Latimer Primary School

Whole School Child Protection Policy

DATE APPROVED: 16th September 2024	SIGNATURE CHAIR OF GOVERNORS:
FREQUENCY OF REVIEW: Annually	
DATE OF NEXT REVIEW: September 2025	

Introduction

Latimer Primary School fully recognises the contribution it can make to protect 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. The pupils' welfare is of paramount importance.

Policy statement and principles

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

Role	Name	Contact Details
Co-Headteachers	Claire Moran Michelle Swarbrook	All staff can be contacted via the school office: Office@latimer.leics.sch.uk Or on 0116 236 2138
Senior Leader(s) available for contact in the absence of the DSLs	Anna Bailey Vicki Lester Clare Pyatt Vic Charlesworth	
Designated Governor for Child Protection/ Safeguarding	Carole Hunt	
Senior Designated Safeguarding Lead	Michelle Swarbrook	
Deputy Safeguarding Lead	Claire Moran Anna Bailey Vicki Lester Clare Pyatt Vic Charlesworth	
• 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. 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

1.   Purpose and Aims

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

1.2   We will ensure that all parents/carers are made aware of our responsibilities regarding child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this Child Protection Policy. These duties and responsibilities, as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2024 and HM Working Together to Safeguard Children 2023 are incorporated into this policy.

2.   Child Protection and Safeguarding Statement

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

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

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

3.1   Everyone who works at Latimer Primary School understands they are an important part of the wider safeguarding system for children and accept safeguarding and promoting the welfare of children is everyone's responsibility. 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.
    - o   Preventing the impairment of children's mental and physical health or development.
    - o   Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
    - o   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 staff plays in safeguarding our pupils, through the contact they have with our children in and outside of our school environment. This places them in a position to identify concerns early, to provide help and to promote children's welfare; preventing 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 senior designated safeguarding lead or deputies without delay.

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

5.6 Our senior designated safeguarding lead will provide support to staff to carry out their safeguarding duties. They will liaise closely with other services such as children's social care, police, early help, and health where 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 Latimer Primary School under the Equality act: will not unlawfully, discriminate against pupils or students based on protected characteristics; we will carefully consider how we support pupils regarding particular protected characteristics; we will take positive action to deal with particular disadvantages affecting pupils or students (as seen 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.
- 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 2024 Annex A.

7. **Safeguarding can involve a range of potential issues**

7.1 The extensive list below captures possible pupil vulnerabilities and types of safeguarding issues:

- neglect, physical abuse, sexual abuse, emotional abuse and exploitation
- domestic abuse – inc. where they see, hear or experience its effects
- child-on-child abuse
- contextualised abuse – experiences of significant harm, beyond their family
- bullying, including online bullying
- online safety – ensuring appropriate filtering and monitoring of school devices and networks for home use
- absent from education, from care provider, from home
- racist, disability- based, homophobic, bi-phobic, or transphobic abuse.
- gender based violence
- extremist behaviour and / or radicalisation including where children are vulnerable to being drawn into terrorism
- child sexual exploitation, human trafficking, modern slavery, sexual or criminal exploitation.

- caring for sibling, parent or family member
- mental health needs effecting school attendance and progress
- has special education needs
- private fostering, previously in care
- has a family member in prison or is affected by parental offending
- anti-social or criminal behaviour inc. criminal child exploitation
- exposure to drug and alcohol abuse
- mental health of adults
- female genital mutilation
- honour based abuse
- forced marriages
- upskirting

7.2 All our staff and volunteers are aware of the indicators of abuse, neglect and exploitation. Knowing 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 concerns or incidents linked to child criminal exploitation and child sexual exploitation. All adults know to report concerns directly to a designated safeguarding lead, 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, 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 a DSL if they have concerns about a child.

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

7.5 As a school we are aware that abuse, neglect, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore all staff should 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 contextualised or extra-familial harm and these can take a variety of different forms. Children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

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 2023 Paragraph 138).

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

8.3 Many children have unrestricted access to the internet via their mobile phones and smart technology. Our online safety policy describes the rules governing their use in school. It also sets out the school's response to incidents which may involve one or more of the four areas of risk – content, contact, conduct and commerce. Online safety is a consideration running through the planning and implementation of all relevant policies and procedures.

8.4 Our Governing body will ensure they maintain oversight of the Online Safety Policy and the arrangements put in place to ensure appropriate filtering and monitoring on school devices and the school network. 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 2024 paragraph 138 to 148 140-150.

8.5 This will include:

- identifying and assigning roles and responsibilities to manage filtering and monitoring systems.
- reviewing filtering and monitoring provision at least annually.
- blocking harmful and inappropriate content without unreasonably impacting teaching and learning.
- having effective monitoring strategies in place that meet the *school's* safeguarding needs.
- reviewing and discussing the standards with the leadership team, IT staff and service providers to ensure the school meets the standard published by the Department for Education filtering and monitoring standards.

8.6 A range of staff including the Senior Designated Safeguarding Lead and Deputies, SLT, IT technician, IT provider and all other staff, understand and receive relevant training about their assigned roles and responsibility in filtering and monitoring the internet in school, e.g. about understanding the systems in place, reviewing internet logs, checking and reviewing its effectiveness, knowing how to record and report concern.

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

8.8 Our Senior DSL and Deputy DSLs 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.

8.9   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.

8.10   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.

8.11   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 the abusive behaviour will have been harmful to the perpetrator as well.

8.12   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.

9.   Identifying Concerns

9.1   All members of staff, volunteers and governors will be aware of indicators of abuse, neglect and exploitation, 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, exploitation 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

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 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 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 **Children Missing (including absence from school)**– our school recognises the entitlement that all children have to education and work closely with the local authority Inclusion Service to share information about pupils who may be missing out on full time education or who go missing. We also recognize that children who are absent from school, particularly on repeat occasions or for prolonged periods are likely to be at a greater risk of abuse and neglect. The school attendance policy sets out the actions that will be taken to check the wellbeing of any pupil that is absent. The local authority will also be informed where children are to be removed from the school register a) to be educated outside the school system (and where an Education Health Care Plan is in place, this needs to be reviewed); b) for medical reasons; c) because they have ceased to attend; d) because they are in custody; d) because they have been permanently excluded. We also recognise that when children go missing or absent from school repeatedly or for prolonged periods, this is a sign that they may have been targeted by perpetrators of Child Sexual Exploitation and/or drug related criminals (County Lines). Children may also be groomed into participating in other forms of criminal exploitation including cybercrime, serious violence and violent crime. Children who attend an alternative education provision or have an agreed reduced timetable are more likely to be vulnerable to these forms of exploitation.

10.7 **Child Criminal Exploitation**: occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child. The victim may have been criminally exploited even if the activity appears consensual.

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

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

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

10.9 **Female Genital Mutilation:** Section 5B of the Female Genital Mutilation Act 2003 and section 74 of the Serious Crime Act 2015 places a mandatory duty on teachers along with social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18 or where a girl discloses that she has undergone FGM. The school's response to FGM will take into account the government guidance, "Multi-agency statutory guidance on female genital mutilation" updated October 2018. Staff will also follow the established safeguarding procedure by reporting any such concerns to the Designated Safeguarding Lead and a report must also be made to the Police.

10.10 There will be a considered safeguarding response towards any girl who is identified as being at risk of FGM (e.g. there is a known history of practising FGM in her family, community or country of origin) which may include sensitive conversations with the girl and her family, sharing information with professionals from other agencies and/or making a referral to Children's Social Care. If the risk of harm is imminent there are a number of emergency measures that can be taken including police protection, an FGM protection order and an Emergency Protection Order.

10.11 **Modern slavery and human trafficking** – can take on many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Children may be trafficked into the UK from abroad or moved around the country. Staff need to be aware of indicators which include, but not limited to, neglect, isolation, poor living conditions, having few personal belongings and a lack of trust and reluctance to seek help. Staff will refer any concerns to a DSL without delay who will take action and also refer victims to the National Referral Mechanism (www.gov.uk).

10.12 **Private fostering arrangements** - Where a child under 16 (or 18 with a disability) is living with someone who is not their family or a close relative for 28 days or more, staff inform the Designated Safeguarding Lead so that a referral to Children's Social Care for a safety check, can be made. (A close relative includes step-parent, grandparents, uncle, aunt or sibling).

10.13 **Domestic abuse** - can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. 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. Staff will refer concerns to a DSL and where the police have attended an incident of domestic abuse and school receive an "Operation Encompass" call, any pupil who may have been impacted will be supported.

10.14 **'Honour-based' abuse** - encompasses crimes which have been committed to protect or defend the so-called "honour" of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of 'Honour Based' Abuse are abuse (regardless of the motivation) and concerns will be passed to the Designated Safeguarding Lead for onward referral as required. Since February 2023, it is a crime to cause a child to marry under the age of 18. This applies to non-binding, un-official 'marriages' as well as legal marriages.

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 Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view their lives in a positive way and that this is likely to adversely impact on their mental health and emotional well-being. Children may be vulnerable because, for instance, they have needed an allocated social worker, have a disability, are in care, are a care-leaver or previously looked after, or are experiencing some form of neglect. It is therefore important that staff recognise that mental health concerns can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are well placed to observe children day-to -day and identify those whose behaviour suggests they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. For such children school may be one of the few stable, secure and predictable components of their lives. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken following this policy and speaking to the Senior Designated Safeguarding Lead or one of the Deputies. Our school seeks to remove barriers that may exist in being able to recognise abuse or neglect in pupils with Special Educational Needs, disabilities or physical health issues:

- assumptions that indicate possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.
- the potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs, and
- communication barriers and difficulties in managing or reporting these challenges.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content / behaviours in school or the consequences of doing so.

We will seek to provide such children with the necessary support to build their self-esteem and confidence, helping them to secure the very best educational outcomes they are able to achieve. The context in which safeguarding incidents and/or behaviours occur, whether in school or within or outside the home (including online), will be considered by staff, particularly the Senior DSL and Deputy DSLs. Any associated threats or risks will be included in assessments and relevant information included in referrals to Children's Social Care.

11.3   We recognise that technology is a significant component in many safeguarding and wellbeing issues and that children are at risk of abuse online as well as face-to-face. Some children may use mobile and smart technology, whilst at school and outside of school, to sexually harass their peers, share indecent images (consensually and non-consensually) and view and share pornography and other harmful content. Many children have unrestricted access to the internet via their mobile phones our online safety policy describes the rules governing their use in school. It also sets out the school's response to incidents which may involve one or more of the four areas of risk – content, contact, conduct and commerce. Online safety is a consideration running through the planning and implementation of all relevant policies and procedures. Different staff and governors (e.g. DSL, SLT, IT tech, and all other staff) understand and receive relevant training about their assigned roles and responsibilities in filtering and monitoring the internet in school; e.g. about understanding the systems and processes in place, reviewing internet logs, checking and reviewing its effectiveness, knowing how to record and report concerns etc. Staff will always respond if informed that children have been involved in sharing indecent images. The DfE guidance, "Sharing nudes and semi-nudes: advice for education settings working with children and young people" (Dec. 2020) will be used to guide the school's response on a case-by-case basis.

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

11.5   Our school works to:

Establish and maintain an ethos where all children (including those having protected characteristics under the Equalities Act 2010) feel secure and are encouraged to report concern, talk, and are listened to. Throughout the curriculum children are reminded of their 3-safe people at school and at home. These are the adults who the children can trust to talk to and to be listened by. Children know that these are adults in the school whom they can approach if they ae worried or are in difficulty and that they are alternative ways to report concerns.

Ensure that children's wishes and feelings are taken into account when determining what actions to take and services to provide, and that they are able to express their views and give feedback. We will always seek to act in the best interests of the child.

Include in the curriculum activities and opportunities for PSHE, citizenship, science, computing (including online safety) sex and relationship education, physical and mental health education, which equip children with the skills they need to stay safe, to make informed choices, to know to whom they can turn for help.

11.6   Our school is led by senior members of staff and governors whose aims are to provide a safe environment where children and young people can learn and be safeguarded. If there are safeguarding concerns, we will respond with appropriate action in a timely manner for those children who may need help or who may be suffering, or likely to suffer, significant harm.

11.7   Where staff members have concerns about a child (as opposed to a child being in immediate danger) they will decide what action to take in conjunction with the Senior Designated Safeguarding Lead or Deputy. 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.

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

12.   Alternative providers and other agencies

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

12.2 Children who attend alternative education often have complex needs, it is important governing bodies and designated safeguarding leads ensure children are always fully 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 keeping the child safe and understanding the vulnerabilities needing to be supported. This should include up to date contact details for the professionals working with the child and family.

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

12.4 The Senior Designated Safeguarding Lead and Deputy DSLs, who are familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies. See Appendix 1 for flow chart and procedure to follow in cases of possible, alleged or suspected abuse, or serious cause for concern about a child,

12.5 When school has concerns about a child, or an allegation has been made, we work with a range of agencies to ensure the best possible outcome for the child. These agencies include; Family Help, Social Care, school nursing service, attendance team, inclusion team, police, LADO and counselling services. The school will follow the safeguarding policies and procedures set out in this Child Protection Policy.

13. CPD, culture and ethos

13.1 DSLs attend training bi-annually, with safer recruitment training every 5 years. Aside from this the Senior DSL keeps abreast on updates in policies pertaining to child protection and shares these with wider staff. Governors also receive safeguarding training and receive updates via the Senior DSL. Training includes how to report concerns and to confirm that all adults in school know this.

School looks to provide ongoing training about the effect early childhood trauma can have on a child's development. In some circumstances where children continue to experience trauma. Delivering in-house or out-sourced training in how to support children who have experienced ECT.

As a support mechanism for children, we offer ELSA sessions. There is three trained ELSA who attend regular meetings and supervisions. It is important that we look after the mental health of our staff as well as our children.

13.2 The school has an open safeguarding ethos, regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff, students and volunteers receive a safeguarding induction and are briefed on the code of conduct for adults working with children and other policies such as anti-bullying, behaviour and IT acceptable use. The Leicestershire County Council induction leaflet is given to all staff and is the basis for the safeguarding induction.

13.3 The school's safer recruitment processes follow the statutory guidance: "Keeping children safe in education, Part Three: Safer recruitment."

The school will provide all relevant information in references for a member of staff about whom there have been safeguarding concerns i.e. about child protection / inappropriate conduct. Cases in which the conclusion of an allegation has been unsubstantiated, malicious etc. will not be included in a reference.

In line with statutory requirements, every recruitment process for school staff will have at least one member (teacher / line manager / SLT / Governor) who has undertaken safer recruitment training.

Staff and volunteers who provide early years or later years childcare and any managers of such childcare are covered by the disqualification regulation of the Childcare Act 2006 and are required to declare relevant information – see statutory guidance: Disqualification under the Childcare Act 2006 (last updated August 2018).

14. Responsibilities of the DSL/DSL Team

14.1 The Senior DSL and Deputy DSLs maintain a key role in raising awareness amongst staff about the needs of children who have, or who have previously had, a social worker and the barriers that those children might experience in respect of attendance, engagement and achievement at schools or college.

14.2 The Senior DSL along with the Deputy DSLs can inform the Governing body and Co-Headteachers 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 head 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, co-headteachers, governors, Special Educational Needs Co-ordinators, mental health leads, other local authority officers.

14.5 A member of the DSL team will always be available for staff to discuss any safeguarding concerns. The Senior DSL and Deputy DSLs have job descriptions

which form an appendix to their main role (e.g. of Co-Head, AHT, CT). Roles and responsibilities include:

Managing referrals – to the local authority children's social care, to the Channel programme, to the Disclosure and Barring Service for staff dismissing for safeguarding concerns (as required), to the policy where a crime may have been committed.

Working with others – to act as a source of support and advice, to act as a point of contact for the safeguarding partners, to liaise with the co-headteachers about issues especially to do with ongoing enquires under section 47 of the Children Acy 1989 and police investigations, to liaise with staff when deciding to make a referral to relevant agencies so that children's needs are considered holistically, to liaise with the mental health lead, to promote supportive engagement with parents and careers, to take the lead in promoting educational outcomes for children in need and those with a social worker, to liaise with the Governing Body and the Local Authority on any deficiencies brought to the attention of the Governing Body and how these should be rectified without delay.

Information sharing and managing safeguarding records – keeping records confidential, secure and up-to-date, in a separate record for each child, including a clear and comprehensive summary, detailing how the concern was followed up and resolved, with a note of actions, decisions and the outcome, sharing information as required to safeguard children and transferring records and other relevant information to the new school within 5 days or in advance if necessary.

Raising Awareness – ensuring each member of staff, students, visitors and volunteers, understand the child protection policy which is reviewed at least annually, making it available publicly, ensuring staff and governors have access to relevant training and induction, promoting educational outcomes by sharing relevant information about vulnerable children.

Training, knowledge and skills – to undergo DSL training every two years (updating at least annually) and to attend Prevent awareness training, in order to understand assessment and referral processes, to contribute effectively to child protection conferences including the importance of sharing information, to understand the lasting impact that adversity and trauma can have on children and how to respond to this, to be alert to children with specific needs e.g. SEND, those with health conditions and young carers, to understand the unique risks associated with online safety.

Providing support to staff – to help them feel confident on welfare, safeguarding and child protection matters, to provide support in the referral process if required and to help them to understand that safeguarding and educational outcomes are linked.

Understanding the views of all children – encouraging a culture of listening to all children (including those who are known to be disproportionately impacted by different forms of harm and abuse e.g. LGBT pupils, disabled children or girls) and taking account of their wishes and feelings in measures taken to protect them and understanding the difficulties children may have in approaching staff about their circumstances.

Holding and sharing information – sharing with safeguarding partners, other agencies and professionals and transferring records between schools, keeping detailed, accurate and secure written records and understanding the purpose of this.

Provided support to families with pupils with SEND – SEND can lead to increased safeguarding vulnerabilities. The school follows the SEND Code of Practice as a source of information. Support from specialist organisations including SENDIASS, Oakfield PRU and Specialist Teaching Services is sought, where appropriate.

15. The seven main elements of our Child Protection Policy

15.1   There are seven main elements to our policy:

- 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 within the 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   Latimer Primary 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 (3 safe people).

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 recognising 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.

16.2.5 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.

16.2.6 Recognise how pressure from others and safeguarding vulnerabilities can affect their behaviour.

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

16.2.8 Act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.

16.2.9 Ensure school policies includes measures to prevent bullying, including cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying and use of social media platforms and network.

16.2.10 Maintain an online 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.

16.2.11 Respond, alongside 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.

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

16.3 Children are taught about safeguarding in school. The following areas are among those addressed in PSHE, Sex and Relationship Education, mental health and in the wider curriculum:

bullying;

drugs, alcohol and substance misuse (including awareness of County Lines and the Criminal Exploitation of children, where appropriate);

online safety;

the danger of meeting up with strangers;

how to look after their physical and mental health;

fire and water safety'

road safety;

protected characteristics;

domestic abuse; and

healthy relationships / consent.

16.4   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.

16.5   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.

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

16.7   Promote pupil health and safety.

16.8   Promote safe practice, and challenge unsafe practice.

16.9   Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers, supply staff and contractors.

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

16.11   Ensure school site security.

16.12   Address drugs and substance misuse issues.

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

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

17. Procedures for identifying and reporting cases

17.1   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 2024 to:

17.1.1 Ensure we have a Senior Designated Safeguarding Lead (DSL) and Deputy DSLs for child protection who has received appropriate training and support for this role.

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

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

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

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

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

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

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

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

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

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

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

17.1.13 Ensure all records are kept securely on CPOMs. Where adults do not have access to CPOMs any hand written reports will be scanned and uploaded to CPOMs ensuring the integrity of the initial concern and action (if any). Paper copies are the shredded to ensure confidentiality is maintained.

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

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

17.1.16 Ensure safe recruitment practices are always followed.

17.1.17 Apply confidentiality appropriately.

18. Supporting children and working in partnership.

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

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

18.3   Our school will endeavour to support the pupil through:

18.3.1 Developing the content of the curriculum as described.

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

18.3.3 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.

18.3.4 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.

18.3.5 When supporting our children with unacceptable behaviours, the school will follow the behaviour policy, adapting this in response to the pupil's individual needs. We

will work with external agencies including social care, inclusion, Oakfield PRU, to help sure the best possible outcomes from our pupils.

18.3.6 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.

18.3.7 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.

18.3.8 Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully supported by the Co-SENDCos and all adults that work with the child.

18.3.9 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. Staff and Safe Recruitment

19.1 The leadership team and Governing Body of the school will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSiE 2024 Part Three.

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

19.3 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.

19.4 The school has in place recruitment, selection, and vetting procedures in accordance with KCSiE 2024 Part Three and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2024 Part Three paragraphs 206 to 351.

19.5 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 2024 in line with KCSiE Part Four Section two. Relevant policies are shared and discussed as part of the induction process.

19.6 Newly appointed staff and volunteers will be informed of our arrangements for safer working practices by the Senior DSL or a Deputy DSL before beginning working and contact with pupils.

19.7 In the event of any complaint or allegation against a member of staff, a co-headteacher, or the Designated Safeguarding Lead if the co-headteacher is not present, will be notified

immediately. If it relates to a co-headteacher, the chair of governors will be informed without delay. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO), LADO Allegation Officers or HR Service.

19.8 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.

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

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

20.1 Links to other Local Authority policies

20.2 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).

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

- Behaviour policy

- Anti-bullying Policy

- E-Safety / Online Safety Policy

- DfE guidance Part 5 of "Keeping Children Safe in Education"

- "Guidance for Safer Working Practice for those who work with children in education settings"

- Latimer Code of Conduct

- Latimer Social Media Policy

- Latimer Acceptable Use Policy

20.4 Our school works alongside social care and the police when disclosures or incidents involving sexual violence and child sexual harassment

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

21. Raising Awareness - Roles and Responsibilities

21.1 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 always consider what is in the best interests of children.

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

21.3   All staff contribute to providing a safe environment in which the Latimer's Simple Truths underpin the curriculum, creating a safe and happy environment for all pupils.

21.4   Our curriculum provides children with the opportunity not to learn just within the 'academic' subjects but places value on a child's health and well-being. Ensuring children have the tools to live in today's modern society and to make informed choices. We teach the children about their rights, including the protected characteristics and consent, and what they can do to uphold these. Pupils are taught to use their voice including sharing their concerns with their 'safe people' at school and at home.

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

21.6   It is important that our families feel well supported, as such we sign post families to support and organisations through our website, newsletters and during meetings.

21.7   We 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.

22.   Safeguarding Training

22.1   All staff are aware of systems within Latimer Primary School and these are explained to them as part of staff induction, which includes our child protection policy; the employee code of conduct and the role of the Designated Safeguarding Leads and Keeping Children Safe in Education 2024.

22.2   Our school utilises an induction checklist when staff are inducted which includes the above, but also other policy and procedural information. This is signed by the staff member and a record kept of this.

22.3   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. These are delivered by the Senior DSL or Deputy DSLs.

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

22.5   All 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 Senior Designated Safeguarding Lead, Deputy DSLs 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.

23. Staff responsibilities

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

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

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

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

23.1.4 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.

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

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

23.1.7 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.

23.1.8 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.

23.1.9 Follow the allegations procedures if the disclosure is an allegation against a member of staff.

23.1.10 Follow the procedures set out by the LRSCP and take account of guidance issued by the DfE KCSiE 2024.

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

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

23.1.13 Notify the DSL, or one of their Deputies, of any child on a child protection plan or child in need plan who has unexplained absence.

23.1.14 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.

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

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

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

24.   Senior Leadership Team responsibilities:

24.1   Contribute to inter-agency working in line with HM Working Together to Safeguard Children 2018 (updated December 2020) guidance.

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

24.3   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.

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

24.5   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.

24.6   Carry out tasks delegated by the Governing Body such as training of staff and volunteers, safer recruitment and maintaining of a single central register.

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

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

24.9   Ensure that allegations or concerns against staff including low-level concerns are dealt with in accordance with guidance from Department for Education (DfE) KCSiE 2024 Part Four 'Allegations made against/Concerns raised in relation teachers including supply teachers, other staff, volunteers, and contractors in Sections One and Two.

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

25.1   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.

25.2   The Children and Social Work Act of 2017, places responsibilities for Designated Teachers 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.

25.3   All staff follow they policies and procedures set out in the Child Protection Policy and know where support can be sought to achieve this.

26.   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 Senior DSL is a senior member of the school leadership team, and their responsibilities are explicit in their job description.

27.2   We also have Deputy Safeguarding Leads, who will provide cover for the Senior DSL when they are not available. Our Deputy DSLs have 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.

27.5 We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils. Our Senior 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.

27.   The Senior Designated Safeguarding Lead is expected to:

27.1   **Manage Referrals**

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

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

27.1.3 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.

27.2   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.

27.3   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.

27.4   The Senior DSL and Deputy DSLs meet on at least half termly basis to discuss any concerns or cases and for the Senior DSL to provide any training updates and to raise awareness of emerging threats and risks. Additional meetings are scheduled should there be a need.

27.5   The Senior DSL remains responsible for the oversight of children on placements or alternate education arrangements.

27.6   **Work with others**

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

27.6.2 As required, liaise with the 'case manager' (as per Part Four of KCSiE 2024) and the LADO where there are child protection concerns/allegations that relate to a member of staff.

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

27.6.4 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.

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

27.6.6 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.

27.7 The co-headteachers, designated safeguarding leads and Governing Body 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.

27.8 **Undertake training**

27.8.1 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.

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

27.8.3 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.

27.8.4 CPD planned 2024-25: Safeguarding updates at Aug & Jan INSET dates as a minimum. Whole School Staff Development plans include: Operation Encompass: Domestic Abuse Training. Trauma Informed Training for the Senior DSL. Whole School Training about the impact of ECT on the development of executive functioning skills. Refresher DSL training and initial DSL training. Attendance at Oakfield PRU forums.

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

27.9.1 Understand the assessment process for providing early help and intervention through the thresholds to access to services.

27.9.2 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.

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

27.9.4 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.

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

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

27.9.7 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 (KCSiE 2024 Annex A and B).

27.9.8 Understand the reporting requirements for FGM.

27.9.9 Understand and support children to keep safe when online and when they are learning at home.

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

27.10 **Raise awareness**

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

27.10.2 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.

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

27.10.4 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.

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

27.11 **Child Protection file - The Senior Designated Safeguarding Lead is responsible:**

27.11.1 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.

27.11.2 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.

27.11.3 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.

27.12 Our school will maintain, keep and storing records, where a concern about a child has been identified in accordance with statutory guidance in KCSiE 2024.

27.13 Provide regular reminders of expectations and updates for recording and reporting concerns.

27.14 Availability - During term time a member of the DSL team will always be available (during school hours) for staff in the school to discuss any safeguarding concerns.

28. Headteacher

28.1 **The Co -Headteachers of the school will ensure that:**

28.1.1 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.

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

28.1.3 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.

28.1.4 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.

28.1.5 The Co-Headteachers will ensure all staff including supply teachers and volunteers have access to, read and understand the requirements placed on them through the school Child Protection Policy and the Staff Code of Conduct Policy.

28.1.6 The Co-Headteachers will ensure there are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in KCSiE 2024.

28.1.7 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 a co-headteacher will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four: Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers, and contractors in KCSiE 2022. If the allegation is against a co-headteacher, then the Chair of the Governing Body will manage the allegation. The contact details for the Chair of Governors are displayed in the staff room.

29.   Governing Body

29.1   We recognise our Governing Body has a strategic leadership responsibility for our school's safeguarding arrangements and must ensure they comply with their duties under legislation and must have regarding to KCSiE 2024, ensuring policies, procedures and training in our school are effective and always comply with the law.

29.2   The Governing Body will be collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices by:

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

30.2.2 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.

30.2.3 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.

30.2.4 Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSiE 2024 Annex C page 166 to 170 and paragraphs 56 to 57, 115 to 121, 375, to 390, 476, 540 and 543 and page 158, the additional clarification about GPDR and withholding information.

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

30.2.6 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.

30.2.7 Ensuring that all staff, supply teachers and governors read and fully understand at least KCSiE 2024 Part One and/or Annex A 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.

30.2.8 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.'

30.2.9 All members of the governing body will undertake safeguarding training to ensure they have the knowledge and information needed to equip them 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.

30.2.10 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 a Co-Headteacher.

30.2.11 The Governing body will collectively ensure there is a training strategy in place for all staff, including the co-headteachers, so that child protection training is undertaken and refreshed in line with KCSiE 2024 and LRSCP guidance.

30.2.12 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.

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

30.2.14 Ensuring there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of dealing with a complaint KCSiE 2024 Part Four Section One.

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

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

30.2.17 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.

30.2.18 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.

30.2.19 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.

30.2.20 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.

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

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

30.2.23 When the school's premises are used for non-school activities, the Governing Body will seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in pace, and inspect them as needed, including liaising with a Co- Headteacher. This will apply regardless of whether or not children who attend the provision are on the school or college roll.

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

30.2.25 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.

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

30.2.27 Inform any new prospective employees' candidate that our *school* will carry out online checks (KCSiE 2024 Part Three Safer Recruitment).

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

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

Looked After Children – The Role of Designated Teacher (DSL)

29.3 A teacher is appointed who has responsibility for promoting the educational achievement of children who are looked after. At Latimer, this teacher is also a Deputy Designated Lead who has received the appropriate training. The Designated Teacher will work with the Virtual School to ensure that the progress of the child is supported.

29.4 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 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.

29.5 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 pastoral system. 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.

30. Children with Special Educational Needs

30.1 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.

30.2 All staff are aware that additional barriers 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 communication 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.

30.3 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.**

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

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

30.4.2 children with SEN and disabilities can be disproportionally impacted by things like bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming their ability to disclose incidents or the risk of harm they feel subject to,

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

30.4.4 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.

31. Acting where concerns are identified

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

31.2 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.

31.3 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.

31.4 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:

31.4.1 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.

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

31.4.3 Staff will stay calm and be available to listen.

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

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

31.4.6 Leading questions should be avoided as much as possible.

31.4.7 Questioning should not be extensive or repetitive.

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

31.4.9 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.

31.4.10 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.

31.4.11 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.

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

31.4.13 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.

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

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

32. Confidentiality

32.1 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.

32.2 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.

32.3 The Co-Headteachers 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.

32.4   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, 2024b).

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

33. Information Sharing

33.1   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, December 2023**).**

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

33.2.1   DfE KCSiE 2024 has several sections which provide clarity on information sharing processes and GDPR including within Annex C which makes clear the powers to hold and use information when promoting children's welfare.

33.2.2   Working Together to Safeguard Children 2023 paragraphs 28 to 33 and on pages 18 -20.

33.2.3   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.

33.2.4   Leicestershire and Rutland Safeguarding Children Partnership (NSCP) Policy and Practice Guidance.

34.   Records and Monitoring [KCSiE 2024 paragraphs 68 to 70, Part Four, Part Five, Annex C]

34.1   At Latimer an electronic system, CPOMs, is used to record concerns. Where staff members do not have CPOMs access the written account is scanned and loaded onto the child's electronic file. 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.

34.2   The use of an online system provides a chronology of incidents. It allows for easy categorisation including area of concerns and agencies involved. Once an incident has been recorded, linked incidents or actions can be added to form a chronological thread. Summaries of enhanced monitoring and key information is pinned at the top of the child's file ensuring easy access to priority information. For example, that a child is subject to child protection and key contact information e.g. the social worker's email address and telephone number. Enhanced behaviour monitoring and positive behaviour plans are pinned in the same way.

34.3 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.

34.4 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.

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

34.6 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.

34.7 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.

34.8 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 in order to build an understanding of a child's lived experiences.

34.9 Records will be kept up to date and reviewed regularly by the Senior 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.

34.10 Enhanced monitoring can be 'active' or 'closed' i.e. a child is no longer LAC or subject to a child protection plan. A pinned incident will summarise previous activity, agency contact details and date that involved ceased. If future concerns arise, these can be re-activated and indicated as such on the pinned incident and on the chronology as new information arises.

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

34.11 Our school will adopt the file transfer guidance contained in KCSiE 2024 and ensure when a child moves school/education provision their child protection information is sent securely to their new educational setting when the child starts/ leaves the school.

34.12 For those children subject to social care and safeguarding agency involvement we will ensure the file evidences the child's journey and provides include key information as described in KCSiE 2024. We will ensure transfer of information within 5 days as required by KCSIE.

34.13 Our Senior DSL will liaise directly with the receiving school 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.

34.14   In accordance with KCSiE 2024 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. [KCSIE 2024 paragraph123 and pages 150 to 152 and Annex C]

35.   Recording Practice

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

35.2   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.

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

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

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

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

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

36.   Educating Young People – Opportunities to teach safeguarding [KCSiE 2024 paragraphs 124 to 140, Annex A & Annex C Online Safety paragraph 140 to 150].

41.1   As a school we will teach children in an age-appropriate way about 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, reviewing online safety platforms and use of mobile technology. We will

ensure appropriate filters and monitoring systems in place and regularly review their effectiveness.

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

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

41.4   We will carefully consider mobile phone use and the new filtering and monitoring standard required by DfE and how this is managed in school and ensure it is reflected in our acceptable use policy. This will include where children have unlimited and unrestricted access to the internet via mobile phone networks (i.e., 3G, 4G and 5G).

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

41.6   *Parents receive regular internet safety updates that help make them aware of on-line safety to minimise risks technology can pose and where they can seek advice, help and support.*

37. Helplines and reporting

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

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

Appendix

Appendix 1

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

Actions where there are concerns about a child's welfare in and outside of school.
- Be alert to signs of abuse, question unusual behaviour or changes to presentation.

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

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

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

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

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

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

NSPCC Whistle blowing
Tel: 0800 028 0285

Police Tel:101

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

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

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

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

PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD

Contents

A	General	
B	Individual Staff/Volunteers/Other Adults - main procedural steps	
C	Designated Safeguarding Lead – main procedural steps	

A. General

1) The Leicestershire and Rutland Safeguarding Children Partnership Procedures contain the inter-agency processes, protocols and expectations for safeguarding children. (Available on the website www.lrsb.org.uk: The Designated Safeguarding Lead is expected to be familiar with these, particularly the indicators of abuse and neglect and the referral processes.

2) It is important that all parties act swiftly and avoid delays.

3) Any person may seek advice and guidance from the First Response Children's Duty Professionals Consultation Line, particularly if there is doubt about how to proceed. Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.

4) A record, dated (including the day and time) and signed, must be made as to what has been alleged, noticed and reported, and kept securely and confidentially.

5) In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents' knowledge and consent to the referral are expected, unless there is reason for this not being in the child's interest. However, there will be circumstances when informing the parent/carer of a referral might put the child at risk and/or undermine Police enquiries, and in individual cases, advice from Children's Social Care will need to be taken.

B. Individual Staff/Volunteers/Other Adults – main procedural steps

1) When a child makes a disclosure, or when concerns are received from other sources, <u>do not</u> investigate, ask leading questions, examine or photograph children, or promise confidentiality. Children making disclosures should be reassured and if possible, at this stage should be informed what action will be taken next.

2) As soon as possible make a dated (including the day), timed and signed record of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead in the school.

3) If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, a Co-Headteacher must be informed.

4) If the safeguarding concern or allegation is about one of the Co-Headteachers, the information should normally be passed to the Chair of Governors (or failing that to the Local Authority Allegations Manager (LADO).

5) If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

C. Designated Safeguarding Lead – main procedural steps

1) Begin an individual case record for each child involved which will hold a record of communications and actions to be stored securely (see section on Records, Monitoring and Transfer). Include a chronology of case activity.

2) Where initial enquiries do not justify a referral to the investigating agencies, inform the initiating adult and monitor the situation. If in doubt, seek advice from the First Response professionals' consultation line.

3) Share information confidentially with those who need to know.

4) Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care, the First Response Children's Duty should be contacted by phone (contact the local authority Children's Services where the child lives). Written confirmation should be made within 24 hours on the Multi-Agency Referral Form to Children's Social Care. All other referrals should be made using the online form (see link http://lrsb.org.uk/childreport).

5) If the concern is about children using harmful sexual behaviour or child-on-child abuse, also refer to Part 5 of "Keeping children safe in education" and the local Safeguarding Children Partnership procedures.

5) If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.

6) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from the First Response Professionals Consultation line (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker takes responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (e.g. a restraining order). If there are clear signs of physical risk or threat, First Response Children's Duty should be updated and the Police should be contacted immediately.

Appendix 2

Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

Pupil's Name:	Date of Birth:	FORM:
Date and Time of Incident:	Date and Time (of writing):	

Name:
Print: Signature:
Job Title:

Note the reason(s) for recording the incident.

Record the following factually: Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?

Professional opinion where relevant (how and why might this have happened?)

Note actions, including names of anyone to whom your information was passed.

Any other relevant information (distinguish between fact and opinion).

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

Please give this form to a Designated Safeguarding Lead

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.
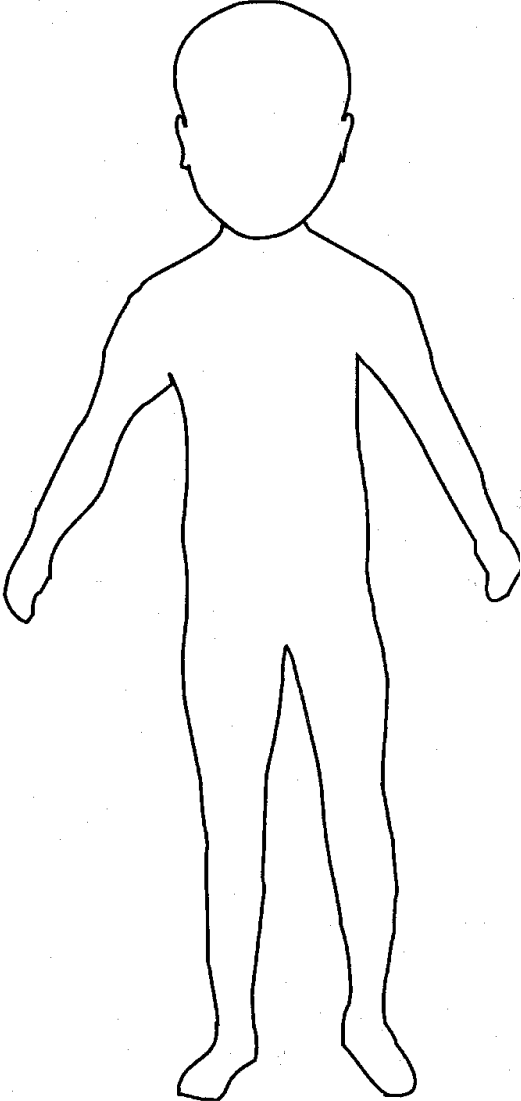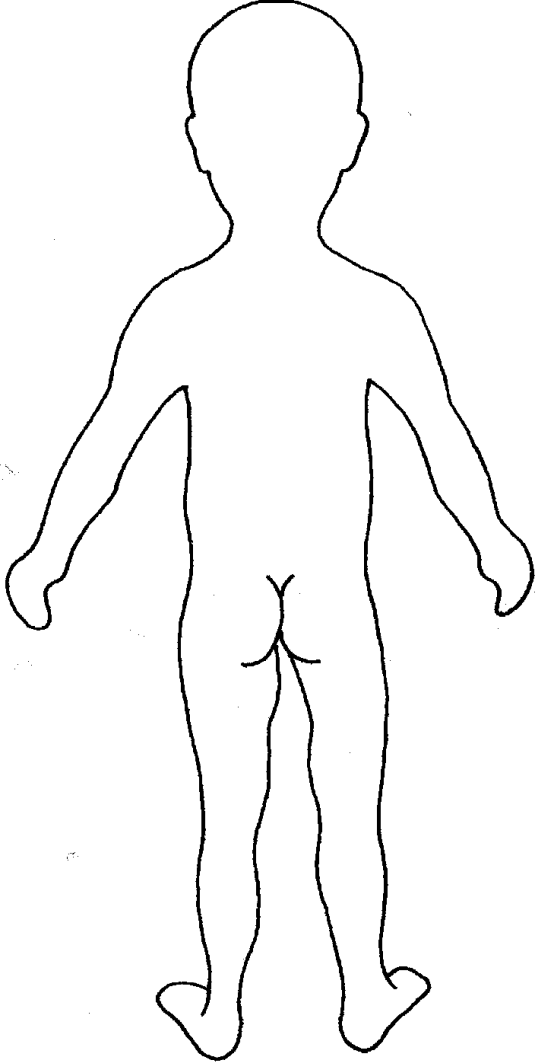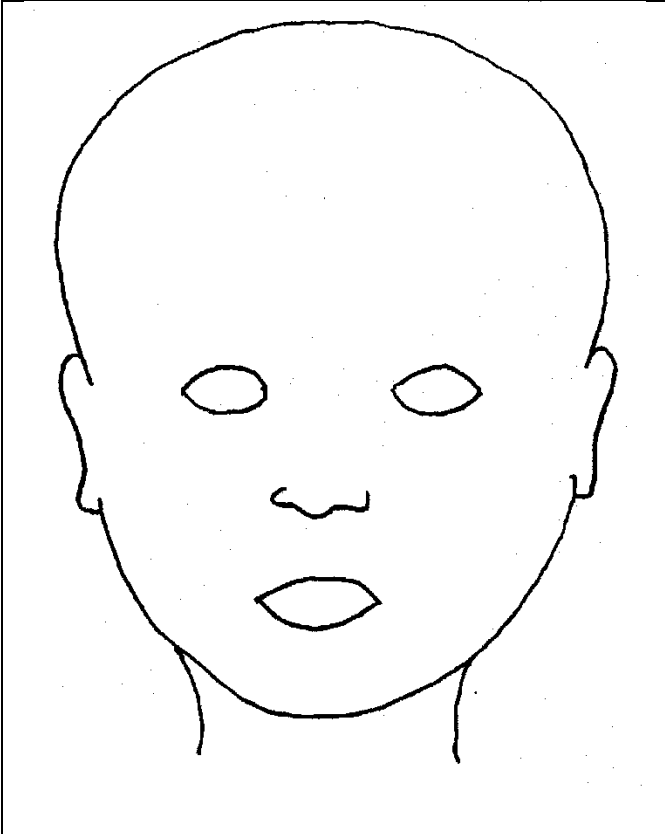
Ensure First Aid is provided where required and record.

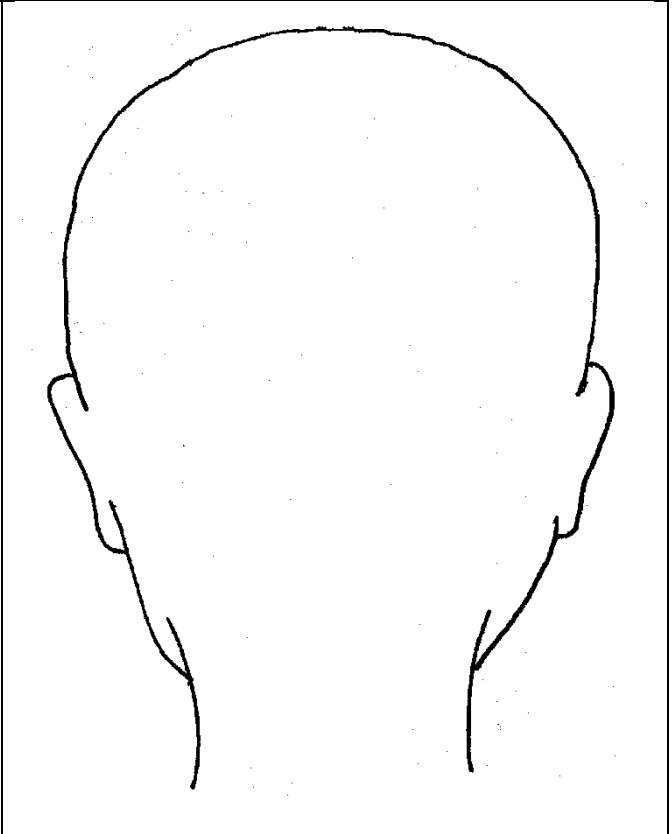A copy of the body map should be kept on the child's child protection file.

BODYMAP

(This must be completed at time of observation)

Name of child	
Date of birth	
Name of reporting adult	
Role of reporting adult	
Date & time of observation	

Front	Back
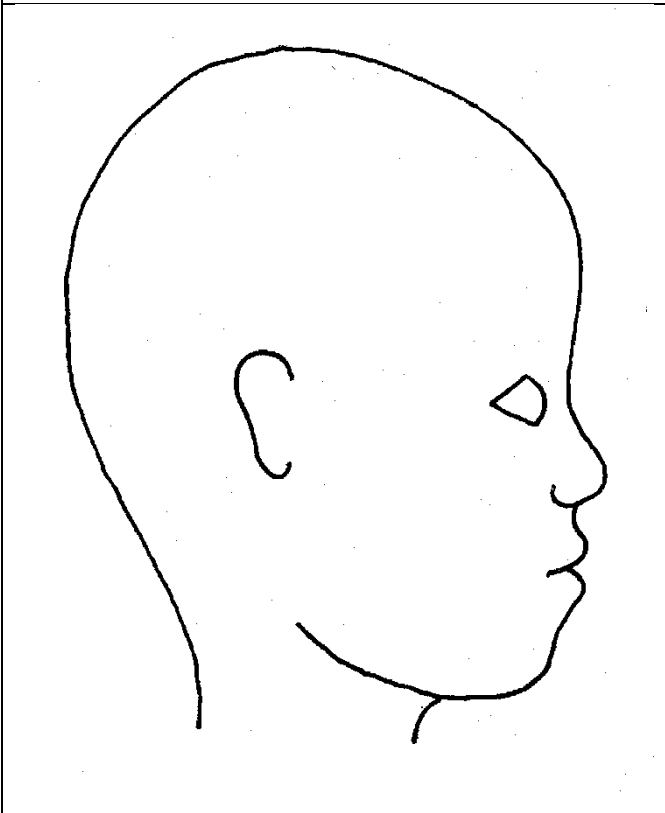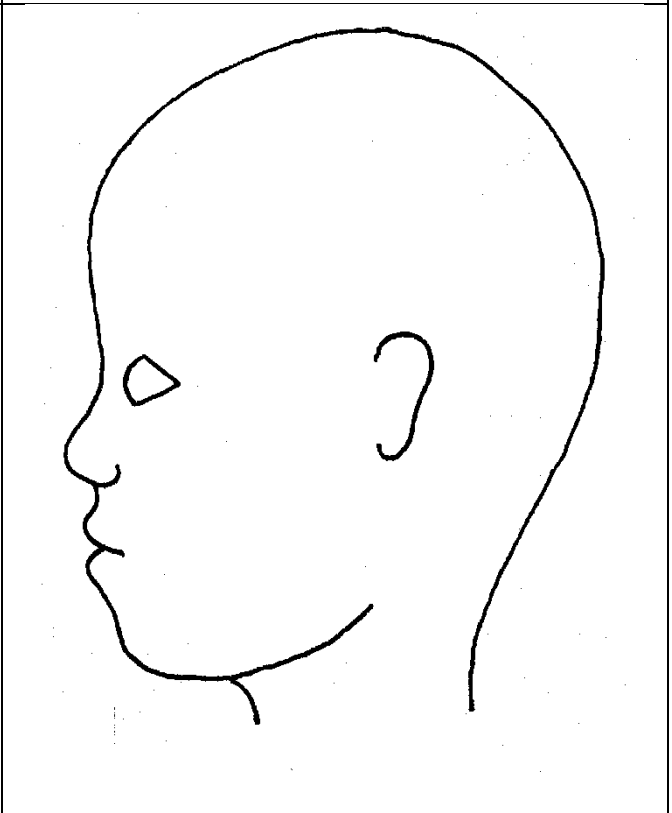
| Front | Back |
| Right | Left |
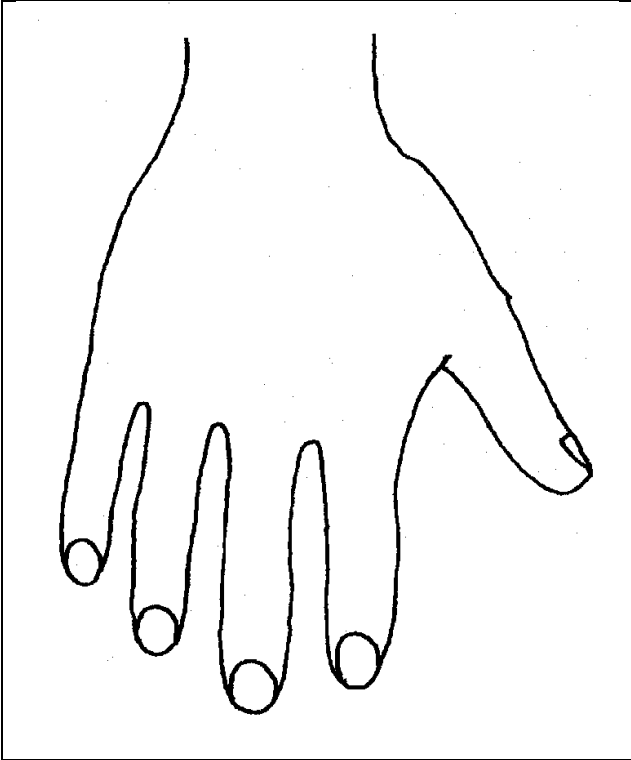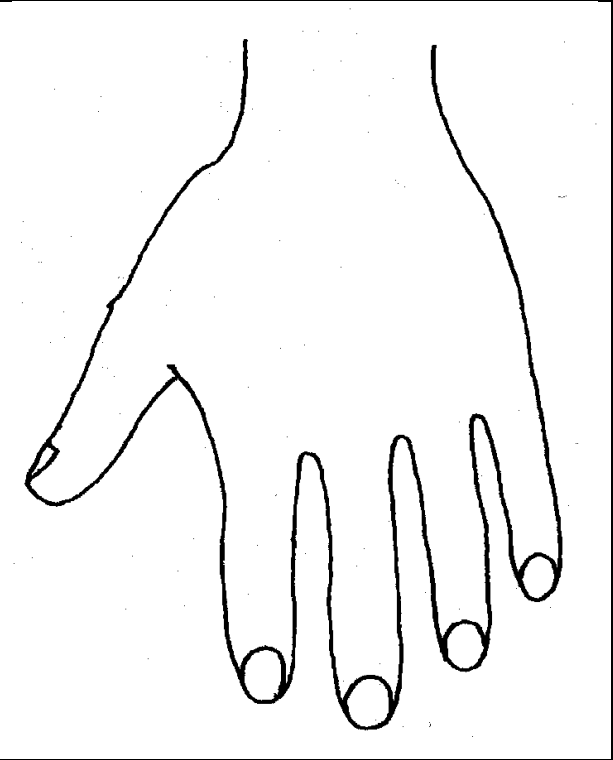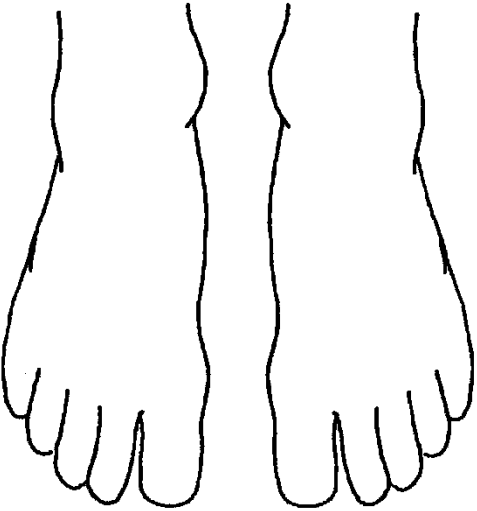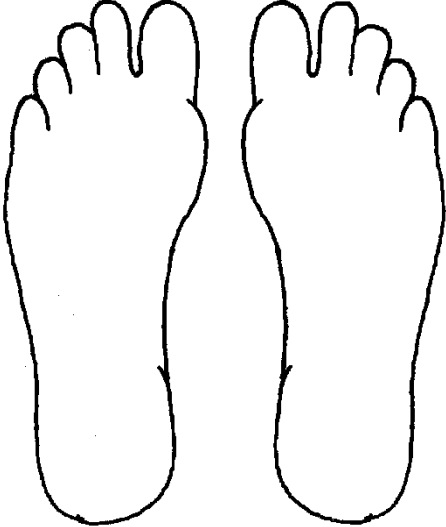
Right back	Left Back
Right Palm	Left Palm
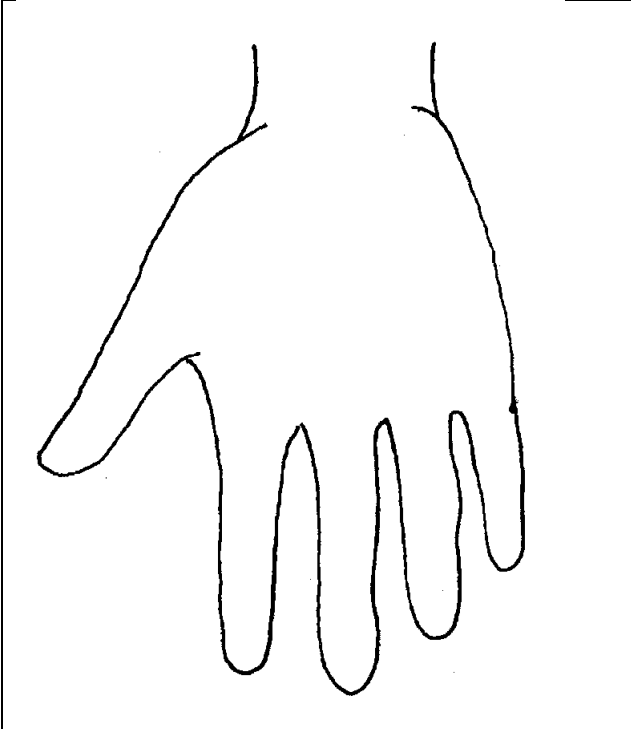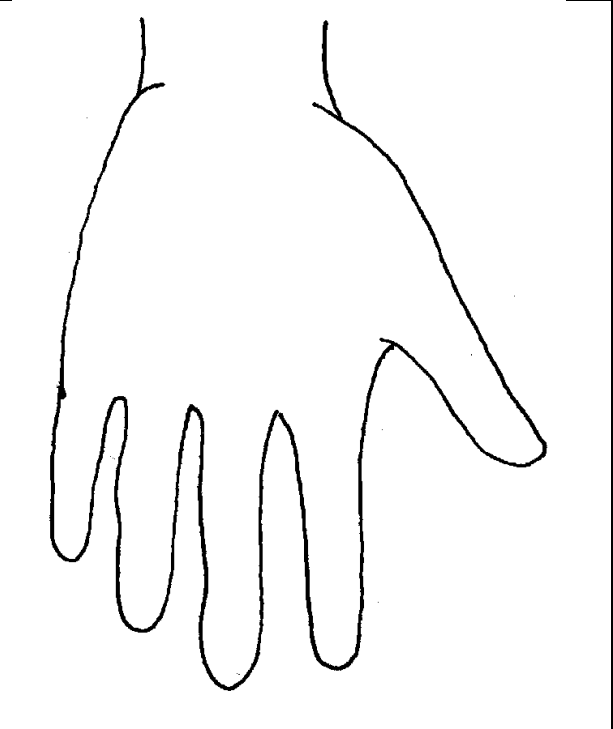
Top	Bottom
Right Inner	Left Inner
Right Outer	Left Outer

Appendix 4:

PROCESS FOR DEALING WITH SAFEGUARDING CONCERNS OR ALLEGATIONS AGAINST STAFF (INCLUDING HEADTEACHERS), SUPPLY TEACHERS, VOLUNTEERS, CONTRACTORS AND INDIVIDUALS OR ORGANISATIONS HIRING THE SCHOOL PREMISES
These procedures should be followed in all cases in which there is an allegation or safeguarding concern that a person working with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

There is also a school "Low-level concerns policy" which should be followed if the concern does not meet the allegations threshold above or is not considered serious enough to make a referral to the LADO.
Relevant documents:

- DfE "Keeping children safe in education: Statutory guidance for schools and colleges" (part 4: Allegations made against/concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors)

1) *Individual Staff/Volunteers/Other Adults who receive the allegation:*

    i.   Write and sign a dated and timed note of what has been disclosed or noticed, said or done.

    ii.   Report immediately to a Co-Headteacher.

    iii.   Pass on the written record.

    iv.   If the allegation or safeguarding concern is about the conduct of a Co-Headteacher, report immediately to the Chair of Governors. Pass on the written record. (If there is difficulty reporting to the Chair of Governors, contact the Allegations Manager (LADO), Safeguarding and Performance Unit as soon as possible.)

2) Co-Headteacher (or Chair of Governors)

    i.   If there is no written record, write and sign a dated and timed note of what has been disclosed or noticed, said or done.

    ii.   Before taking further action notify and seek advice from the Allegations Manager (LADO), Safeguarding and Improvement Unit on the same day.

    iii.   You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation at this stage.

iv. Report to First Response Children's Duty if the Allegations Manager (LADO) so advises or if circumstances require a referral concerning a child.

v. Ongoing involvement in cases:

- Liaison with the Allegations Manager (LADO)
- Co-operation with the investigating agency's enquiries as appropriate (including working closely with the employment agency in the case of supply teachers).
- Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.
- Possible referral to the DBS or The Teaching Regulation Agency, depending on the outcome.

Appendix 5:

<h2 align="center">Low-level Concerns Policy</h2>

1.0   Purpose

1.1   This policy sets out a framework whereby staff are expected to report concerns, no matter how small, about their own behaviour or that of another member of staff, volunteer, supply teacher, contractor or other person working in school. Its purpose is to help create and embed a culture of openness, trust and transparency in which the clear values and expected behaviour set out in the "Guidance for safer working practice for those working with children and young people in education settings" (Feb 2022) (sometimes called the safeguarding code of conduct) are lived, monitored, and reinforced.

1.2   The policy should be read in conjunction with the current statutory guidance – "Keeping Children Safe in Education" Part 4, Section 2.

2.0   Who does the policy apply to?

2.1   This policy applies to all staff and other individuals who work or volunteer in school.

3.0   Definition of a low-level concern

3.1   A low-level concern is any concern, no matter how small, even if no more than causing a sense of unease or a 'nagging doubt', that a person working in or on behalf of the school may have acted in a way that:

- is inconsistent with the "Guidance for safer working practice" (Feb 2022), including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to make a referral to the LADO

4.0   Reporting low-level concerns

4.1   Where a low-level concern has been identified this will be reported as soon as possible to a **co-headteacher**. However, it is never too late to share a low-level concern if this has not already happened.

4.2   Where a co-headteacher is not available, the information will be reported to the Designated Safeguarding Lead or Deputy (i.e. the most senior member of SLT acting in this role).

4.3   Low-level concerns about the Designated Safeguarding Lead will be reported to a co-headteacher and those about a co-headteacher will be reported to the Chair of Governors. A low-level concern about a supply teacher or contractor will be reported to their employer.

4.4   Where the low-level concern has been reported to the Designated Safeguarding Lead, they will inform the headteacher of the details as soon as possible.

5.0   Recording concerns

5.1   A summary of the low-level concern should be written down, signed, timed, dated and shared by the person bringing the information forward.

5.2   Where concerns are reported verbally to a co-headteacher a record of the conversation will be made by the headteacher which will be signed, timed, and dated.

6.0   Responding to low-level concerns

6.1   Where a low-level concern has been raised this will be taken seriously and dealt with promptly. The co-headteacher will:

- Speak to the person reporting the concern to gather all the relevant information
- Speak to the individual about the concern raised to ascertain their response, unless advised not to do so by the LADO or Police (HR advice may also need to be taken).
- Where necessary further investigation will be carried out to gather all relevant information. This may involve speaking to any potential witnesses.
- The information reported and gathered will then be reviewed to determine whether the behaviour,

    i) is consistent with the "Guidance for safer working practice for those working with children and young people in education settings" (Feb 2022): no further action will be required,

    ii) constitutes a low-level concern: no further action is required, or additional training/guidance/support may be required to rectify the behaviour via normal day to day management processes. The employee should understand that failure to improve or a repeat of the behaviour may lead to further action being taken, e.g. either via the Performance Management Policy or Disciplinary Policy.

    iii) is serious enough to consult with or refer to the LADO: a referral should be made to the LADO and advice taken from HR. In this case the school's Managing Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed.

    iv) when considered with any other low-level concerns that have previously been raised about the same individual, should be reclassified as an allegation and referred to the LADO or Police: a referral should be made to the LADO and advice taken from HR. In this case the school's Managing Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed.

- Records will be made of, i) all internal conversations including any relevant witnesses, ii) all external conversations e.g. with the LADO iii) the decision and the rationale for it, iv) any action taken

7.0   Can the reporting person remain anonymous?

7.1   The person bringing forward the concern will be named in the written record. Where they request to remain anonymous this will be respected as far as possible. However, there may be circumstances where this is not possible e.g. where a fair disciplinary investigation is needed or where a later criminal investigation is required.

8.0   Should staff report concerns about themselves (i.e. self-report)?

8.1   It may be the case that a person finds themselves in a situation which could be misinterpreted, or might appear compromising to others; or they may have behaved in a manner which on reflection they consider falls below the standard set out in the "Guidance for safer working practice". In these circumstances they should self-report. This will enable a potentially difficult situation to be addressed at an early opportunity if necessary.

9.0   Where behaviour is consistent with the "Guidance for safer working practice" (Feb 2022)

9.1 Feedback will be given to both parties to explain why the behaviour was consistent with the "Guidance for safer working practice".

10.0 Should the low-level concerns file be reviewed?

10.1 The records will be reviewed periodically, and whenever a new low-level concern is added, so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and referred to the LADO if required. A record of these reviews will be retained.

11.0 References

11.1 Low-level concerns will not be included in references unless a low-level concern, or group of concerns, has met the threshold for referral to the LADO and found to be substantiated.

12.0 What is the role of the Governing Body?

12.1 The co-headteachers will regularly inform the Governing Body about the implementation of the low-level concerns policy including any evidence of its effectiveness e.g. with relevant data. The Safeguarding Governor may also review an anonymised sample to ensure that these concerns have been handled appropriately.

Appendix 6

Safeguarding pupils who are vulnerable to extremism and radicalisation

Our school recognises the duties placed on us by the Counter Terrorism Bill (July 2015) to prevent our pupils being drawn into terrorism.

These include:

- Assessing the risk of pupils being drawn into terrorism (see Appendix 5)
- Working in partnership with relevant agencies (including making referrals) under the Safeguarding Children Partnership procedures
- Appropriate staff training
- Appropriate online filtering

Our school is committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism.

Our school seeks to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islamist Ideology, Far Right / Neo Nazi / White Supremacist ideology etc. Concerns should be referred to the Designated Safeguarding Lead who has local contact details for the Prevent Engagement Team (Police) and Channel referrals. They will also consider whether circumstances require Police to be contacted urgently.

Radicalisation and Extremism Risk Assessment

	Yes/No	Evidence
Does the school have a policy?	No separate policy	Within Low risk assessment no policy necessary follow Leicestershire Guidance.
Does the school work with outside agencies on radicalisation and extremism e.g., Channel?	No	Training from LCC. DSLs attend update training every 2 years. Termly briefings used to update knowledge. If need arose would contact LCC for further advice & contact associated agencies.
Have staff received appropriate training?	Yes	Staff briefed as part of safeguarding training every 3 years and on induction. Updates provided twice yearly. Training models provided by LCC.
Has the school got a trained Prevent lead?	Yes	DSL & Deputies

Do staff know who to discuss concerns with? (DSL)	Yes	DSL & Deputies
Is suitable filtering of the internet in place?	Yes	Daily reports received by Senior DSL & Co-Head
Do children know who to talk to about their concerns?	Yes	Children all aware of 3 safe people at school & 3 safe people at home
Are there opportunities for children to learn about radicalisation and extremism?	Yes	Appropriate schemes of work are followed for RE, PSHE. Children learn about British Values amongst a range of topics
Have any cases been reported?	No	
Are individual pupils risk assessed?	No	
What factors make the school community potentially vulnerable to being radicalised? (e.g., EDL local base, extreme religious views promoted locally, tensions between local communities, promotion of radical websites by some pupils/parents)	Changing population due to continued housing developments. Local community are campaigning to restrict further building work.	
Risk evaluation	==Low== **Medium** **High**	

Date:12.09.24 by M. Swarbrook (Lead DSL)

Appendix 7

Female Genital Mutilation

Section 5B of the Female Genital Mutilation Act 2003 and section 74 of the Serious Crime Act 2015 places a mandatory duty on teachers along with social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18 or where a girl discloses that she has undergone FGM. The school's response to FGM will take into account the government guidance, "Multi-agency statutory guidance on female genital mutilation" updated October 2018. Staff will also follow the established safeguarding procedure by reporting any such concerns to the Designated Safeguarding Lead and a report must also be made to the Police.

There will be a considered safeguarding response towards any girl who is identified as being at risk of FGM (e.g. there is a known history of practising FGM in her family, community or country of origin) which may include sensitive conversations with the girl and her family, sharing information with professionals from other agencies and/or making a referral to Children's Social Care. If the risk of harm is imminent there are a number of emergency measures that can be taken including police protection, an FGM protection order and an Emergency Protection Order.

Appendix 8

<u>Existing Injuries Form – Tool to support reflection</u>

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….