

Hallaton CE Primary School

Child Protection Policy statement and principles



Introduction:

Safeguarding of pupils is a part of every member of staff's job description at Hallaton Primary School and they are supported through regular training and clear procedures and policies. Our policies are based on Leicestershire County Council models which are regularly updated in line with the latest statutory guidance.

The school's senior designated safeguarding lead (DSL) is the Headteacher. She is supported in the role by one deputy DSL and our After School Club Manager, who is also a trained DSL. If you have concerns about a child, please make contact with one of the members of staff below via the school office.

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

Date of last review: 23.08.24

Date of next review: By September 2025

| Role | Name | Contact Details |
|---|---|---|
| Headteacher | Claire Stevens | 01858555629 cstevens@hallatonprimary.leics.sch.uk |
| Senior Leader(s) available for contact in the absence of the DSLs | Hetty Lachlan (Deputy DSL and Business Manager) | 01858555629 office@hallatonprimary.leics.sch.uk |
| Designated Governor for Child Protection/ Safeguarding | Ali Rutherford (Chair of Governors) | arutherford@hallatonprimary.leics.sch.uk |
| Senior Designated Safeguarding Lead | Claire Stevens | 01858555629 cstevens@hallatonprimary.leics.sch.uk |
| Deputy Safeguarding Lead | Hetty Lachlan (Deputy DSL and Business Manager) | 01858555629 <u>office@hallatonprimary.leics.sch.uk</u> |

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| | After school manager: Dipti Hughes | dhughes5@hallatonprimary.leics.sch.uk |
| Governor Responsible for online safety | Chris Miros | cmiros@hallatonprimary.leics.sch.uk |
| Leicester and the Leicestershire and Rutland Safeguarding Children Partnerships Procedures Manual | Report Your Concerns about a Child or Young Person | LCC report neglect, exploitation or abuse |
| LA Safeguarding Children in Education Officer | Charlotte Davis | 0116 305 6314 |
| 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 305 4141 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 |

Our policy applies to all staff, governors and volunteers working in the school and takes into account statutory guidance provided by the Department for Education and local guidance issued by the Leicestershire Safeguarding Children Partnership. This also applies to The All Angels After School Club.

We will ensure that all parents/carers are made aware of our responsibilities regarding child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this school child protection policy.

These duties and responsibilities, as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2024 and HM Working Together to Safeguard Children 2018 (updated December 2020) are incorporated into this policy.

Schools and colleges in England **must** have a duty to have regard to any guidance given from time to time by the Secretary of State in considering what arrangements are required.

The Teachers' Standards 2012, as updated, state teachers, including headteachers, must have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions; and maintain public trust in the teaching profession as part of their professional duties.

Link to Guidance:

- [HM Government: Working Together to Safeguard Children, published December 2023.](#)
- [DfE: Keeping Children Safe in Education 2024 \(KCSiE\) in force from 1 September 2024.](#)

Child Protection and Safeguarding Statement

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 or exploitation and follow our procedures to ensure that children receive effective support, protection, and justice.

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

Maintaining a child centred and coordinated approach to safeguarding:

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

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.

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

Safeguarding and promoting the welfare of children is defined as:

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

NB Definition: Children includes everyone under the age of 18.

Whole school approach to safeguarding:

- We understand the importance every member of our staff has through their contact with children in and outside of our school environment and the particular importance of the roles and relationships they have which places them in a position to identify concerns early, provide help for children and promote children's welfare and prevent concerns from escalating.
- As a school we have a responsibility to provide a safe environment in which children can learn.
- 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.
- **Any staff member** who has **any** concerns about a child's welfare should follow the processes set out in this child protection policy and raise concerns with the designated safeguarding lead or deputy without delay.
- All our staff should expect to support social workers and other agencies following any referral, especially if they were involved in being alert to or receiving a disclosure of risk, harm or abuse or harassment from a child.
- Our senior designated safeguarding lead will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care, police, early help, and health were required, as the designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

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

- Pupils' health and safety and emotional well-being, and their mental and physical health or development.
- Meeting the needs of children with special educational needs and/or disabilities.
- Meeting the legal duties on the school under the Equality act: will not unlawfully discriminate against pupils or students based protected characteristics; we will carefully consider how we support pupils/students regarding particular protected characteristics; we will take positive action to deal with particular disadvantages affecting pupils or students.
- 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. [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/117117/Keeping-children-safe-in-education-2024-Annex-A.pdf).

Safeguarding can involve a range of potential issues such as:

- Neglect, exploitation, physical abuse, sexual abuse, and emotional abuse.
- Contextualised also known as extra-familial abuse.

- Bullying, including online bullying (by text message, on social networking sites, and prejudice-based bullying and being aware of the ease of access to mobile phone networks.)
- The approach to online safety, including appropriate filtering and monitoring on school devices and school networks for home use. (see appendices for Online Policy and further details of Monitoring and Filtering)
- Going frequently missing and who are 'absent from education' going 'missing from care or home' and the risks this poses on repeat occasions and for prolonged periods.
- Domestic Abuse including teenage relationship abuse.
- Racist, disability- based, homophobic, bi-phobic, or transphobic abuse.
- Gender based violence/violence against women and girls.
- Risk of extremist behaviour and/or radicalisation and susceptible to being at risk of being drawn into terrorism.
- Child sexual exploitation, human trafficking, modern slavery, sexual or criminal exploitation.
- A young carer.
- Has a mental health need and has an effect on school attendance and progress.
- Has special educational needs (whether or not they have a statutory Education Health and Care Plan (EHCP).
- Privately fostered.
- Has returned home to their family from care.
- Has a family member in prison or is affected by parental offending.
- Child-on-Child Abuse (broadened by KCSiE 2024 to include children abusing other children, other varying form of bullying including online and sexually harmful behaviour, sexual violence, and sexual harassment (further defined in KCSiE 2024 Part Five).
- Harm outside the home extra familial harm.
- The impact of new technologies, including 'sexting' and accessing pornography.
- Issues which may be specific to a local area or population, is showing signs of being drawn into anti-social or criminal behaviour, including gang activity or involvement and associations with organised crime groups or county lines.
- In possession of a knife and or involved in knife crime, youth violence, criminal child exploitation (CCE).
- Is in family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse/harm.
- Is at risk of or from serious violence and violent crime.
- Persistent absence from education, including persistent absence for part of the school day.
- At risk of suspension or permanent exclusion
- Particular issues affecting children including domestic abuse and violence, female genital mutilation, and honour-based abuse.
- Being subject to any conduct where the purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats, or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages (Law change on Forced Marriage, February 2023).
- 'Upskirting'- The Voyeurism (Offences) Act, which is commonly known as Up-skirting Act, came into force on 12 April 2019. Upskirting is a criminal offence and reportable by all teachers (KCSiE Annex A).

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

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 the DSL if they have concerns about a child and agree a way forward to support the child and determine how best to build trusted relationships with children and young people which facilitate good opportunities for communication.

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

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

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.

All our staff have received information and training regarding the risks that can take place outside the child's family. This is known as extra-familial harm and these can take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

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.

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.

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 2024 paragraph **140-150**).

Our Senior DSL and the DSL team has the lead responsibility in this area, which is overseen and regularly reviewed by the 'Governing body, along with considering the number of and age range of

their children, those who are potentially at greater risk of harm, and how often they access the IT system along with the proportionality of costs versus safeguarding risks.'

Our Governing body will ensure they maintain oversight of the Online Safety Policy contained within our main child protection policy, and the arrangements put in place to ensure appropriate filtering and monitoring on school devices and school 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 p40 ('Preventing radicalisation' – disclaimer added: this preventing radicalisation section remains under review, following the publication of a new definition of extremism on the 14 March 2024).

This will include:

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

Online Monitoring and Filtering arrangements

The DSL logs behaviour and safeguarding issues related to online safety on CPOMS.

Details of monitoring can be found in our Online Safety policy which is reviewed every year by the Headteacher/Computing Subject lead/Governor responsible. At every review, the policy will be shared with the governing board. The review will be supported by an annual risk assessment that considers and reflects the risks pupils face online. Chris Miros is our designated Online Safety Governor.

Filtering Arrangements are managed and monitored by Ekte (see Appendices for the details.)

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

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

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.

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.

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.

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

All concerns should be logged immediately on CPOMS (if no access then via our School Safeguarding Forms found in the Office and Staffroom).

Parents and Children have access to online safety advice and guidance via our school website which is updated annually. The school ensure that Online Safety is the first Computing unit of the year and is regularly referred to throughout the year, including partaking in the annual Internet safety Day. Year 6 take the LCC annual Online Safety questionnaire so that we can monitor any new trends and ensure teaching and learning is effective.

What to do if you're Worried a Child is Being Abused

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

- 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](#) 2015 - This advice is non-statutory and has been produced to help practitioners identify child abuse, neglect, and exploitation, and take appropriate action in response.
- The **NSPCC's what you can do to report abuse dedicated helpline** is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college [Click Here](#) or by calling 0800 028 0285- line is available 8.00am to 8.00pm Monday to Friday and email: help@nspcc.org.uk.

The four main categories of child abuse are as follows:

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

Indicators of abuse, neglect and exploitation

Abuse: a form of maltreatment of a child. Somebody may abuse, exploit 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 also includes children witnessing the ill-treatment of others which is particularly relevant when children see, hear or experience domestic abuse and its effects.

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.

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 child 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.

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

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.

Safeguarding issues: 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,

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.

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 Hallaton 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.

Each Key Stage has a representative on the School Council and Safeguarding concerns are at the top of every agenda when they meet every other week. Pupils take part in PSHCE and computing lessons where Esafety is part of the curriculum and can feed back any worries to their class teacher in their class worry jars. The school also takes part in anti-bullying week, annual NSPCC workshops and Internet Safety Day.

We also have two ELSAs available who are there to support children throughout the day and have a dedicated space for them to go to including at lunchtimes if needed.

Our Safeguarding Governor carries out pupil interviews annually and reports back to Headteacher and the Governing Body.

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

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

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

Our School works in conjunction with the following external support;

- Autism Outreach
- Occupational Therapy – LCC and Blossom
- Speech and Language (LCC and Northamptonshire)
- Specialist Support Service (Northamptonshire)
- Educational Psychology (Mosaic and LCC)
- Oakfield Short Stay
- Specialist Teaching Service
- Incontinence Team (Northamptonshire)
- Hearing Impaired Service
- Visually Impaired Service

- Homestart - Playful Families project
- HAB – Harborough Anti Bullying Agency

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.

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

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.

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

All concerns are shared on CPOMS. The Senior DSL and Deputy DSL have weekly meetings to monitor and discuss files. If there needs to be any immediate action taken the Senior DSL will contact the relevant services and inform the deputy DSLs.

Sharing with safeguarding partners, other agencies and professionals and transferring records between schools and colleges is carried out in accordance with data protection legislation, keeping detailed, accurate and secure written records and understanding the purpose of this.

For any personnel from external organisations using our school premises the DSL team ensure that Safeguarding and the Allegations procedures are part of their induction process. The Allegations process is also on display in the school office and Staff room. Annually or as start of their induction, external providers/volunteers read and sign 001---Safeguarding-in-Education-Induction-Leaflet-2016.100361241 leaflet and receive Safeguarding training from the DSL team and informed of DSLs and process.

Staff, supply staff, outside contractors and volunteers receive appropriate safeguarding information during inductions and on a regular basis, including annual training on August INSET days. Staff on a termly basis are asked and reminded of processes and there is a Safeguarding Board in the staff room as well as DSL team posters throughout the school and on the school website.

At least one member of the Recruitment and Selection Team have Safer Recruitment Training, including the Headteacher and Chair of Governors. The school follows an Inductions Policy and process to ensure each member of staff receives the relevant training and documents. Job vacancy adverts include mention that there will be an online search and candidates are reminded at the interview stage as well. It is also recorded on the SCR.

KCSiE 2023 has broadened the requirements placed on schools/colleges to keep children safe and ensure children are able to thrive and take the maximum benefit from their education or learning experiences.

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

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

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.

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

- The Senior Designated Safeguarding Lead is responsible for ensuring that when a child leaves the school or college their 'child protection,' 'child in need' file or 'confidential', SEND Pupil 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.
- 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.
- The SEND register is updated termly and shared with staff and governors.
- A record or data on the cohort of children having or have had a social worker and social care involvement will be maintained.
- 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 p170. (This will also include, as well as keeping records of concerns, discussions and decisions, a record of the rationale for any decisions made.

Our Child Protection Policy

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 either included within the main policy and Online Policy.

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.

The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to and heard.
- Ensure children know that there are trusted adults in the school who they can approach if they are worried.
- Ensure that every effort is made to establish effective working relationships with parents, carers, and colleagues from other agencies.
- Include opportunities in the RSE and PSHCE curriculum for children to develop the skills they need to recognise and stay safe from abuse by:
- Recognise and managing risks including online safety, radicalisation and extremism, sexual exploitation, child on child sexual violence and sexual harassment, the sharing of nude and semi-nude images which has replaced what was termed as sexting.
- 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.
- Recognising how pressure from others and safeguarding vulnerabilities can affect their behaviour.
- Recognising the link between mental health, school attendance and children 'absent from education' and the impact on learning, progress, and educational attainment.
- Knowing that as a school we will act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.
- Ensuring our behaviour policy includes measures to prevent bullying, including cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying and use of social media platforms and networks is added as an appendix.

- Maintain an on-line safety policy which address statutory filtering and monitoring standards, which take into account remote learning, and use of mobile and smart technology and is reviewed regularly to take into account any new threats are added as an appendix.
- The response required by schools and safeguarding agencies to address any 'harm outside the home' also known as 'extra familial harm.' *Schools* are a place of protection and where children and young people can share concerns and seek support and are place of safety and where children and young people can form safe and trusted relationships. Through creating a whole school ethos and sharing excellent communication with safeguarding partners and services, children and young people can feel assured they will be listened to, heard, and offered support to enable them share sensitive information and strengthen their resilience.
- Importance of our *school/colleges* ethos of working together with parents, carers, and external services to form strong and trusted partnerships which can advocate trauma informed and trauma aware responses and where trusted relationships can be formed and go on to create safe places and spaces within the community, so children and young people know how to access a place of safety outside of the school/college environment if needed.

Support to pupils and school staff (including those with a disability or about whom there are mental health concerns)

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view their lives in a positive way and that this is likely to adversely impact their mental health and emotional well-being. Children may be vulnerable because, for instance, they have needed an allocated social worker, have a disability, are in care, a care-leaver or previously looked after, or are experiencing some form of neglect. It is therefore important that staff recognize that mental health concerns can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences (ACES), this can have a lasting impact throughout childhood, adolescence and into adulthood. For such children school may be one of the few stable, secure and predictable components of their lives. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken, following this policy and speaking to the designated safeguarding lead or a deputy.

Our school seeks to remove any barriers that may exist in being able to recognise abuse or neglect in pupils with Special Educational Needs, disabilities or physical health issues.

These barriers include:-

- assumptions that indicators of 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 disproportionately 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 schools or colleges or the consequences of doing so.

We will seek to provide such children with the necessary support to build their self-esteem and confidence, in particular support from weekly ELSA sessions, 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 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.

Our school addresses concerns or reported incidents regarding harm outside the home through contacting the relevant social services and referring to:

<https://www.childexploitationeastmidlands.org.uk>

The DSL team work in conjunction with external agencies to closely monitor children affected by harm outside the home and provide regular updates. Everything is logged on CPOMS. Our school embeds and teaches safeguarding as part of our broad and balanced RSE and PSHCE curriculum. The staff regularly review the curriculum and the Head consults with governors and Parents as well as updating the policy annually.

- 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.
- 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.
- Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school.
- Promote pupil health and safety.
- Promote safe practice, and challenge unsafe practice.
- Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers, supply staff and contractors. KCSiE Part Four has two sections, the second section addresses low-level concerns.
- Provide first aid and meet the health needs of children with medical conditions
- Ensure school site security.
- Address drugs and substance misuse issues.
- Support and plan for young people in custody and their resettlement back into the community.
- Work with all agencies regarding missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.
- Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended school activities, vocational placements, and alternative education packages.
- Our school continues to be responsible for the safeguarding of a pupil placed in alternative provision provider.

Our children who may be LGBT+ have their class teacher and support staff as well as our two ELSA member of staff as a trusted adult who they can be open with. We follow the guidelines laid out in KCSiE which acknowledges that Children who are LGBT+ may be targeted and the document

informs that Homophobia, biphobia, and transphobia are not phobias, they are not fears; they are forms of discrimination or hate towards LGBT+ people or those perceived to be LGBT+ and must not be tolerated. Respectfulness of the LGBT+ community forms part of our school's RSE and PSHCE curriculum.

We follow the guidelines in KCSiE 2023 Annex B page 142 regarding Child abduction and community safety incidents – Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. Add in here information about your school and/or local area protocols

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

Our PSHCE curriculum includes outdoor safety lessons to help children build confidence and abilities to protect themselves or know how and where they can seek help and support.

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:

- Ensure we have a Senior Designated Safeguarding Lead (DSL) and a Deputy Safeguarding Lead for child protection/safeguarding who has received appropriate training and support for this role.
- The Designated Safeguarding Lead role is written into their job description and clarifies the role and responsibilities including as defined in KCSiE 2024 Annex C.
- Ensure we have a nominated governor responsible for child protection/safeguarding.
- Ensure that we have a Designated Teacher for Looked After Children (LAC).
- Ensure every member of staff (including temporary, supply staff, outside providers and volunteers) and the governing body knows the name of the Senior Designated Safeguarding Lead, their deputies responsible for child protection, and their role.
- 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.
- 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.
- 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.
- Ensure that there is a complaints system in place for children and families.
- 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.
- 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.

- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- 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.
- Ensure all records are kept securely on CPOMS (paper files pre September 2023)
- Ensure that we follow robust processes to respond when children are missing from education or missing from home or care.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Apply confidentiality appropriately.
- Apply the LLRSCB escalation procedures if there are any concerns about the actions or inaction of social care staff or staff from other agencies.

Supporting children

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

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.

Our school will endeavour to support the pupil through:

- Developing the content of the curriculum through weekly Computing, PSHE lessons, *NSPCC workshops* (see also **NSPCC guidance** on [protecting children with SEN](#); and [deaf/disabled children and young people](#)), *Anti Bullying week, Internet Safety Day*
- Maintaining a school ethos which promotes a positive, supportive, and secure environment, and which gives pupils a sense of them being valued.
- The school behaviour policy, anti-bullying policy and child-on-child abuse policy which is kept up to date with national and local guidance and which is aimed at supporting vulnerable pupils in our school
- Our school will proactively ensure that all children know that some behaviours are unacceptable and will need to be addressed but as members of our school they are valued and will be supported through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents.
- Pastoral support is provided by our two ELSA members of staff.

- Liaison with other agencies that support the pupil such as Children's Social Care (in line with the [Thresholds for access to services](#), updated in September 2021); [Leicestershire Inclusion Service](#) and [Education Psychology Service](#), and the [Children and Family Wellbeing Service](#), etc.
- Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there have been wider safeguarding concerns, their information is transferred to the new school immediately or within **5 working days** and that the child's social worker is informed.
- Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully supported all staff and led by our SENDCO

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. **DfE KCSiE Part Five: Child-on-child sexual violence and sexual harassment**

Safe Staff and Safer Recruitment

- 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.
- School leaders, staff and members of the governing body will be appropriately trained in safer working practices and access safer recruitment training.
- 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.
- 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.
- 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. Staff can access a copy of this through Teacher Share/Safeguarding
- Newly appointed staff and volunteers will be informed of our arrangements for safer working practices by the before their first working day and annually on INSET days before beginning working and contact with pupils.
- In the event of any complaint or allegation against a member of staff, the headteacher (or the Designated Safeguarding Lead) if the headteacher is not present, will be notified immediately. If it relates to the headteacher, *the chair of governors will* be informed without delay. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO), LADO Allegation Officers or HR Service.
- 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.
- Advice and support will be made available by the Safeguarding and Compliance Lead (SCL), LADO and LCC HR where appropriate to the leadership team.

Links to other Local Authority policies

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). These together will make up the suite of policies to safeguard and promote the welfare of children in this school.

Link to KCSiE 2024 [Keeping children safe in education 2024 - GOV.UK](#)

Our list of Policies:

- Behaviour Policy
- Staff Code of Conduct (“Guidance for Safer working practice”)
- Racist incidents
- Anti-Bullying (including Cyberbullying)
- Physical Interventions/Restraint (DfE Guidance “Use of Reasonable Force” and “Screening, searching and confiscation”)
- Special Educational Needs and Disability
- Trips and visits
- Work experience and extended work placements
- First aid and the administration of medicines
- Health and Safety
- RSE Policy
- Child Mental Health and Well Being Policy
- Equality
- Intimate care
- Positive Handling

The Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) revise their [Safeguarding children procedures manual](#) at least annually. **LRSCP website link**

Some key safeguarding documents, guidance, policy templates and audit tool kits, as well as, **Safeguarding Information for schools/colleges** is accessible via LRSCP [website](#) and the Safeguarding in Education section of the Leicestershire Traded Services (LTS) [website](#) Leicestershire County Council’s Safeguarding and Compliance Lead, Charlotte Davis, is also available for advice, guidance, and information and contactable via email: Charlotte.Davis@leics.gov.uk or by phoning: 0116 305 6314.

Roles and Responsibilities

All staff and volunteers

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

We are a small school and so each member of staff ensures they get to know the children and their families well and take immediate action if they have any concerns.

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

All staff contribute to providing a safe environment in which children can learn by; ensuring the learning environment is safe and effective to work in, carry out Risk Assessment for in and out of school activities. Ensure they are fully up to date with the latest Safeguarding information which is either shared via email, in staff training sessions or on the Safeguarding Board in the staff room.

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 all our staff working together to safeguard children ['Working Together to Safeguard Children 2023'](#). Staff know in the first instance to discuss their concerns with the Designated Safeguarding Lead and understand they may be required to support other agencies and professionals in assessments for early help.

Our website and school posters confirm the arrangements for parents/ carers to come into school to seek support or advice. Our weekly newsletter keeps families up to date and informed.

Safeguarding Training

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

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

All our staff receive safeguarding and child protection training which is updated every year. In addition, to this training all staff members receive child protection and safeguarding updates when required, but at least annually. All DSLs training is kept up to date with a refresher every two years.

All our staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act (1989) and understand the role they may have in these assessments. Our Safeguarding board in the staffroom shows weekly updates and all the latest training opportunities.

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

Staff responsibilities

All staff have a key role to play in identifying concerns and provide early help for children.

To achieve this, they will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Lead and ensure robust arrangements and procedures are in place to effectively manage and regularly monitor the school online safety, and 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
- Attend training to be aware of and alert to the signs of abuse.
- Maintain an attitude of “it could happen here” with regards to safeguarding.
- 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.
- 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.
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the LRSCP and take account of guidance issued by the DfE KCSiE 2024.
- Support pupils in line with their child protection plan, child in need plan, LAC Care Plan.
- Treat information with confidentiality but never promising to “keep a secret.”
- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- Understand early help and be prepared to identify and support children who may benefit from early help.
- Liaise with other agencies that support pupils and provide early help.
- Ensure they know who the DSL and Deputy DSLs are and know how to contact them.
- 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.
- We hold annual workshops with the NSPCC, Police Community Support Officers (PCSOs), and use Home Start Charity and HAB Harborough Anti bullying charity for support.

Senior Leadership/Management Team responsibilities:

- Contribute to inter-agency working in line with HM Working Together to Safeguard Children 2018 (updated December 2020) guidance.
- Provide a co-ordinated offer of early help when additional needs of children are identified.
- 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.
- Ensure staff are alert to the various factors that can increase the need for early help.
- 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.

- Carry out tasks delegated by the governing body such as training of staff and volunteers, safer recruitment and maintaining of a single central register.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.
- 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.
- Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) and Leicestershire County Council (LCC).

Teachers (including ECTs) and Headteachers – Professional Duty

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.

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

Any child that fits the above criteria is highlighted to the class teacher and prioritised for ELSA support and intervention if needed.

Designated Safeguarding Lead

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

We also have two Deputy Safeguarding Leads, who will provide cover for the Senior Designated Safeguarding Lead when they are not available. Our Deputy Safeguarding Leads 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.

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

The Senior Designated Safeguarding Lead is expected to:

Manage Referrals

- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Support staff who make referrals to children's social care and other referral pathways.
- 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.
- 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.
- 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.
- Each member of staff has received up to date Prevent Training.
- The Senior DSL and DSL team meet weekly so each is fully informed and able to respond to the needs of children subject to *safeguarding concerns and review cases*.

Work with others

- 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.
- Liaise with the case manager and the LADO/LADO Allegation Officer where there are concerns about a staff member.
- 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.
- Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.
- Liaise with the local authority and other agencies in line with Working Together to Safeguard Children 2018 (updated December 2020) and the local Leicestershire Safeguarding Children Partnership procedures and practice guidance.
- The headteacher, designated safeguarding leads and governing body/trust are aware of the local arrangements put in place by Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) and know how to access the LRSCP website and training.
- Our DSL/ staff team contribute to developing the curriculum and learning experiences for children and staff through staff meetings, bulletins, staff notice board, briefings, and arranging additional classroom learning opportunities. E.g. annual NSPCC workshops, Playful Families Project and The Warning Zone Visit.

Undertake training

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

- 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.
- Our DSLs will take a refresher course every two years.

The training undertaken should enable the Designated Safeguarding Lead to:

- Understand the assessment process for providing early help and intervention through the Thresholds to access to services.
- 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.
- Ensure that each member of staff has access to the child protection policy and procedures.
- 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
- Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- 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).
- Understand the reporting requirements for FGM.
- Understand and support children to keep safe when online and when they are learning at home (KCSiE 2024 Part Two – The Management of Safeguarding and page 111 to 116 and 134, 136 142 to 144, 152 and 158).
- Encourage a culture of protecting children, listening to children and their wishes and feelings.

Raise awareness

- Ensure that the child protection policies are known, understood, and used appropriately.
- 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.
- Work strategically to ensure policies and procedures are up to date and drive and support development work within the school.
- 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, exploitation or neglect.
- Ensure all staff receive induction training covering child protection before working with children and can recognise and report any concerns immediately as they arise.

Child Protection file

- The Senior Designated Safeguarding Lead is responsible 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.

- 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.
- A record or data on the cohort of children having or have had a social worker and social care involvement will be maintained.
- 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.
- The Senior DSL and DSL team ensures all concerns and incidents are reported, recorded, responded to via CPOMS which they review with their DDSL on a weekly basis.

Availability

- During term time the Senior Designated Safeguarding Lead (or a Deputy) will always be available (during school hours and After school club hours) for staff in the school to discuss any safeguarding concerns. In the absence of the Designated Safeguarding Leads a member of the teaching team will be nominated to provide cover. Appropriate arrangements will also need to be in place all year round for any out of school hours' activities in line with the guidance contained in DfE KCSiE 2024 Part Two and Annex C.

Headteacher

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the *governing body* (particularly those concerning referrals of cases of suspected abuse, exploitation and neglect), are understood, and followed by **all** staff.
- The school has an up-to-date Single Central Record (SCR) which is reviewed regularly and is compliant with statutory guidance.
- 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.
- 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.
- The Headteacher will ensure all staff including supply teachers and volunteers have access to and read and understand the requirements placed on them through: - the school Child Protection Policy; the Staff Handbook, Guidance Safer Working Practices.
- The Headteacher will ensure there are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in KCSiE 2024.
- Where there is an allegation made against a member of staff (either paid or unpaid, including volunteers) that meets the criteria for a referral to the LADO, then the headteacher or principal will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four: Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers, and contractors in KCSiE 2024. If the allegation is against the Headteacher, then the Chair of the Governing Body will manage the allegation – see below.

Governing Body and Multi- Academy Trust

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.

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:

- Ensuring there is an individual member of the governing body to take leadership responsibility for safeguarding and champion child protection issues in the school.
- Ensuring that the school has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2018, updated December 2020) as well as with local LRSCP guidance and monitors the school's compliance with them.
- 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.
- 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 GDPR and withholding information.
- Ensuring cooperation with the local authority and other safeguarding partners.
- 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.
- 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.
- 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.'
- All members of the governing body will undertake safeguarding training to ensure they have the knowledge and information needed to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of robust 'safeguarding arrangements and act as the 'critical friend'. This training must focus on their strategic role and not on operational procedures.
- The Chair of Governors and named Safeguarding Governor will access role specific training to enable them to comply and discharge their child protection/ safeguarding responsibilities including should any allegations be made against the Headteacher.
- The Governing body will collectively ensure there is a training strategy in place for all staff, including the headteacher, so that child protection training is undertaken and refreshed in line with KCSiE 2024 and LRSCP guidance.
- 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.
- Ensuring that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities
- 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.

- Ensuring that arrangements/procedures are in place to manage and provide clarity on the process for sharing 'low level' concerns, which should be referred to within the school/college Staff Code of Conduct, (Allegations and concerns about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO).
- Ensuring a response if there is an allegation against the headteacher by liaising with the LADO or other appropriate officers within the local authority.
- 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.
- 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.
- 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.
- 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.
- Ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum.
- Giving staff the opportunities to contribute and shape safeguarding arrangements and child protection policy.
- 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 place, and inspect them as needed, including liaising with the Headteacher. This will apply regardless of whether or not children who attend the provision are on the school or college roll.
- Any safeguarding concerns involving outside organisations will be addressed through our school/college safeguarding policies and procedures and in line with Leicestershire Safeguarding Children Partnership procedures (KCSiE 2024 paragraph 377).
- 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.
- Ensure at least one person on an interview panel has completed safer recruitment training.
- Inform any new prospective employees' candidate that our school will carry out online checks (KCSiE 2024 Part Three Safer Recruitment).
- Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.
- 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 and the Designated Safeguarding Lead

- A teacher is appointed who has responsibility for promoting the educational achievement of children who are looked after. They have the appropriate training. The Designated Teacher will work with the Virtual School to ensure that the progress of the child is supported.
- The Designated Safeguarding Lead will also have details of the child's social worker and the name of the Assistant Head of the Virtual School. The Designated Safeguarding Lead will work closely with the Designated Teacher, as we recognise that children may have been abused, exploited or neglected before becoming looked after. We will ensure their ongoing safety and wellbeing as well as supporting their education, through linking with their social worker, carers, and parents where appropriate.
- We also recognise those children who were previously Looked-After potentially remain vulnerable and all staff will be informed of the importance of maintaining support for them through our school. As a school we will continue to recognise the importance of working with agencies and take prompt actions where necessary to safeguard these children, who may remain vulnerable.

Children with Special Educational Needs

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.

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

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

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- children with SEN and disabilities can be disproportionately 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,
- addressing individual behaviour concerns and incidents considering the child's SEN and disabilities.
- 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.

Acting where concerns are identified

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

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.

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:

- 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.
- No promises will be made to the child, e.g., to keep secrets.
- Staff will stay calm and be available to listen.
- Staff will actively listen with the utmost care to what the child is saying.
- Where questions are asked, this should be done without pressurising, and only using open questions.
- Leading questions should be avoided as much as possible.
- Questioning should not be extensive or repetitive.
- Staff will not/ should not put words in the child's mouth but will subsequently note the main points carefully.
- 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.
- 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.
- 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.
- The Designated Safeguarding Lead will be immediately informed unless the disclosure has been made to them.
- 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.
- 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.

Confidentiality

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.

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.

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

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.

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

Information Sharing

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 2018, updated December 2020).

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

- *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.*
- *Working Together to Safeguard Children 2018 Paragraph 23 to 27 and on pages 20 and 21.*
- *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 (GDPR) and Data Protection Act 2018.*
- *Leicestershire and Rutland Safeguarding Children Partnership (NSCP) Policy and Practice Guidance.*
- Paragraph 92: Data Protection and GDPR Recommends that education professionals read the [DfE Data Protection guidance for schools.](#)

Records and Monitoring (KCSiE 2024 paragraphs 68 to 70, Part Four, Part Five, Annex C)

Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual and evidence-based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed. Where an opinion or professional judgement is recorded this should be clearly stated as such. All members of staff who have access to CPOMS will record any Safeguarding concerns as soon as possible via the electronic form and will need to act timely to any actions required. If access to CPOMS is not possible (e.g. volunteers, external agencies), then a Safeguarding Concern Form must be filled in as soon as possible and handed into the DSL or DDSL. This will then be transferred to CPOMS and actioned.

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.

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.

A chronology will be kept on CPOMS. Staff, will record any minor concerns on CPOMS and will take responsibility for alerting the Designated Safeguarding Lead should the number of concerns rise or, in their professional judgement, become significant.

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.

Why recording is important

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.

Our school uses CPOMs.

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.

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

(KCSiE 2024 Annex C pages 166 to 170 and paragraphs 68,102,122, 123, 540 and 543).

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

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

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

All 'child protection' file will be set up using the relevant codes on CPOM's.

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

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

All staff receive updated training on the use of CPOMS recording system and how to use the relevant codes to 'file' a cause for concern. The DSL's review these files and the CPOM reports weekly.

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

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

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

For those children subject of social care and safeguarding agency involvement will ensure the file is able to evidence the child's journey and include key information as described in KCSiE 2024 Should a child subject to social care involvement transfer schools, college, or education provider we will ensure the child's child protection or confidential file move is transferred within 5 days as required by KCSiE.

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

The Court System (DfE KCSiE Annex B: Further Information)

The updated guidance now directs schools to two guides that support children in the court system, one for 5- to 11-year-olds (HM Courts and Tribunals Service, 2017a) and the other for 12- to 17-year-olds (HM Courts and Tribunals Service, 2017b).

Recording Practice

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

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

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.

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.

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.

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.

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.

Educating Young People – Opportunities to teach safeguarding

(KCSiE 2024 paragraphs 124 to 140, Annex A & Annex C Online Safety paragraph 144 to 148).

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

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 RSE and PSHCE programme, as well as through other subject areas and Computing curriculum.

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.

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 mobile and smart

technology policy. This will include where children have unlimited and unrestricted access to the internet via mobile phone networks (i.e., 3G, 4G and 5G).

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

Our RSE and PSHCE curriculum addresses cyberbullying, nudes and child on child abuse.

Children and parents are made aware of on-line safety to minimise the safeguarding risks technology via our website, weekly newsletters and Twitter Instagram.

Helplines and reporting

- 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/>
- 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
- See our Online Safety Page on our website: <https://www.hallatonprimary.co.uk/page/?title=Online+Safety&pid=101>

| |
|------------------------|
| Appendices List |
|------------------------|

| |
|---|
| Appendix 1 - LCC LA Flow Chart 2023-2024 'What to do if you are worried a child is being abused or at risk of harm, neglect, exploitation or online harm |
| Appendix 2 - Logging a concern about a child's safety and welfare – Safeguarding Concern Form |
| Appendix 3 – Behaviour Policy |
| Appendix 4 – Online Safety Policy https://www.hallatonprimary.co.uk/page/?title=Policies&pid=47 See Policy list on school website |
| Appendix 5 – Ekte service for Monitoring and filtering |
| Appendix 6 – Low Level Concerns Policy |
| Appendix 7 – Body Map Guidance for Schools |
| Appendix 8 - Existing Injuries Form – Tool to support reflection |
| |

Hallaton School Child Protection & Safeguarding Flow Chart
'What to do if you are worried a child is being abused, at risk of harm, exploitation 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, exploitation, sexual violence, sexual harassment, online harm

- 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**



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.

<https://lrsdp.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 Allegations Line: 0116 305 4141 Monday-Thursday, 8.30am - 5.00 pm and Friday, 8.30am - 4.30pm 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

This flow chart is a brief guide - Please refer to our School Child Protection Policy.

Appendix 2

Logging a concern about a child's safety and welfare Part 1 (for use by any volunteers / external agencies/Governors)

Safeguarding Concern Form

Date of Referral:.....

Day:.....Time:.....

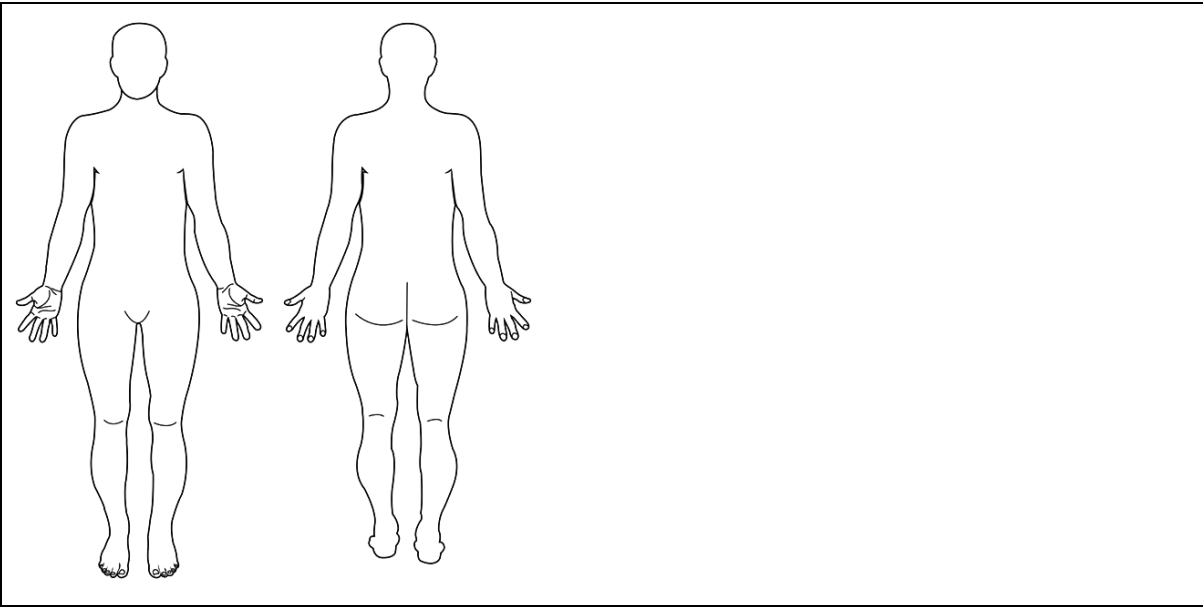
Name of person making
referral.....

When reporting a concern to the DSL or DDSL please include the
following information:

- Name of Child
- Day, Date and Time of incident/concern/disclosure
- Description of what happened and where
- Actions taken at the time
- Names of any other persons who may have been present
- Who did you notify
- Any other relevant information

Name of Child:.....





Actions from DSL/DDSL

[Empty rectangular box for recording actions]

Signed by Staff member.....

Dated:.....

Signed by DSL/DDSL.....

Dated:.....

Appendix 3

Hallaton Behaviour Policy

In order that our pupils can reach their full potential and become well-rounded independent learners, we recognise the importance of excellent behaviour and it is a pupil's responsibility to achieve this.

Aims and Objectives:

- The whole school uses positive behaviour management in the first instance
- Pupils build self-discipline through positive affirmation to prepare them for life after Primary School
- All the school community model excellent behaviour, inoffensive language and manners
- The 5 R Star Learning Powers and The Christian Values underpin the model of excellent behaviour
- By displaying the 5 R Star Learning Powers or Christian Values children are rewarded by Dojos, stickers, Headteacher's award, and 5 R Star Certificates.

Behaviour at Hallaton

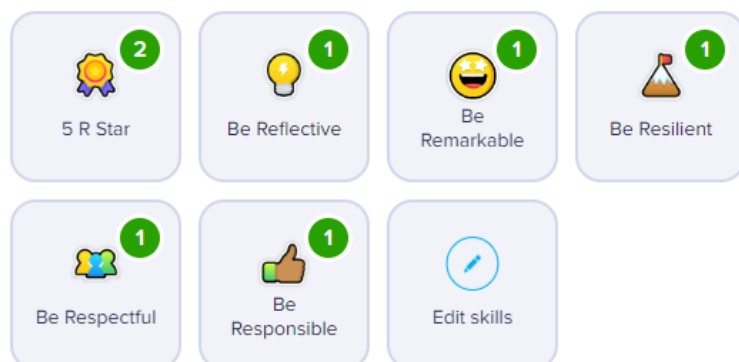
At Hallaton our policy is one of **positive** discipline. This means that there should be plenty of "positive" praise from all members of our school community not just class teachers. All members of the school community can award Dojo's and positively praise the children's behaviour. Staff establish the standard of behaviour expected for everyone's well-being and safety. We also encourage children to point out other children's positive behaviour. Our 5 R Star Learning Powers linked with Christian Values are displayed in every classroom and children are reminded of them by the awarding of Dojo points.

Rewards

Each class has Class Dojo set up, which rewards the children for display our 5 R Stars (which are all linked to our Christian Values).

The class teacher sets a whole class target of the week and if achieved the children will receive a Friday afternoon playtime (KS1), a class treat (KS2).

If the children achieve 500 dojos they will be awarded a bronze star badge, 1000 a silver star badge, 1500 a gold star badge. (Year 6's will receive an Ambassador Hoodie).



Weekly Celebration assembly takes place every Friday with each class choosing one child to receive a certificate for being the 5 R Star of the week. Children will be chosen based on their achievements during the week and linked to one of our Learning Powers. The assembly will be whole school at 9:00am with parents invited.

GOLDEN TIME

Golden Time is a privilege for those children who respect and uphold our school's Christian Values and promote the Learning Powers.

Golden Time is on the last Friday afternoon of each half term and gives each class an opportunity to enjoy a wide range of activities together. Activities for Golden Time are decided by the class.

Consequences of poor behaviour

If the children display poor behaviour (some examples as listed below) then they will be given a warning first. Unacceptable behaviour e.g. repeatedly talking when an adult is talking, low level disruption

- Saying or acting in an unkind way towards others
- Not following the instructions of an adult
- Not completing work to an expected standard.

If they choose not to change their behaviour choice then they will lose minutes of Playtime or Lunchtime (whichever is closest); children will stay with a designated teacher for the time allocated. KS2 will lose at least 5 minutes, KS1 at least 1 minute.

Children that have been sent to the Headteacher during the week due to their extreme poor behaviour will go to her office to miss all or some of their playtime or lunchtime depending on what the issue was. (e.g. physically hurting a child). This behaviour incident needs to be logged on CPOMS.

If a child has lost minutes for three or more times in a week then their behaviour is logged on CPOMS and children will spend their playtime or lunchtime in the Head's office, depending on the severity of the issue.

Repeated poor behaviour where playtimes or lunchtimes have been missed will mean that a report system is put in place so that the child is given regular support and monitoring.

Through the following measures we aim to prevent, bullying, including cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying and use of social media platforms and networks:

- PSHCE and RSHE curriculum includes learning on respectful, healthy relationships
- Online Safety as part of Computing Curriculum for each year group
- Whole school anti bullying week activities
- Year 5&6 Warning Zone Visit
- NSPCC workshops
- Marking Internet Safety Day
- Support from HAB - antibullying charity

Any child who chooses to partake in any type of bullying or discrimination will receive consequences as above for poor behaviour and also further support to educate them on making better choices.

Report System

This is a five-day monitoring sheet split into the sessions for each day. A child on report must get each session (including playtime and lunchtime) signed by appropriate member of staff to say that they have passed the expected standard of behaviour. If a child fails three times, the next report will be issued. After passing a report the child will step back a level i.e. from red to yellow then to white then off report

White Reports

White Reports are what children go on to monitor their behaviour. They are usually for children that are at risk of going on Yellow or Red Report. They need to be signed after every session but do not include missing playtimes or losing other privileges. It serves as positive reinforcement that the child is capable of making the right choices in upholding the school's values.

If a child is sent to another class teacher twice in one day, they get sent to the Head and are put on White Report.

Children that have been on Red or Yellow Report need to complete a week on White Report.

Three fails results in Yellow Report.

Behaviours that can result in Yellow or Red report

- Fighting, including play fighting
- Hurting another child
- Abusive or threatening behaviour towards other children or adults.
- Bullying
- Three fails on a white report results in that child going on Yellow Report

Consequences for being on Yellow or Red Report include:

Break times and Lunchtimes are spent inside in a controlled small group.

Loss of privileges - for instance the loss of a prized responsibility or not being able to participate in a particular event e.g. representing the school in a sporting event. Lunch or playtime is lost.

When a child is placed on any report parents are always informed by telephone, in writing or in person. Parents are encouraged to sign their child's report at the end of each day and may wish to comment on behaviour at home.

Class Teachers keep completed reports.

A failed Red Report may lead to an internal exclusion or a reported fixed term exclusion.

The Headteacher can take the decision to exclude a child. The National Exclusion Guidelines are followed at all times.

Claire Stevens - Headteacher **Date:** 30.08.23

Agreed by Chair of Governors: Ali Rutherford **Date:** 31.08.23

To be reviewed every year

Appendix 5

Ekte service for Monitoring and filtering

| | |
|------------------------|---|
| Company / Organisation | Netsweeper |
| Address | Suite 125-126 Pure Offices, 4100 Park Approach Thorpe Park, Leeds United Kingdom LS15 8GB |
| Contact details | Nick levey |
| Monitoring System | Onguard |
| Date of assessment | 10/06/2023 |

System Rating response

| | |
|--|--|
| Where a supplier is able to confirm that their service fully meets the issue identified in a specific checklist the appropriate self-certification colour for that question is GREEN. | |
| Where a supplier is not able to confirm that their service fully meets the issue identified in a specific checklist question the appropriate self-certification colour for that question is AMBER. | |

Monitoring Content

Monitoring providers should ensure that they:

| Aspect | Rating | Explanation |
|---|--------|--|
| <ul style="list-style-type: none"> • Are IWF members | | We are IWF member |
| <ul style="list-style-type: none"> • Utilisation of IWF URL list for the attempted access of known child abuse images | | We integrate this list into our products along with several others |
| <ul style="list-style-type: none"> • Work with CTIRU 'the police assessed list of unlawful terrorist content, produced on behalf of the Home Office' | | We integrate this list |
| <ul style="list-style-type: none"> • Confirm that monitoring for illegal content cannot be disabled by the school | | This can be deployed so that it is unremovable |

Inappropriate Online Content

Monitoring providers should both confirm, and describe how, their system monitors/manages the following content

| Content | Explanatory notes – Content that: | Rating | Explanation |
|---------------------------|--|--------|---|
| Illegal | content that is illegal, for example child abuse images and unlawful terrorist content | | Netsweeper uses dynamic content analysis to categories , this and many other content types. |
| Bullying | Involve the repeated use of force, threat or coercion to abuse, intimidate or aggressively dominate others | | Netsweeper uses dynamic content analysis to categories , this and many other content types. |
| Child Sexual Exploitation | Is encouraging the child into a coercive/manipulative sexual relationship. This may include encouragement to meet | | Netsweeper uses dynamic content analysis to categories , this and many other content types. |
| Discrimination | Promotes the unjust or prejudicial treatment of people on the grounds of race, religion, age, sex, disability or gender identity | | Netsweeper uses dynamic content analysis to categories , this and many other content types. |
| Drugs / Substance abuse | displays or promotes the illegal use of drugs or substances | | Netsweeper uses dynamic content analysis to categories , this and many other content types. |

| | | | |
|-------------|---|--|---|
| Extremism | promotes terrorism and terrorist ideologies, violence or intolerance | | Netsweeper uses dynamic content analysis to categories , this and many other content types. |
| Gambling | Enables gambling | | Netsweeper uses dynamic content analysis to categories , this and many other content types. |
| Pornography | displays sexual acts or explicit images | | Netsweeper uses dynamic content analysis to categories , this and many other content types. |
| Self Harm | promotes or displays deliberate self harm | | Netsweeper uses dynamic content analysis to categories , this and many other content types. |
| Suicide | Suggest the user is considering suicide | | Netsweeper uses dynamic content analysis to categories , this and many other content types. |
| Violence | Displays or promotes the use of physical force intended to hurt or kill | | Netsweeper uses dynamic content analysis to categories , this and many other content types. |

Monitoring System Features

How does the monitoring system meet the following principles:

| Principle | Rating | Explanation |
|---|--------|--|
| <ul style="list-style-type: none"> Age appropriate – includes the ability to implement variable monitoring appropriate to age and vulnerability. This will in turn define which alerts are prioritised and responded to. Further situations may warrant additional capability, for examples boarding schools or community based access | | Monitoring is broken down into various categories and and priority levels to allow the school to take a graduated response based on age or vulnerability |
| <ul style="list-style-type: none"> Alert Management – how alerts are managed – if schools manage system alerts or support/management is provided | | A managed service is provided , however schools can still manage their own alerts of so desired |
| <ul style="list-style-type: none"> Audit – Any changes to the monitoring system are logged enabling an audit trail that ensures transparency and that individuals are not able to make unilateral changes. | | All changes as logged and auditable. As are all other aspects of usage |
| <ul style="list-style-type: none"> BYOD (Bring Your Own Device) – if the system includes the capability to monitor personal mobile and app technologies (ie not owned by the school), how is this deployed and supported and how data is managed. Does it monitor beyond the school hours and location | | Schools can choose to monitor BYOD devices. How this is done is dependant on the schools policy and attitude to risk |

| | | |
|--|--|---|
| <ul style="list-style-type: none"> Data retention –what data is stored, where is it (physically– ie cloud/school infrastructure) stored and for how long. This should also include any data backup provision | | All data is stored in the UK. Data retention is definable by the customer. |
| <ul style="list-style-type: none"> Devices – if software is required to be installed on devices, the monitoring system should be clear about the devices (and operating systems) it covers | | Safeguarding functionality is available for windows, mac, chromebook, ios and android. |
| <ul style="list-style-type: none"> Flexibility - changes in keywords (addition or subtraction) can be easily amended according to an agreed policy | | Keyword lists can be amended for web based content |
| <ul style="list-style-type: none"> Group / Multi-site Management – the ability for deployment of central policy and central oversight or dashboard | | The system is multitenant and allows for this level of control |
| <ul style="list-style-type: none"> Monitoring Policy – How are all users made aware that their online access is being monitored? Is any advice or guidance provided to support schools? | | Guidance can be provided but each school must make their own decisions |
| <ul style="list-style-type: none"> Multiple language support – the ability for the system to manage relevant languages? | | Multiple languages are supported |
| <ul style="list-style-type: none"> Prioritisation – How are alerts generated and prioritised to enable a rapid response to immediate issues. What operational procedures are in place to facilitate that process? | | All alerts are broken down into both subject and prioritisation categories, instant alerting varies based on the severity of the incident |
| <ul style="list-style-type: none"> Remote monitoring – with many children and staff working remotely, the ability, extent and management for the monitoring of devices (school and/or personal). Included here is the hours of operation together with the explicit awareness of users. | | Netsweeper offers remote monitoring on various SLA's |
| <ul style="list-style-type: none"> Reporting – how alerts are recorded within the system? | | Alerts are recorded within the system itself and logged , they can then be exported if required |
| <ul style="list-style-type: none"> Harmful Image detection – The inclusion or extent to which visual content is discovered, monitored and analysed (eg Image hash) | | Done using specialist lists provided by various agencies. This includes IWF and CAIC |

Pro Active Monitoring - how any pro-active monitoring support is provided including if any automation is utilised and the safeguarding capability of the organisation's teams.

Netsweeper provides pro active monitoring support with an inhouse team of UK based monitoring experts. Our team members are specifically selected for safeguarding skillsets and go through specific training from recognised external providers.

Netsweeper provides filtering , safeguarding and monitoring products together with training packages around safeguarding and technology

Appendix 7

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. (Click with a cross on CPOMS)

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

This must be completed at time of observation on CPOMS or the Safeguarding Form

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

Appendix 8

Existing Injuries Form – Tool to support reflection

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

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

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

| | |
|--|--|
| Interpretation of level of risk | Low Medium High |
| Actions to be taken, either in response to the injury, or to reduce further risk. What, By who, By when Referral to First Response Y/N | |
| Signed by.... Role.... Date | Reviewed by (e.g., DSL) Date.... |