36.2.5 Staff, governors/Trust members have completed GDPR Information sharing training

37. Records and Monitoring

37.1 We use CPOMs to record and store detailed records

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

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

37.4 Any concerns should be reported and recorded without delay to the appropriate safeguarding services e.g., First Response or the child's social worker if already an open case to social care.

37.5 A chronology will be kept in the main school file 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 can be transferred to the concern file.

37.6 Safeguarding, child protection and welfare concerns will be recorded on the electronic management system CPOMs

37.7 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 Our school uses CPOMs.

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

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

[KCSiE 2026 Annex B pages 183)

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

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

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

39.2 All 'child protection' or 'confidential' file should contain the following:

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

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

39.4 Records will be kept up to date and reviewed regularly by the Snr Designated Safeguarding Lead, to evidence and support actions taken by staff in discharging their safeguarding arrangements. Original notes will be retained (but clearly identified as such) as this is a contemporaneous account; they may be important in

any criminal proceedings arising from current or historical allegations of abuse or neglect.

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

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

40.1 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.

40.2 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.

40.3 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.

40.4 When a student moves to or from the school if there are issues or concerns a conversation between DSLs from both settings is recommended as good practice. If the school the child has transferred to uses CPOMS, then all information will be sent that way.

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

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

41. Recording Practice

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

41.2 A recording of each and every incident or concern for the child will be made, including any telephone calls to other professionals. These will also be recorded on the chronology and kept within the child protection file for that child, as over time they are likely to help identify any patterns or emerging risks and needs. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed, and roles and responsibility of each agency will be clarified, and outcomes recorded.

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

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

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

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

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

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

42. Educating Young People – Opportunities to teach safeguarding

(KCSiE 2026 paragraphs 156 to 166)

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

42.2 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.

42.3 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.

42.4 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. All children who bring a mobile phone to school are expected to switch it off and leave it in the head's office for the duration of the school day.

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

42.6 The school follows the Kapow scheme please see the RHSE policy and website links for more details

42.7 As part the usual communication with parents, the school will reinforce the importance of pupils being safe online and inform parents that they will find it helpful to understand what systems the school uses to filter and monitor internet use. The school will also make it clear to parents what their children are being asked to do online for school. The school will carry out an annual review of its approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by pupils. Support is provided on the school website and via the National online safety parent portal

42.8 The school works in partnership with parents to ensure pupils stay safe online at school and at home. Parents are provided with information about the school's approach to online safety and their role in protecting their children. Parents are sent a copy of the Acceptable Use Agreement and are encouraged to go through this with their child to ensure their child understands the document and the implications of not following it.

Parents will be made aware of the various ways in which their children may be at risk online, including, but not limited to:

- Child sexual abuse, including grooming.
- Exposure to radicalising content.
- Sharing of indecent imagery of pupils, e.g. sexting.
- Cyberbullying.
- Exposure to age-inappropriate content, e.g. pornography.
- Exposure to harmful content, e.g. content that encourages self-destructive behaviour.

Parents will be informed of the ways in which they can prevent their child from accessing harmful content at home, e.g. by implementing parental controls to block age-inappropriate content.

Parental awareness regarding how they can support their children to be safe online may be raised by, but is not limited to the following ways:

- Parents' evenings
- Twilight training sessions
- Newsletters
- Online resources

All remote learning is delivered in line with the school's Pupil Remote Learning Policy.

The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use. The school will consult with parents prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.

The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

Our school's response to identifying, responding to, and managing concerns, incidents, or disclosures regarding sexual violence between children in *school* Pupils may also use the internet and technology as a vehicle for sexual abuse and harassment. Staff will understand that this abuse can occur both in and outside of school and off and online and will remain aware that pupils are less likely to report concerning online sexual behaviours, particularly if they are using websites that they know adults will consider to be inappropriate for their age.

The following are examples of online harmful sexual behaviour of which staff will be expected to be aware:

- Threatening, facilitating or encouraging sexual violence
- Upskirting, i.e. taking a picture underneath a person's clothing without consent and with the intention of viewing their genitals, breasts or buttocks
- Sexualised online bullying, e.g. sexual jokes or taunts
- Unwanted and unsolicited sexual comments and messages
- Consensual or non-consensual sharing of sexualised imagery

All staff will be aware of and promote a zero-tolerance approach to sexually harassing or abusive behaviour, and any attempts to pass such behaviour off as trivial or harmless. Staff will be aware that allowing such behaviour could lead to a school culture that normalises abuse and leads to pupils becoming less likely to report such conduct

43. Helplines and reporting

43.1 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/

43.2 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

44 child on child sexual harassment and sexual violence

44.1 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.

44.2 all staff must have “it could happen here approach”.

44.3 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 od 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 offence) 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

44.4 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.

44.5 records will be recorded on the school’s safeguarding system.

44.6 all children involved in an incident will be seen as victims

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

44.8 in some cases, such as one of incident or HSB or sexual harassment it mya be appropriate for the school or college to manage the situation internally.

44.9 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.

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

44.11 Risk and needs assessments will be put in place. 45. Children who are questioning their gender

45.1 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." All our PE lessons are done as a class.

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. Include your setting specific statement for sport here.

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." When on residential, the rooms are grouped according to the biological sex of the child.

The following appendices are a part of this policy (delete or amend as appropriate):

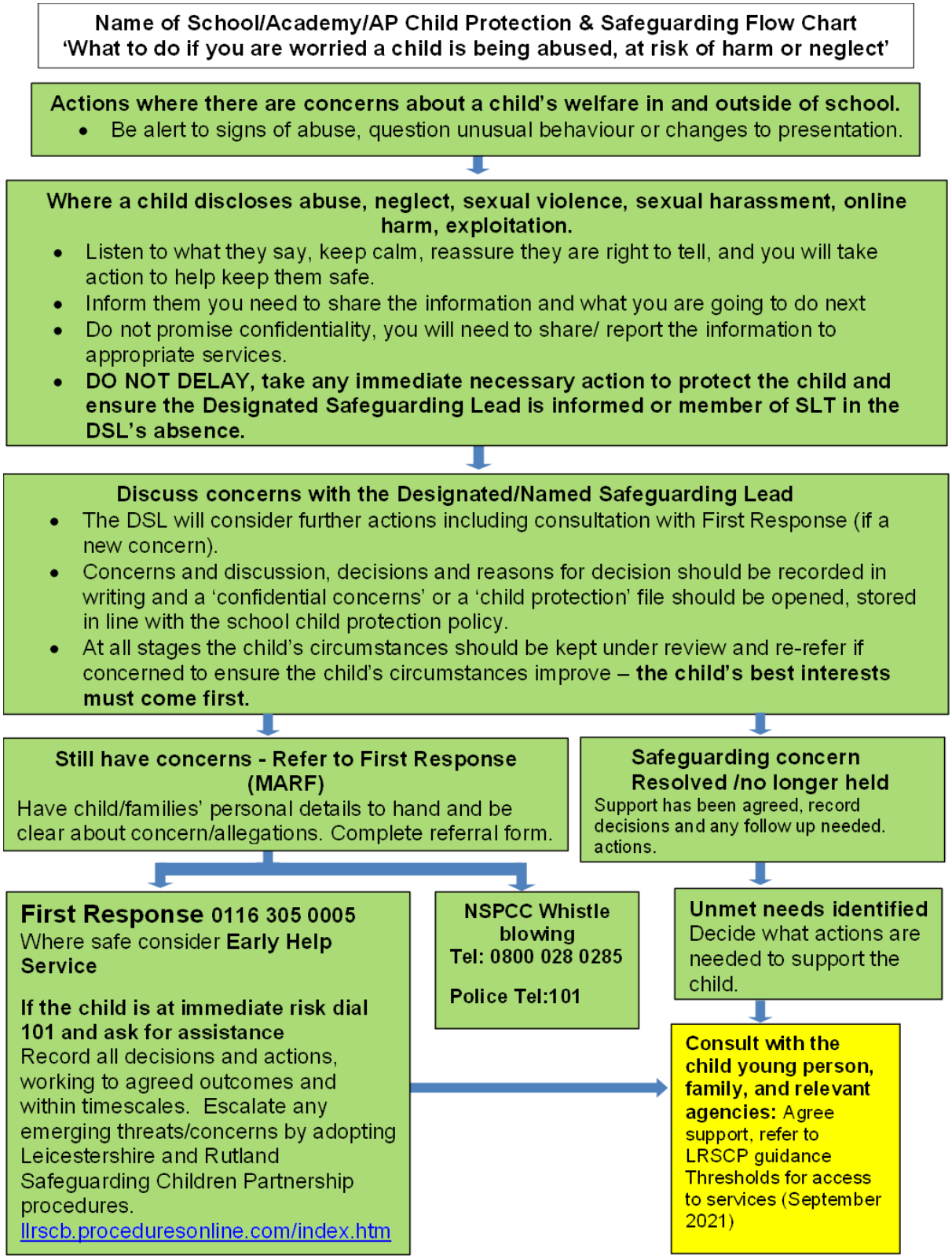
Appendix 1 - LCC LA Flow Chart 2026-2027 'What to do if you are worried a child is being abused or at risk of harm, neglect, or online harm.

Appendix 2 - Template: Logging a concern about a child's safety and welfare.

Appendix 3 - Template: Body Maps Guidance and Body Maps.

Appendix 4 - Existing Injuries Form – Tool to support reflection.

Appendix 1



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

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

Appendix 2

Logging a concern about a child's safety and welfare

Part 1 (for use by any staff – should CPOMs not be available)

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

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

Please give this form to your Senior Designated Safeguarding Lead

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

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

Appendix 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.

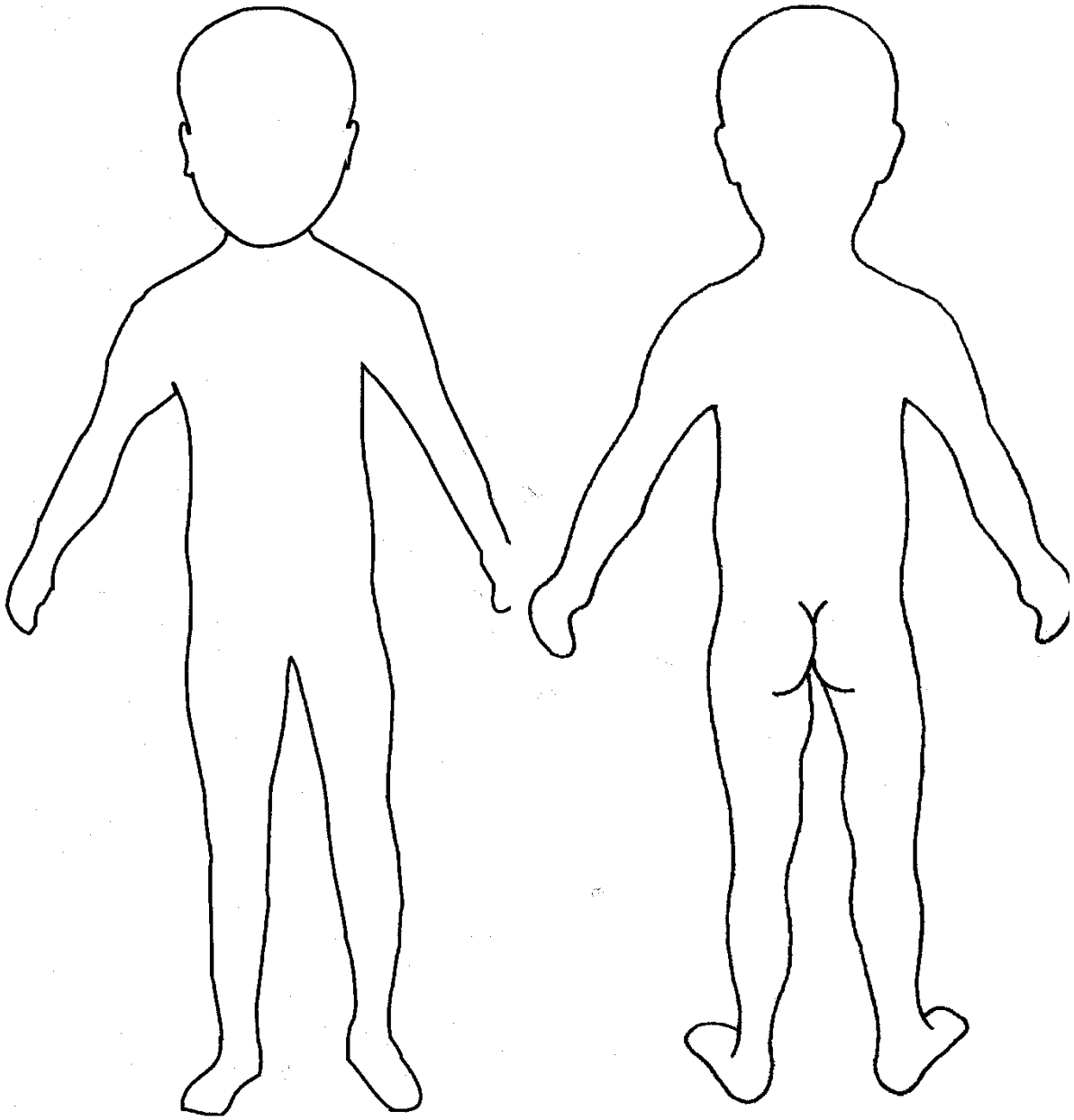
BODYMAP

(This must be completed at time of observation)

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

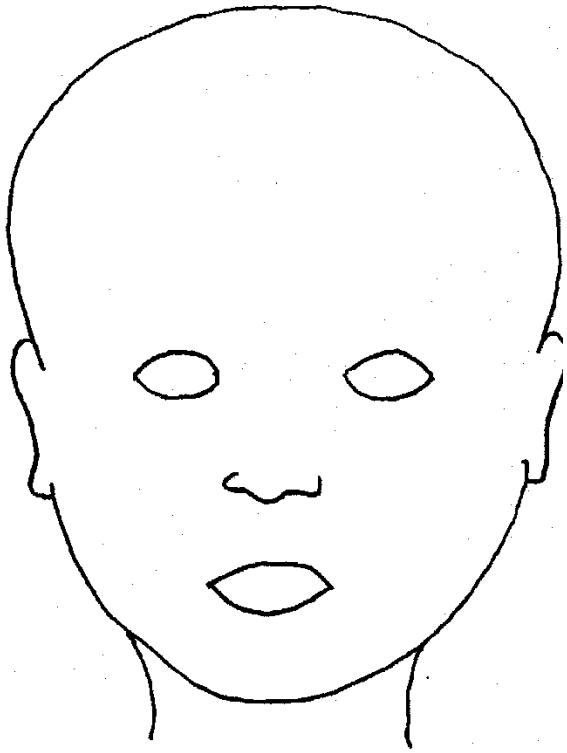
Name of Worker: ..... Agency: .....

Date and time of observation: .....

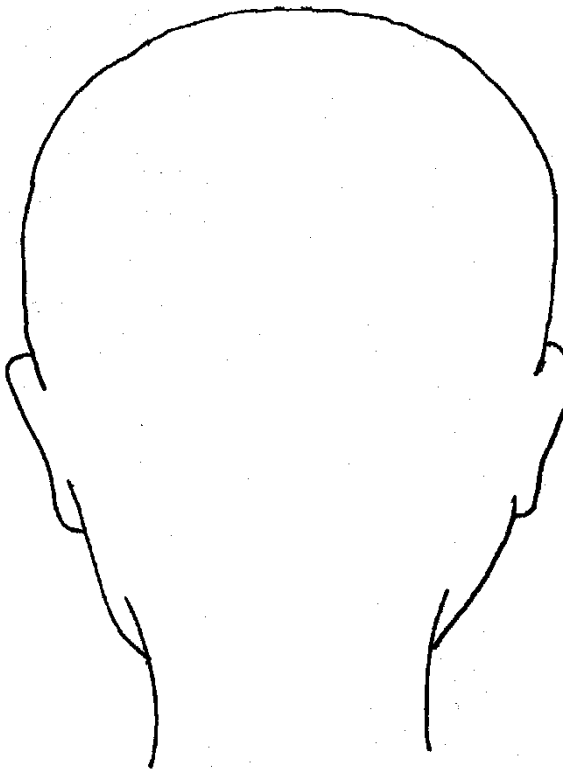


Name of Child: .....

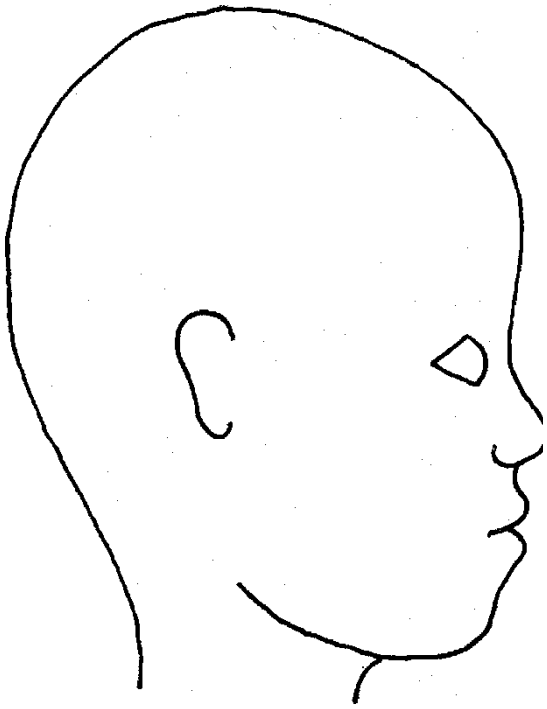
Date of observation: .....



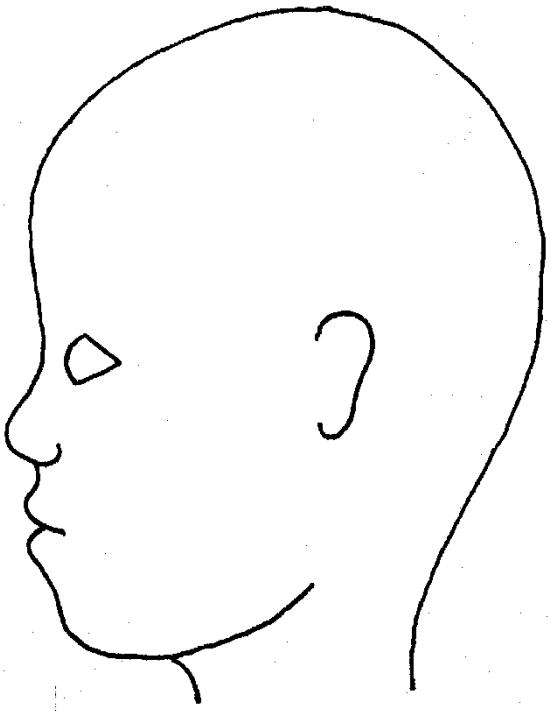
FRONT



BACK

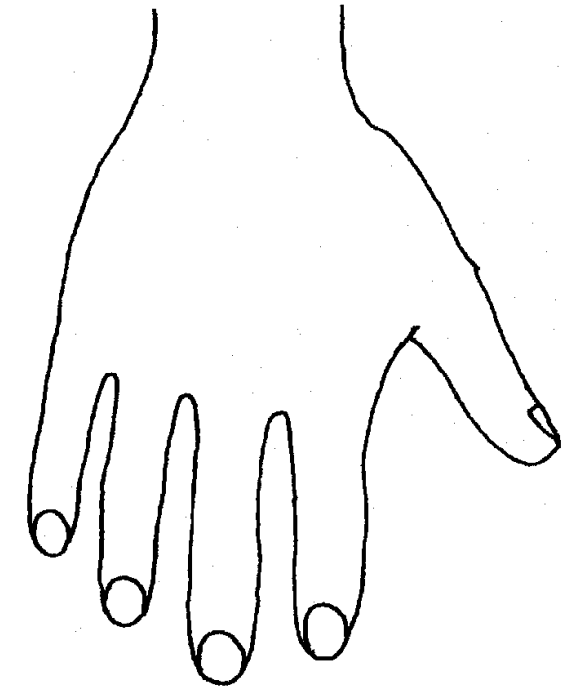


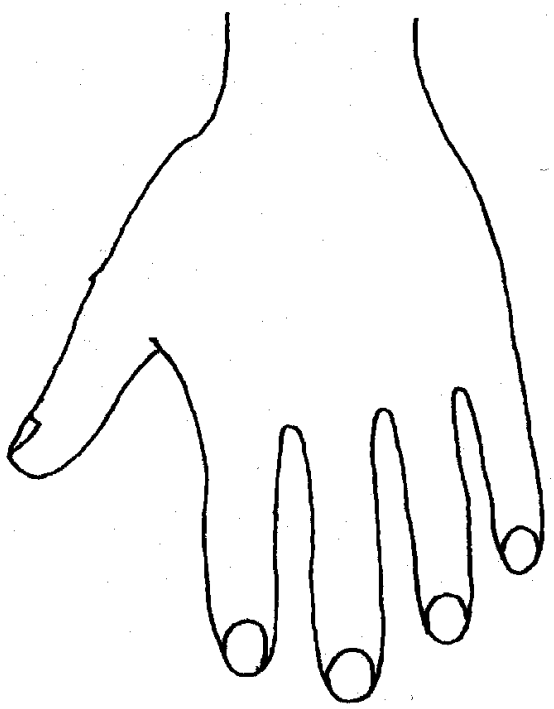
RIGHT



LEFT

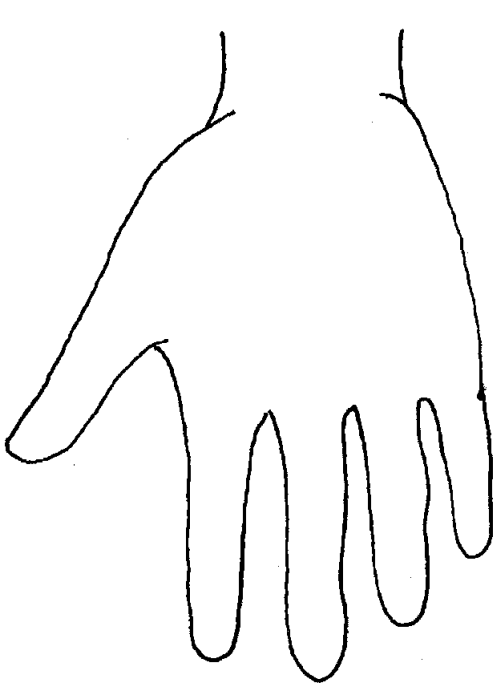
Name of Child: Date of observation:





R **L**

BACK

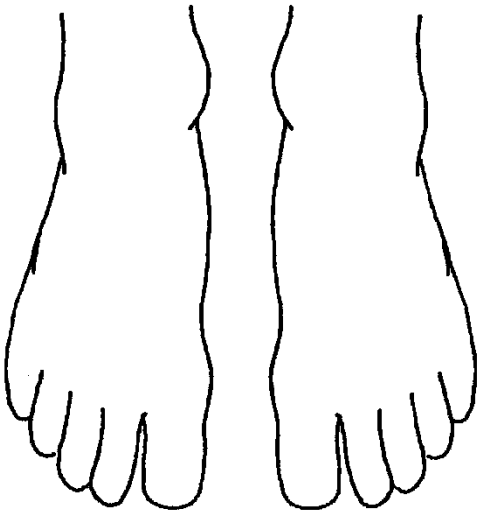


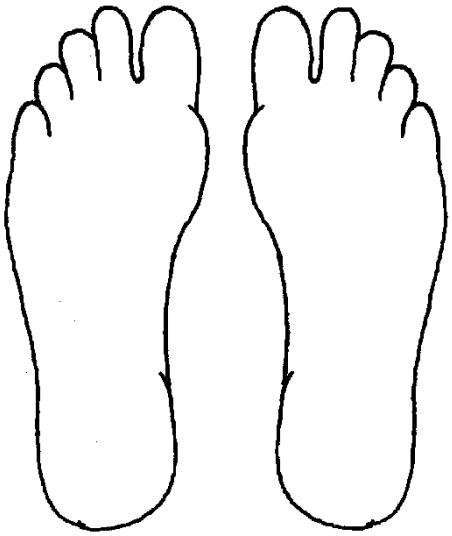
R **L**

PALM

Name of Child: .....

Date of observation: .....

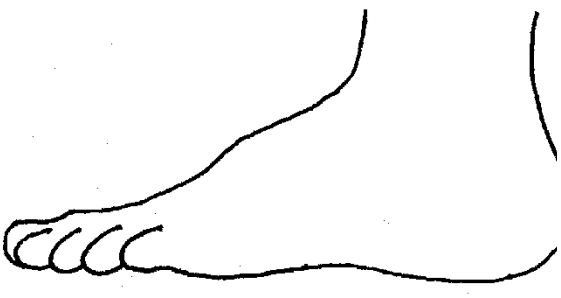




R TOP L **R BOTTOM L**

R **L**

INNER



R **L**

OUTER

Printed Name and Signature of worker:	Date: Time:

Role of Worker:

Other information:

Appendix 4

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….

Acronyms

This policy contains a number of acronyms used in the Education sector. These acronyms are listed below alongside their descriptions.

Acronym	Long form	Description
AI	Artificial intelligence	Computer systems and software that are able to perform tasks that ordinarily require human intelligence, such as decision-making and the creation of images.
CCE	Child criminal exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CSCS	Children's social care services	The branch of the local authority that deals with children's social care.
CSE	Child sexual exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and barring service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act 2018.
DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
EEA	European Economic Area	The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland).

EHC plan	Education, health and care plan	A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.
ESFA	Education and Skills Funding Agency	An agency sponsored by the DfE with accountability for funding education and skills training for children, young people and adults.
FGM	Female genital mutilation	All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
UK GDPR	The UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' abuse	So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.
HMCTS	HM Courts and Tribunals Service	HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice.
IICSA	Independent Inquiry into Child Sexual Abuse	The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours.
KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAC	Looked-after children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.
LGBTQ+	Lesbian, gay, bisexual, transgender and queer plus	Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
MAT	Multi-academy trust	A trust established to undertake strategic collaboration and provide education across a number of schools.
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the UK and the representative body for British police chief officers.

PLAC	Previously looked-after children	Children who were previously in LA care or were looked after by children's services for more than a period of 24 hours. PLAC are also known as care leavers.
PSHE	Personal, social and health education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.
PHE	Public Health England	An executive agency of the Department of Health and Social Care which aims to protect and improve the nation's health and wellbeing.
RSHE	Relationships, sex and health education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
SENCO	Special educational needs coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs and disabilities (SEND) policy and provision of education to pupils with SEND.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the LA they work for, and all children who currently have, or previously had, a social worker.

Definitions

The terms **"children"** and **"child"** refer to anyone under the age of 18.

For the purposes of this policy, **"safeguarding and protecting the welfare of children"** is defined as:

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

For the purposes of this policy, **"consent"** is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but

not another, and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity, and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.

For the purposes of this policy, **"sexual violence"** refers to the following offences as defined under the Sexual Offences Act 2003:

- **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Assault by penetration:** A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Sexual assault:** A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

For the purposes of this policy, **"sexual harassment"** refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a pupil's dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to:

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual "jokes" and taunting.
- Physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes, and displaying images of a sexual nature.
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
    - The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
    - Sharing unwanted explicit content.
    - Upskirting.
    - Sexualised online bullying.
    - Unwanted sexual comments and messages, including on social media.
    - Sexual exploitation, coercion, and threats.

For the purposes of this policy, **"upskirting"** refers to the act, as identified the Voyeurism (Offences) Act 2019, of taking a picture or video under another person's clothing, without their knowledge or consent, with the intention of viewing that person's genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or

alarm. Upskirting is a criminal offence. Anyone, including pupils and staff, of any gender can be a victim of upskirting.

For the purposes of this policy, the **"consensual and non-consensual sharing of nude and semi-nude images and/or videos"**, colloquially known as **"sexting"**, and collectively called **"youth-produced sexual imagery"** is defined as the creation of sexually explicit content by a person under the age of 18 that is shared with another person under the age of 18. This definition does not cover persons under the age of 18 sharing adult pornography or exchanging messages that do not contain sexual images.

"**Deep fakes**" and "**deep nudes**" refer to digitally manipulated and AI-generated nudes and semi-nudes.

For the purposes of this policy, **"indecent imagery"** is defined as an image which meets one or more of the following criteria:

- Nude or semi-nude sexual posing
- A child touching themselves in a sexual way
- Any sexual activity involving a child
- Someone hurting a child sexually
- Sexual activity that involves animals

Indecent images also include indecent **"pseudo-images"**, which are images have been created or manipulated using computer software and/or AI.

For the purposes of this policy, **"abuse"** is defined as a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others – this can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family, institutional or community setting by those known to them or by others, e.g. via the internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or other children.

For the purposes of this policy, **"physical abuse"** is defined as a form of abuse which may involve actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

For the purposes of this policy, **"emotional abuse"** is defined as the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. This may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child the opportunities to express their views, deliberately silencing them, 'making fun' of what they say or how they communicate. It may feature age- or developmentally inappropriate expectations being imposed on children, such as interactions that are beyond their developmental capability, overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, including cyberbullying, causing the child to frequently 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, but it may also occur alone.

For the purposes of this policy, **"sexual abuse"** is defined as abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, and regardless of whether the child is aware of what is happening. This may involve physical contact, including assault by penetration, or non-penetrative acts, such as masturbation,

kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can be perpetrated by people of any gender and age.

For the purposes of this policy, **"neglect"** is defined as the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve a parent or carer failing to provide a child with adequate food, clothing or shelter (including exclusion from home or abandonment); failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision (including through the use of inappropriate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.