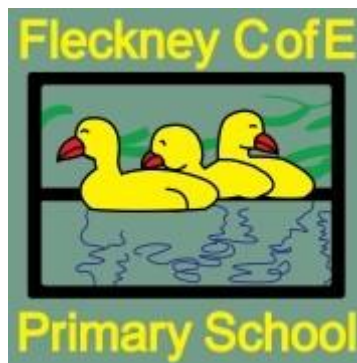


Fleckney C of E Primary School

Child Protection Policy



Let your light shine Matthew 5:16

Be the best that you can be.

Our Vision

Fleckney Church of England Primary School is a place where kindness, compassion and respect are at the heart of everything we do. We aspire for everyone to thrive and flourish and achieve our full potential in every aspect of school life. Through our Christian values, we nurture self-confidence, resilience and a sense of community so that we have an understanding of ourselves and our place in the wider world.

Date of Policy: September 28th 2026

Drafted by: S. Allen and J.Richards

**Approved and ratified by:
Gareth Robinson – Chair of Governors**

Date of Review: Annually

Policy statement and principles

Fleckney Church of England Primary School fully recognises the contribution it can make to protect children and support pupils in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive environment.

At our school, strong pastoral relationships are at the heart of everything we do. We believe that investing time in getting to know each child as an individual is fundamental to their wellbeing, development and success. By taking the time to understand our pupils, we build relationships founded on trust, respect and genuine care.

When children feel safe, valued and supported, they are more confident in sharing their thoughts, worries and concerns with our highly trained staff. These strong relationships also enable staff to recognise even subtle changes in behaviour or presentation, fostering a culture of professional curiosity where every child is noticed and no concern is overlooked.

Effective communication between school and home is equally important. By working in partnership with families, we are able to have open, honest and supportive conversations that ensure the very best outcomes for our children. As a church school at the heart of the community, our pupils are also known and valued beyond the classroom. Our wider school and parish networks provide an additional layer of care and support, helping every child to feel a true sense of belonging and ensuring they are surrounded by adults who know, nurture and champion them.

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

Role	Name	Contact Details
Headteacher & Senior Designated Safeguarding Lead	Mr Josh Richards	0116 240 2288 fleckneyprimary@fleckney.leics.sch.uk
Deputy Safeguarding Leads	Mrs Steph Allen Mrs Emma Pearson Mrs Jen Goode Mrs Wendy Chapman	0116 240 2288 fleckneyprimary@fleckney.leics.sch.uk
Senior Leader(s) available for contact, who have also undertaken DSL training	Mrs Ali Galpin Mrs Katy Headley	0116 240 2288 fleckneyprimary@fleckney.leics.sch.uk

Designated Governor for Child Protection / Safeguarding	Mr Gareth Robinson	0116 240 2288 fleckneyprimary@fleckney.leics.sch.uk
<u>Leicester and the Leicestershire and Rutland Safeguarding Children Partnerships Procedures Manual.</u>	<u>Report Your Concerns about a Child or Young Person</u>	<u>LCC report neglect or abuse</u>
LA Safeguarding Children in Education Officer	Charlotte Davis	0116 3057750 Charlotte.davis@leics.gov.uk
LA Child Protection Contact / LADO	<u>CFS-LADO@leics.gov.uk</u> LADO service is available office hours only: Monday-Thursday 8.30am - 5.00 pm Friday 8.30am - 4.30pm	<u>CFS-LADO@leics.gov.uk</u> Link to LADO referral form: <u>https://www.leicestershire.gov.uk/education-and-children/child-protection-and-safeguarding/report-a-childcare-worker-or-volunteer</u>
First Response	For urgent concerns about a child who needs a social worker or police officer today	0116 305 0005
Police (to report a crime and immediate risk of harm or abuse to child)	101	In an emergency 999 (only)
NSPCC help/whistleblowing line	line is available: 8.00am to 8.00pm Monday to Friday	0800 028 0285 email: help@nspcc.org.uk

Legislation and statutory guidance:

This policy is based on the Department for Education's statutory guidance DfE: Keeping Children Safe in Education 2026 (KCSiE) in force from 1 September 2026, and HM Government: Working Together to Safeguard Children, Published 26th March 2015, updated 18th March 2026 ([Working together to safeguard children - GOV.UK](#)). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

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

1. Purpose and Aims

- 1.1. Our policy applies to all staff, governors and volunteers working in Fleckney CE Primary School and takes into account statutory guidance provided by the Department for Education and local guidance issued by the Leicestershire Safeguarding Children Partnership.
- 1.2. We will ensure that all parents/carers are made aware of our responsibilities regarding child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this in Fleckney CE Primary 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 2023 are incorporated into this policy.
- 1.3. The school aims to ensure that:
 - 1.3.1. Appropriate action is taken in a timely manner to safeguard and promote children's welfare
 - 1.3.2. All staff are aware of their statutory responsibilities with respect to safeguarding
 - 1.3.3. Staff are properly trained in recognising and reporting safeguarding issues

2. Child Protection and Safeguarding Statement

- 2.1. We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We will endeavour to provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse, neglect and exploitation and follow our procedures to ensure that children receive effective support, protection, and justice.
- 2.2. The policies in Fleckney CE Primary School and are consistent with those Leicester and the Leicestershire and Rutland Safeguarding Children Partnerships.
- 2.3. For extended school activities where the Governing Body and/or school provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another provider, the Governing Body and/or school will seek assurance in writing that the provider concerned has appropriate policies and procedures in place to safeguard and protect children consistent with the DfE 4 guidance "Keeping children safe in out-of-school settings: code of practice" (inspecting these where needed) and that there are arrangements to liaise with the school on these matters where appropriate. Safeguarding requirements will be included in any lease or hire agreement as a condition of use; and any failure to comply will lead to termination of the agreement. The Headteacher will also take responsibility to inform the LADO about any allegations that are made against individuals or organisations who use the school premises.

3. Maintaining a child centred and coordinated approach to safeguarding

- 3.1. Everyone who works at in Fleckney CE Primary School understands they are an important part of the wider safeguarding system for children and accepts safeguarding and promoting the welfare of children is everyone's responsibility and everyone who comes into contact with children and their families has a role to play. To fulfil this responsibility effectively, all our staff, including supply staff and volunteers will ensure their approach is child-centred and will be supported to consider, at all times, what is in the best interests of the child.
- 3.2. We recognise no single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information, and taking prompt action.
- 3.3. Safeguarding children is defined as: The actions we take to promote the welfare of children and protect them from harm are everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

4. Safeguarding and promoting the welfare of children

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

5. Whole school approach to safeguarding

- 5.1. We understand the importance every member of our staff has through their contact with children in and outside of our school environment and the particular importance of the roles and relationships they have which places them in a position to identify concerns early, provide help for children and promote children's welfare and prevent concerns from escalating.
- 5.2. As a school we have a responsibility to provide a safe environment in which children can learn.
- 5.3. We will make every effort to identify children who may benefit from early help and put in place support as soon as a problem emerges at any point in a child's life.

- 5.4. Any staff member who has any concerns about a child's welfare should follow the processes set out in this child protection policy and raise concerns with the designated safeguarding lead or deputy without delay.
- 5.5. All our staff should expect to support social workers and other agencies following any referral, especially if they were involved in an alert or received a disclosure of risk, harm or abuse or harassment from a child.
- 5.6. Our senior designated safeguarding lead will provide support to staff to carry out their safeguarding duties and they will liaise closely with other services such as children's social care, police, family help, and health where required, as the designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

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

- 5.6.1. Pupils' health and safety and emotional well-being, and their mental and physical health or development.
 - 5.6.2. Meeting the needs of children with special educational needs and/or disabilities.
 - 5.6.3. Meeting the legal duties on the school under the Equality act: we will not unlawfully discriminate against pupils or students based protected characteristics; we will carefully consider how we support pupils/students regarding particular protected characteristics; we will take positive action to deal with particular disadvantages affecting pupils or students (see KCSIE paragraphs 86-89)
 - 5.6.4. Where a child receives elective home education and has an EHCP, the LA should review the plan working with parents and carers.
 - 5.6.5. The use of reasonable force.
 - 5.6.6. Meeting the needs of children with medical conditions.
 - 5.6.7. Providing first aid.
 - 5.6.8. Educational visits and off- site education.
 - 5.6.9. Alternative Provision placements
 - 5.6.10. Intimate care and emotional wellbeing.
 - 5.6.11. Online safety and associated issues including filtering and monitoring in accordance with DfE monitoring standards.
 - 5.6.12. Appropriate arrangements to ensure school security, considering the local context.
 - 5.6.13. Keeping children safe from risks, harm, exploitation and sexual violence and sexual harassment between children: KCSiE 2026
 - 5.6.14. Ensuring there is an appropriate safeguarding curriculum
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- 5.7. Safeguarding can involve a range of potential issues, such as:
 - 5.7.1. Neglect, physical abuse, sexual abuse, emotional abuse and exploitation.
 - 5.7.2. Contextualised also known as extra-familial abuse.
 - 5.7.3. 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.
 - 5.7.4. The approach to online safety, including appropriate filtering and monitoring on school devices and school networks for home use.
 - 5.7.5. Pupils frequently going missing, pupils who are 'absent from education', pupils going 'missing from care or home' and the risks this poses on repeat occasions and for prolonged periods.

- 5.7.6. Domestic Abuse including teenage relationship abuse.
- 5.7.7. Domestic Abuse including where they see, hear or experience its effects.
- 5.7.8. Racist, disability- based, homophobic, bi-phobic, or transphobic abuse.
- 5.7.9. Gender based violence/violence against women and girls.
- 5.7.10. Risk of extremist behaviour and/or radicalisation and susceptibility to being at risk of being drawn into terrorism.
- 5.7.11. Child sexual exploitation, human trafficking, modern slavery, sexual or criminal exploitation.
- 5.7.12. A young carer.
- 5.7.13. Has a mental health need which has had an effect on school attendance and progress.
- 5.7.14. Has special educational needs, whether or not they have a statutory Education Health and Care Plan (EHCP).
- 5.7.15. Privately fostered.
- 5.7.16. Has returned home to their family from care.
- 5.7.17. Has a family member in prison or is affected by parental offending.
- 5.7.18. Child-on-Child Abuse (broadened by KCSiE 2026 to include children abusing other children, other varying form of bullying including online and sexually harmful behaviour, sexual violence, and sexual harassment (further defined in KCSiE 2026).
- 5.7.19. Harm outside the home or extra familial harm.
- 5.7.20. The impact of new technologies, including 'sexting' and accessing pornography.
- 5.7.21. The impact of generative artificial intelligence
- 5.7.22. Exposure to misinformation, disinformation (including fake news) and conspiracy theories
- 5.7.23. 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.
- 5.7.24. In possession of a knife and or involved in knife crime, youth violence, criminal child exploitation (CCE).
- 5.7.25. Is in family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse/harm.
- 5.7.26. Is at risk of or from serious violence and violent crime.
- 5.7.27. Persistent absence from education, including persistent absence for part of the school day.
- 5.7.28. At risk of suspension or permanent exclusion
- 5.7.29. Particular issues affecting children including domestic abuse and violence, female genital mutilation, and honour-based abuse.
- 5.7.30. 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).
- 5.7.31. 'Upskirting'- The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. Upskirting is a criminal offence and reportable by all teachers (KCSiE 2026).
- 5.7.32. Is pregnant or is a parent themselves
- 5.7.33. Has exhibited early signs of abusive, violent and/or harmful behaviours
- 5.7.34. Is misusing alcohol and other drugs themselves
- 5.7.35. Is a privately fostered child
- 5.7.36. Is frequently missing/goes missing from education, home or care

- 5.8. All our staff and volunteers are aware of the indicators of abuse, neglect, exploitation and Modern slavery, and knowing what to look for is vital for the early identification so that support can be put in place. Our staff and volunteers are also aware of the specific safeguarding issues that indicate or inform concerns or incidents linked to child criminal exploitation and child sexual exploitation. They know to report concerns directly to the designated safeguarding lead 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.
- 5.9. Our staff recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, neglected or a victim of modern slavery, and 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, 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.
- 5.10. All staff should always speak to the designated safeguarding lead, or deputy at the earliest opportunity.
- 5.11. As a school, we are aware that abuse, neglect, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore all staff should always be vigilant and always raise any concerns with the designated safeguarding lead (or deputy).
- 5.12. 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.
- 5.13. All our staff have received information and training regarding the risks that can take place outside the child's family. This is known as extra-familial harm which can take on a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse - including physical, sexual, emotional abuse, and stalking), criminal exploitation (including financial exploitation), serious youth violence, county lines, financial exploitation and radicalisation.
- 5.14. 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.
- 5.15. 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.

6. Whole school approach to safeguarding

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

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

- 6.2.1. Identifying and assigning roles and responsibilities to manage filtering and monitoring systems.
 - 6.2.2. Reviewing filtering and monitoring provision at least annually.
 - 6.2.3. Blocking harmful and inappropriate content without unreasonably impacting teaching and learning.
 - 6.2.4. Having effective monitoring strategies in place that meet the school safeguarding needs.
 - 6.2.5. Reviewing 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.
- 6.3. Different staff and governors (e.g. the Designated Safeguarding Lead, SLT, IT Provider/Manager, and all other staff) understand and receive relevant training about their assigned roles and responsibilities in filtering and monitoring the internet in school; e.g. about understanding the systems and processes in place, reviewing internet logs, checking and reviewing its effectiveness, knowing how to record and report concerns, etc. The filtering and monitoring software (SENSO) is reviewed weekly and immediate alerts are emailed to the DSL on usage of high risk words.
- 6.4. Our Governing body will ensure a review is maintained to ensure standards. They will discuss with IT staff and service providers these standards and whether more needs to be done to support our school/college in meeting and maintaining these standards and communicating these to staff, our pupils, parents, carers and visitors to the school who provide teaching to children as part of the learning and educational opportunities we provide.
- 6.5. 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.

- 6.6. 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.
- 6.7. All forms of abuse or harassment will be reported in accordance with national safeguarding guidance, and we will take a 'zero tolerance' approach to harassment and abuse as informed in KCSiE 2026.
- 6.8. As a school should an incident or disclosure be made by a child, our staff will always reassure the child (victim) that they are being taken seriously and that they will be supported and kept safe, but we recognise that not every victim will view themselves as such. We will also be mindful of the use of other terminology such as 'alleged perpetrator(s)' or 'perpetrator(s)' as in some cases, instead referring to the 'child who has been harmed' and the 'child who has caused harm' the abusive behaviour will have been harmful to the perpetrator as well.
- 6.9. 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.

7. Identifying Concerns

- 7.1. All members of staff, volunteers and governors will be aware of indicators of abuse, neglect and exploitation, will know how to identify pupils who may be being harmed and then how to respond to a pupil who discloses abuse, or where others raise concerns about them. Our staff will be familiar with procedures to be followed and will receive safeguarding and child protection (including online safety) updates.
- 7.2. Staff understand that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition, and that in most cases multiple issues will overlap with each other. Staff who regularly come into contact with children are aware of the DfE guidance What to do if you're worried a child is being abused
- 7.3. The five main categories of child abuse are as follows:
 - 1. Physical Abuse
 - 2. Emotional Abuse
 - 3. Sexual Abuse
 - 4. Neglect
 - 5. Exploitation

8. Indicators of abuse, neglect and exploitation

- 8.1. Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.
- 8.2. Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- 8.3. Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a 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 include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- 8.4. Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbations, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children to look at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and all staff should be aware of it and of their school or colleges policy and procedures for dealing with it.
- 8.5. Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to; provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision

(the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

- 8.6. Child Criminal Exploitation: occurs where an individual or group takes advantage of an organised network or gang, and the victim may identify as being part of this group, takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual.
- 8.7. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology. Criminal exploitation often happens alongside sexual or other forms of exploitation.
- 8.8. Child Criminal exploitation is broader than just county lines and includes for instance children forced to work on cannabis farms, to commit theft, shoplift or pickpocket, or to threaten other young people.
- 8.9. Child sexual exploitation (CSE) is a type of sexual abuse. It happens when a child or young person is coerced, manipulated or deceived into sexual activity in exchange for things that they may need or want like gifts, drugs, money, status and affection.

9. Safeguarding issues

- 9.1. All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education, unexplainable and/or persistent absences from education and consensual and non-consensual sharing of nudes and semi-nude images and/or videos can be signs that children are at risk.
- 9.2. ICTIC, in conjunction with the DSL is responsible for:
 - 9.2.1. Putting in place an appropriate level of security protection procedures, such as filtering and monitoring systems on school devices and school networks. These are reviewed and updated at least annually to assess effectiveness and ensure pupils are kept safe from potentially harmful and inappropriate content and contact online while at school, including terrorist and extremist material.
 - 9.2.2. Ensuring that the school's ICT systems are secure and protected against viruses and malware, and that such safety mechanisms are updated regularly conducting a full security check and monitoring the school's ICT systems on a monthly basis.
 - 9.2.3. Blocking access to potentially dangerous sites and, where possible, preventing the downloading of potentially dangerous files. Ensuring that any online safety incidents are logged with a DSL and dealt with appropriately in line with this policy. Ensuring that any incidents of cyber-bullying are dealt with appropriately in line with the school behaviour policy.

- 9.3. 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 Fleckney CE 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.
- 9.4. 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.
- 9.5. Where staff members have concerns about a child (as opposed to a child being in immediate danger) they will decide what action to take in conjunction with the Senior Designated Safeguarding Lead. 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 Deputy Designated Safeguarding Lead is notified as soon as possible.
- 9.6. 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.
- 9.7. Forming strong pastoral relationships is fundamental to ensuring that our pupils feel listened to, valued and supported. At Fleckney C of E Primary School, we actively invest time in getting to know each child as an individual, recognising that positive, trusting relationships are at the heart of effective safeguarding. When children feel listened to and comfortable talking to adults in school, they are more likely to feel safe, secure and confident in sharing any worries or concerns they may have. Across the school, teachers use a range of age-appropriate strategies to encourage pupils to communicate their feelings, including worry boxes, worry monsters and regular opportunities for discussion. During collective worship, children are regularly reminded about who they can talk to if they are worried and how to seek help from trusted adults. Through ongoing safeguarding training and professional development, all staff are equipped to remain vigilant and identify changes in a child's behaviour, presentation or emotional wellbeing that may indicate a concern. All safeguarding concerns are recorded on CPOMS to ensure appropriate monitoring and follow-up. However, staff are also trained to understand that CPOMS does not replace the need for immediate face-to-face conversations with a Designated Safeguarding Lead (DSL) when there are child protection concerns, ensuring that timely action can be taken to protect children from harm.

10. Alternative providers and other agencies

- 10.1. Our school actively collaborates with various agencies, including statutory safeguarding partners, to support vulnerable children. We hold regular meetings on-site with social care professionals and social workers, ensuring effective communication and coordinated care. Our staff participates in partnership forums and multi-agency training to stay informed on best practices. Additionally, we facilitate meetings for individual children and families at the school, providing a convenient and accessible location for engagement. This collaborative approach ensures that children, parents, and carers receive the necessary support in a familiar and supportive environment.
- 10.2. Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider can meet the needs of the pupil.
- 10.3. Children who attend alternative education often have complex needs. It is important governing bodies 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.
- 10.4. Whilst the Local Authority may hold a register of approved alternative provision providers the school remains ultimately responsible for the provision they commission. Schools should also obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff.
- 10.5. For children in Alternative Provision (AP), our school ensures their safety by conducting thorough checks before placement to confirm the provision meets our safeguarding standards. Once a child is placed, we maintain regular contact, including up to three phone calls a day, with a minimum of two, to monitor the child's well-being. Additionally, regular visits to the provision are conducted to ensure the child's safety and progress are closely supervised and supported.
- 10.6. The Senior Designated Safeguarding Lead (DSL) or headteacher, who is familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies.
- 10.7. The school will always know where a child is based during school hours. This will include the address if any children attending alternative provision and any subcontracted provision the children may attend.
- 10.8. The Senior DSL and DSL team share concerns with external agencies, including social services, the police, and the school nurse, using the appropriate forms, and may also engage additional support services as needed.

- 10.9. Before a pupil attends an Alternative Provision, a Designated Safeguarding Lead (DSL) visits the setting to ensure that it is suitable and that safeguarding arrangements are robust. Contact is established with the Alternative Provision's safeguarding lead to facilitate the appropriate sharing of any relevant safeguarding information and to ensure a clear understanding of the child's needs and any associated risks. In the event of an allegation or safeguarding concern arising, swift action is taken to ensure that this information is communicated to the school immediately. A school DSL will then take appropriate action in line with our safeguarding policies and procedures, including making a referral to the Local Authority Designated Officer (LADO) where required. All staff receive regular safeguarding training to ensure they understand their responsibilities in keeping children safe. In addition, any volunteers or supply staff are provided with a safeguarding briefing by a trained DSL before commencing work in school. This briefing ensures they are familiar with key safeguarding procedures, reporting expectations, and the actions they must take should they have any concerns about a child's welfare.

11.CPD, culture and ethos

- 11.1. All staff, supply staff, and volunteers receive a safeguarding booklet during induction, ensuring they know how and to whom they should report concerns or disclosures, with regular checks conducted to confirm their understanding.
- 11.2. All staff recruitment strictly follows safer recruitment processes, with regular training provided to maintain a safeguarding culture both in and out of school, including online, ensuring compliance with KCSiE 2026 requirements.

Responsibilities of the DSL/DSL Team

- 11.3. The Senior DSL and deputies (DSL team) maintain 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 in schools. This includes children kinship care.
- 11.4. 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.
- 11.5. 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.
- 11.6. 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.

- 11.7. The DSL team meets termly to discuss 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 in schools. This includes children in kinship care. We ensure all DSLs understand the specific needs of these pupils and that all information relating to safeguarding is shared.
- 11.8. The SEND Code of Practice is a source of information and support is available from specialist organisations including SENDIASS.

12. The seven main elements of our Child Protection Policy (in line with KCSIE 2026):

- 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 premises and/or online, forms of harassment and harmful sexual behaviour. Filtering and monitoring arrangements for online safety and harms are included within this policy and reflect the school's approach to child-on-child abuse.

13. Providing a safe environment

- 13.1. We recognise that because of the day-to-day contact our school have with children they and we are well placed to observe the outward signs of abuse.
- 13.2. The school will therefore:
 - 13.2.1. Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to and heard.
 - 13.2.2. Ensure children know that there are trusted adults in the school who they can approach if they are worried.
 - 13.2.3. Ensure that every effort is made to establish effective working relationships with parents, carers, and colleagues from other agencies.

- 13.2.4. Include opportunities in RSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- 13.2.5. Recognise and managing risks including online safety, radicalisation and extremism, sexual exploitation, child on child sexual violence and sexual harassment, the sharing of nude and semi -nude images which has replaced what was termed as sexting.
- 13.2.6. Support the development of healthy relationships and awareness of domestic violence and abuse, recognising that Domestic Abuse can encompass a wide range of behaviours and may involve a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional harm and children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.
- 13.2.7. Recognise how pressure from others and safeguarding vulnerabilities can affect their behaviour.
- 13.2.8. Recognise the link between mental health, school attendance and children 'absent from education' and the impact on learning, progress, and educational attainment.
- 13.2.9. Ensure that all staff recognise that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, signs of an eating disorder, suicidal ideation or suicide. They could be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- 13.2.10. Ensure 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.
- 13.2.11. Ensuring our behaviour policy includes measures to prevent bullying, including cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying and use of social media platforms and networks is contained within this child protection policy.
- 13.2.12. Maintain an on-line safety policy which address statutory filtering and monitoring standards, which take into account remote learning, and use of mobile and smart technology and is reviewed regularly to take into account any new threats. This policy is accompanied by our school's AI policy and adopts the DFE guidance for Generative Artificial Intelligence.
- 13.2.13. Recognise the response required by school and safeguarding agencies to address any 'harm outside the home' also known as 'extra familial harm.' Schools are a place of protection and where children and young people can share concerns and seek support and are place of safety and where children and young people can form safe and trusted relationships. Through creating a whole school ethos and sharing excellent communication with safeguarding partners and services, children and young people can feel assured they will be listened to, heard, and offered support to enable them share sensitive information and strengthen their resilience.

- 13.2.14. Recognise the importance of our school ethos of working together with parents, carers, and external services to form strong and trusted partnerships. These 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.
- 13.3. We will work with external agencies for example Children's social services, The Police, CAFCASS amongst others, to ensure we tackle harm in and outside of the home.
- 13.4. Safeguarding is embedded in the RSE and PSHCE curriculum, teaching students how to stay safe at home and online, with additional enrichment activities like the Warning Zone program in Year 6.
- 13.5. We will take all reasonable measures to ensure any risk of harm to children's welfare is minimised inside and outside of the school environment.
- 13.6. We will 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.
- 13.7. We ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school.
- 13.8. We promote pupil health and safety.
- 13.9. Promote safe practice and challenge unsafe practice.
- 13.10. 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 – appendix 5.
- 13.11. Provide first aid and meet the health needs of children with medical conditions.
- 13.12. Be aware that a child with medical conditions maybe at greater risk of being neglected, abused or exploited because of their medical condition.
- 13.13. Ensure school site security.
- 13.14. Address drugs and substance misuse issues.
- 13.15. Support and plan for young people in custody and their resettlement back into the community.
- 13.16. Work with all agencies regarding missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.
- 13.17. Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended school activities, vocational placements, and alternative education packages.

14. Additional measures

- 14.1. Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.
- 14.2. To support our pupils (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.
- 14.3. Children may be vulnerable because, for instance, they have needed an allocated social worker, have a disability, are in care, a care-leaver or previously looked after, or are experiencing some form of neglect. It is therefore important that staff recognise that mental health concerns can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- 14.4. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. For such children school may be one of the few stable, secure and predictable components of their lives.
- 14.5. 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:
 - 14.5.1. assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
 - 14.5.2. these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.
 - 14.5.3. the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
 - 14.5.4. Communication barriers and difficulties in managing or reporting these challenges.
 - 14.5.5. 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.
- 14.6. We will seek to provide such children with the necessary support to build their self-esteem and confidence, helping them to secure the very best educational outcomes they are able to achieve. The context in which safeguarding incidents and/or behaviours occur, whether in school or within or outside the home (including online), will be considered by staff, particularly the 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. General indicators of abuse and neglect (from Part 1 of the

statutory guidance) and further information about specific forms of abuse are contained within Appendix B of the statutory guidance, "Keeping Children Safe in Education".

- 14.7. Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.
- 14.8. KCSiE 2026 Annex B page 160 Child abduction and community safety incidents – Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.
- 14.9. 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.
- 14.10. In PSHE lessons, children are taught about safety. They learn to how build confidence and ability to protect themselves. In addition to, knowing how and where they can seek help and support. Staff should be aware of the importance of:
 - 14.10.1. Challenging inappropriate behaviours
 - 14.10.2. Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
 - 14.10.3. Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
 - 14.10.4. The school provides outdoor safety lessons to help children build confidence and abilities to protect themselves. In the KS1 curriculum, forest schools offer tools and experiences that encourage outdoor learning and boost confidence. E-safety lessons are consistently integrated to address online risks. Additionally, in Year 6, students visit the Warning Zone, where they study various outdoor dangers and learn strategies to handle them effectively. Through these programs, the school ensures that children are equipped with the knowledge and skills to seek help and support when needed.

15.Procedures for identifying and reporting cases

- 15.1. We will follow the procedures set out by the Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) and take account of guidance issued by the DfE in Keeping Children Safe in Education 2024 to:
- 15.1.1. Ensure we have a Senior Designated Safeguarding Lead (DSL), who is a member of the school leadership team, and a Deputy Safeguarding Lead for child protection / safeguarding who has received appropriate training and support for this role.
 - 15.1.2. Ensure that the Designated Safeguarding Lead role is written into their job description and clarifies the role and responsibilities including as defined in KCSiE 2026 Annex B.
 - 15.1.3. The Leadership team will ensure that there are appropriate cover arrangements for periods when the designated safeguarding lead is unavailable due to illness, leave, or other circumstances. This will include access to the confidential shared mailbox DSL@ to ensure that safeguarding concerns are received, monitored, and acted upon without delay.
 - 15.1.4. Ensure we have a nominated governor responsible for child protection/safeguarding.
 - 15.1.5. Ensure that we have a Designated Teacher for Looked after Children (LAC).
 - 15.1.6. Ensure every member of staff (including temporary, supply staff trainee teachers and volunteers) and the governing body knows the name of the Senior Designated Safeguarding Lead, their deputies responsible for child protection, and their role.
 - 15.1.7. Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead, or to children's social care/police if a child is in immediate danger.
 - 15.1.8. Ensure all staff and volunteers are aware of the early help process and understand their role in making referrals or contributing to early help offers and arrangements.
 - 15.1.9. Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice, and that these concerns will be taken seriously.
 - 15.1.10. Ensure that there is a complaints system in place for children and families.
 - 15.1.11. Ensure that parents understand the responsibility placed on the school and staff for child protection and safeguarding by setting out its obligations in the school prospectus and on the school's website.
 - 15.1.12. Notify Children's Social Care if there is an unexplained absence for a child who is subject to a child protection plan and where no contact can be established with the child, or a parent or appropriate adult linked to the child.
 - 15.1.13. Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
 - 15.1.14. Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral, and actions to safeguard.

- 15.1.15. Ensure all records are kept securely; all child protections files are kept confidentially in a locked cabinet in an office. In addition, electronic files on CPOMS are access via a 2 factor authenticator and only DSLs have access to this.
- 15.1.16. Ensure that we follow robust processes to respond when children are missing from education or missing from home or care.
- 15.1.17. Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- 15.1.18. Ensure safe recruitment practices are always followed.
- 15.1.19. Apply confidentiality appropriately.
- 15.1.20. Apply the LLRSCB escalation procedures if there are any concerns about the actions or inaction of social care staff or staff from other agencies.

16.Supporting children and working in partnership

- 16.1. We recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. We recognise that children who are abused or who witness violence may find it difficult to develop a positive sense of self-worth. They may feel helplessness, humiliation, and some sense of blame. The school may be the only stable, secure, and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication We also recognise that there are children who are more vulnerable than others, which include children with special educational needs and or disabilities.
- 16.2. All staff including volunteers are advised to maintain the attitude of 'it could happen here' where safeguarding is a concern, and when concerned about the welfare of the child should always act in the best interests of the child.
- 16.3. Our school will endeavour to support the pupil through:
 - 16.3.1. Developing the content of the curriculum to ensure the children are constantly aware of how to keep safe at school, at home and online.
 - 16.3.2. Maintaining a school ethos which promotes a positive, supportive, and secure environment, and which gives pupils a sense of them being valued.
 - 16.3.3. The school behaviour policy and anti-bullying policy and which is kept up to date with national and local guidance and which is aimed at supporting vulnerable pupils in our school.
 - 16.3.4. Our school will proactively ensure that all children know that some behaviours are unacceptable and will need to be addressed but as members of our school they are valued and will be supported through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents.

- 16.3.5. The school promptly addresses concerns, with the team of Designated Safeguarding Leads (DSLs) deciding on the most appropriate intervention to support each child. The school takes a personalized approach, tailoring support on a pupil-by-pupil and case-by-case basis to ensure the best outcomes. Additionally, there is a support unit called "Winnie's Den" on the playground to assist children during unstructured times. The school also offers strong pastoral support to ensure the well-being of all students.
- 16.3.6. Liaison with other agencies that support the pupil such as Children's Social Care (in line with the Thresholds for access to services, updated in September 2021); Leicestershire Inclusion Service and Education Psychology Service, and the Children and Family Wellbeing Service, etc.
- 16.3.7. Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there have been wider safeguarding concerns, their information is transferred to the new school immediately or within 5 working days and that the child's social worker is informed.
- 16.3.8. Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully supported by everyone who works at our school.
- 16.3.9. Where a child discloses a concern or informs of 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.
- 16.3.10. The staff member (if not the designated safeguarding lead Mr J Richards) will inform the DSL immediately, and actions taken in accordance with the school child-on-child / sexual violence and sexual harassment between children in school policy.

17. Staff and Safe Recruitment

- 17.1. The leadership team and governing body of the school will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSiE 2026
- 17.2. School leaders, staff and members of the governing body will be appropriately trained in safer working practices and access safer recruitment training.
- 17.3. Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate necessary procedures to carry out the checks required and where any concerns arise, we will seek advice and act in accordance with national guidance.
- 17.4. The school has in place recruitment, selection, and vetting procedures in accordance with KCSiE 2026 Part Three and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2026 Part Three paragraphs 345 to 349.
- 17.5. All volunteers working in regulated activity will have an enhanced DSB.
- 17.6. Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the School Employee Code of Conduct, which includes contact between staff and pupils outside the work context. Concerns regarding low-level concerns will be

included in our Code of Conduct, in line with KCSiE 2026. Staff can access a copy on TEAMS or ask for a printed copy from the school office.

- 17.7. Newly appointed staff and volunteers will be informed of our arrangements for safer working practices by a member of the DSL team before beginning working and contact with pupils. All volunteers must now have an enhanced DBS check before undertaking regulated activity in line with The Crime and Policing Act 2026.
- 17.8. In the event of any complaint or allegation against a member of staff, volunteer, contractor or trainee teacher, the headteacher (or the Designated Safeguarding Lead) if the headteacher is not present, will be notified immediately. This includes allegations relating to individuals or organisations using the school premises for the purpose of running activities for children (for example community groups, sports associations or service providers that run extra-curricular activities). 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.
- 17.9. Staff may find some of the issues relating to child protection and the broader areas of safeguarding upsetting and may need support which should be provided by the school and their Human Resources Team.
- 17.10. Advice and support will be made available by the Safeguarding and Compliance Lead (SCL), LADO and LCC HR where appropriate to the leadership team.
- 17.11. We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:
 - 17.11.1. An enhanced DBS check with barred list information for contractors engaging in regulated activity
 - 17.11.2. An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children
- 17.12. We will obtain the DBS check for self-employed contractors.
- 17.13. We will not keep copies of such checks for longer than necessary (no more than 6 months).
- 17.14. Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances. We will check the identity of all contractors and their staff on arrival at the school.
- 17.15. For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.
- 17.16. The school will obtain written confirmation from any alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment for example those checks that our school would otherwise perform in respect of its own staff.

- 17.17. When placing a student in a work experience placement the school will ensure they the work that they will be undertaking is considered to be a regulated activity and therefore needs the necessary checks to be performed.
- 17.18. If a student aged 16 plus is on a work experience placement in a place such as a school or nursery which provides opportunity to for the student to be in contact with children, this is regulated activity and the school will consider if a DBS enhanced check is required.

18. Links to other Local Authority policies

- 18.1. This policy 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).
- 18.2. This policy, together with the following policies below, will make up the suite of policies to safeguard and promote the welfare of children in this school
- Anti-Bullying Policy
 - Behaviour Policy
 - Staff Code of Conduct
 - Complaints Policy
 - Attendance Policy
 - Whistleblowing Policy
 - Equality Policy
 - Self-Harm Policy
 - Health and Safety Policy
 - RSE Policy
 - E-Safety Policy
 - Low-Level Concern Policy (Appendix 5)
- 18.3. We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.
- 18.4. We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.
- 18.5. Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:
- Is serious, and potentially a criminal offence
 - Could put pupils in the school at risk
 - Is violent
 - Involves pupils being forced to use drugs or alcohol
 - Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi nudes)

19.Procedures for dealing with allegations of child-on-child abuse

- 19.1. If a pupil makes an allegation of abuse against another pupil:
 - 19.1.1. You must record the allegation and tell the DSL, but do not investigate it
 - 19.1.2. The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
 - 19.1.3. The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s)
 - 19.1.4. The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate
 - 19.1.5. If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.
 - 19.1.6. Leicestershire and Rutland Safeguarding Children Partnership Policy, Procedures and Practice Guidance link: <https://lrs cb.proceduresonline.com/index.htm>

20.Raising Awareness - Roles and Responsibilities

- 20.1. All staff and volunteers: Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone in our school who comes into contact with children and their families have a role to play in safeguarding children. All staff in our school consider, always, what is in the best interests of children.
- 20.2. All staff within our school are particularly important as they are able to identify concerns early and provide help to children to prevent concerns from escalating.
- 20.3. All our staff are aware of the early help process and understand their role in this. This includes being able to identify emerging problems to recognise children who may benefit from early help. Staff know in the first instance to discuss their concerns with the Designated Safeguarding Lead and understand they may be required to support other agencies and professionals in assessments for early help.
- 20.4. All parents and carers are always welcome to come into school to seek advice and support on any issues. Additionally, we hold a weekly coffee evening where parents can discuss any concerns together with the SENDCo and DSL.
- 20.5. We recognize the importance of children and social workers meeting during the school day when necessary, and our DSLs work closely with social care and safeguarding partners to ensure that children on child protection, child in need, and LAC plans are kept safe and their needs are effectively met.
- 20.6. The school website has a dedicated safeguarding page from September 2024 signposting parents to policies and resources to support.

- 20.7. All our staff are aware of the systems in use at Fleckney CE Primary School and these are explained to them as part of staff induction, which include our child protection policy; the Code of Conduct and the role of the Designated Safeguarding Lead and Keeping Children Safe in Education 2026
- 20.8. Our school utilises an induction checklist when staff are inducted which includes the above, but also other policy and procedural information
- 20.9. All our staff receive safeguarding and child protection training which is updated every three years. In addition to this training all staff members receive child protection and safeguarding updates when required, but at least annually.
- 20.10. Training is delivered by the DSLs and we outsource some training to the local authority safeguarding team. Safeguarding termly bulletins are sent to all staff to inform them of changes to national or local safeguarding guidance.
- 20.11. 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.
- 20.12. 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.

20.13. Staff responsibilities:

- 20.13.1. All staff have a key role to play in identifying concerns and provide early help for children. To achieve this, they will:
- 20.13.2. Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- 20.13.3. Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- 20.13.4. Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- 20.13.5. Lead and ensure robust arrangements and procedures are in place to effectively manage and regularly monitor the school online safety. Specifically this is 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.
- 20.13.6. Attend training to be aware of and alert to the signs of abuse.
- 20.13.7. Maintain an attitude of "it could happen here" with regards to safeguarding.
- 20.13.8. 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.
- 20.13.9. 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.

- 20.13.10. Follow the allegations procedures if the disclosure is an allegation against a member of staff, volunteer, trainee teacher or an individual not directly employed by the school; for example, supply teachers or sports coaches.
- 20.13.11. Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- 20.13.12. Follow the procedures set out by the LRSCP and take account of guidance issued by the DfE KCSiE 2026.
- 20.13.13. Support pupils in line with their child protection plan, child in need plan, LAC Care Plan.
- 20.13.14. Treat information with confidentiality but never promising to “keep a secret.”
- 20.13.15. Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- 20.13.16. Understand early help and be prepared to identify and support children who may benefit from early help, to include children who are frequently missing/goes missing from education, home or care, has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit, has a parent or carer in custody or is affected by parental offending.
- 20.13.17. Liaise with other agencies that support pupils and provide early help.
- 20.13.18. Ensure they know who the DSL and Deputy DSLs are and know how to contact them.
- 20.13.19. 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.
- 20.13.20. Our school actively engages in learning opportunities and partnership work with various organizations to enhance student well-being and safety, including:
- NSPCC (National Society for the Prevention of Cruelty to Children): Collaboration for safeguarding training and workshops.
 - Police Community Support Officers (PCSOs): Partnerships for community safety education and crime prevention initiatives.
 - Counselling Services: Engagement with external counselling services to support student mental health.
 - Health Professionals: Collaboration with healthcare providers for health education and support.
- 20.13.21. Be alert to the needs of young carers, recognising that caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing. Early identification is essential to ensure young carers receive support, at the right time and by the appropriate services including additional support from external partners, or local authority and health services.

20.14. Senior Leadership/Management Team responsibilities:

- 20.14.1. Contribute to inter-agency working in line with HM Working Together to Safeguard Children 2018 (updated December 2020) guidance.
- 20.14.2. Provide a co-ordinated offer of early help when additional needs of children are identified.
- 20.14.3. Ensure all staff, supply staff and volunteers are alert to the definitions of abuse and indicators, and through access to regular training opportunities and updates.
- 20.14.4. Ensure staff are alert to the various factors that can increase the need for early help.
- 20.14.5. Working with Children's Social Care, support their assessment and planning processes including the school's attendance at conference and core group meetings as appropriate.
- 20.14.6. Carry out tasks delegated by the governing body such as training of staff and volunteers, safer recruitment and maintaining of a single central register.
- 20.14.7. Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- 20.14.8. Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.
- 20.14.9. Ensure that allegations or concerns against staff including low-level concerns are dealt with in accordance with guidance from Department for Education (DfE) KCSiE 2026 Part Four 'Allegations made against/Concerns raised in relation teachers including supply teachers, other staff, volunteers, and contractors in Sections One and Two.

21. Teachers (including ECTs) and Headteachers – Professional Duty`

- 21.1. The Teachers Standards 2012 (updated 2026) 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.
- 21.2. The Children and Social Work Act of 2017, places responsibilities for a 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.
- 21.3. We have arrangements in place to ensure that children and young people who meet these criteria are cared for and supported by staff members, with oversight from the designated teacher. We also ensure that these students are aware of who the designated teacher is through regular communication and visible presence within the school/college.

22. Designated Safeguarding Lead

- 22.1. We have a Senior Designated Safeguarding Lead who takes lead responsibility for safeguarding children and child protection who has received appropriate training and support for this role. The Senior Designated Safeguarding Lead is a senior member of the school leadership team, and their responsibilities are explicit in their job description.
- 22.2. We also have 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.
- 22.3. All DSLs (Designated Safeguarding Leads) at the school have completed the required training and are overseen by the Senior Designated Safeguarding Lead to ensure that child protection responsibilities are fulfilled and the needs of the children and young people on roll are met.
- 22.4. We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils. Our Designated Safeguarding Lead will ensure there is a structured procedure within the school, which will be followed by all the members of the school community in cases of suspected abuse.
- 22.5. The Senior Designated Safeguarding Lead is expected to:
 - 22.5.1. Manage Referrals:
 - 22.5.1.1. Refer cases of suspected abuse or allegations to the relevant investigating agencies.
 - 22.5.1.2. Support staff who make referrals to children's social care and other referral pathways.
 - 22.5.1.3. Refer cases where a person is dismissed or left due to risk/harm to a child and will make a referral to the Disclosure and Barring Service.
 - 22.5.1.4. 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.
 - 22.5.1.5. Ensure appropriate systems are in place to manage and address online safety, access to mobile phone networks, especially for those children who are potentially at greater risk of harm, abuse, and exploitation and refer concerns where required linked to the PREVENT duty. Note: This preventing radicalisation section remains under review, following the publication of a new definition of extremism on the 14 March 2024.

- 22.5.1.6. The Senior DSL and the DSL team meet regularly to ensure that all members are fully informed of safeguarding concerns and cases within the school. During these meetings, we discuss ongoing cases, share updates, and collaborate on strategies to respond effectively to the needs of children subject to safeguarding concerns. This regular communication ensures that all team members are aligned and can provide the necessary support to protect and promote the welfare of the students in our care.
- 22.5.2. Work with others:
 - 22.5.2.1. Liaise with the headteacher (where the Senior Designated Safeguarding Lead role is not carried out by the headteacher) to inform him/her of any issues and ongoing investigations.
 - 22.5.2.2. As required, liaise with the 'case manager' (as per Part Four of KCSiE 2026) and the LADO where there are child protection concerns/allegations that relate to a member of staff.
 - 22.5.2.3. Liaise with the case manager and the LADO/LADO Allegation Officer where there are concerns about a staff member.
 - 22.5.2.4. Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies and acts as a source of support, advice, and expertise for other staff.
 - 22.5.2.5. Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.
 - 22.5.2.6. Liaise with the local authority and other agencies in line with Working Together to Safeguard Children 2023 and the local Leicestershire Safeguarding Children Partnership procedures and practice guidance.
- 22.6. The headteacher, designated safeguarding leads and governing body are aware of the local arrangements put in place by Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) and know how to access the LRSCP website and training.
- 22.7. The DSL team regularly provides feedback to staff through safeguarding newsletters which are issued termly, which are tailored to the specific needs of the community we serve. These briefings help raise awareness of emerging threats and risks, ensuring that all staff are informed and equipped to respond appropriately. Additionally, information is shared through staff meetings, notice boards, and briefings. The DSL team also contributes to developing the curriculum and learning experiences, integrating relevant safeguarding topics to ensure our children are safe, informed, and aware of potential risks.
- 22.8. The school maintains strong links with agencies such as the, local Police Community Support Officers, and other relevant organizations. We regularly collaborate with these agencies, and local police officers come into the school to deliver talks and provide valuable guidance to both students and staff, enhancing our community's safety and awareness.

22.9. Undertake training:

- 22.9.1. Formal Designated Safeguarding Lead training will be undertaken at least every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually.
- 22.9.2. The Senior Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training.
- 22.9.3. The Senior Designated Safeguarding Lead is also responsible for ensuring all other staff with designated safeguarding responsibilities access up to date and timely safeguarding training and maintains a register or data base to evidence the training.
- 22.9.4. The school will continue to provide up-to-date training for all staff throughout the 2026-2027 academic year. This will include regular awareness-raising sessions, workshops, and professional development opportunities to ensure that all staff are equipped with the latest knowledge and skills in safeguarding and child protection
- 22.9.5. The training undertaken should enable the Designated Safeguarding Lead to:
 - 22.9.5.1. 28.12.1 Understand the assessment process for providing early help and intervention through the Thresholds to access to services.
 - 22.9.5.2. 28.12.2 Have a working knowledge of how the Leicestershire and Rutland Safeguarding Children Partnership operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
 - 22.9.5.3. 28.12.3 Ensure that each member of staff has access to the child protection policy and procedures.
 - 22.9.5.4. 28.12.4 Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes.
 - 22.9.5.5. 28.12.5 Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers.
 - 22.9.5.6. 28.12.6 Be able to keep detailed, accurate, secure written records of concerns, decisions and referrals.
 - 22.9.5.7. 28.12.7 Understand the Prevent Duty and provide advice and support to staff on protecting and preventing children from the risk of radicalisation and being grooming into extremist behaviours and attitudes (KCSiE 2026).
 - 22.9.5.8. 28.12.8 Understand the reporting requirements for FGM.
 - 22.9.5.9. 28.12.9 Understand and support children to keep safe when online and when they are learning at home.
 - 22.9.5.10. 28.12.10 Encourage a culture of protecting children, listening to children and their wishes and feelings.

22.10. Raise awareness:

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

- 22.10.2. Ensure that the child protection policy is reviewed annually in consultation with staff members, and procedures are updated and reviewed regularly and implemented, and that the governing body is kept up to date and actively involved.
- 22.10.3. Work strategically to ensure policies and procedures are up to date and drive and support development work within the school.
- 22.10.4. Ensure that the child protection policy is available to parents and carers and uploaded to the school website and make parents/carers aware that referrals may be made about suspected abuse or neglect.
- 22.10.5. Ensure all staff receive induction training covering child protection before working with children and can recognise and report any concerns immediately as they arise.

22.11. Child Protection file

The Senior Designated Safeguarding Lead is responsible:

- 22.11.1. For ensuring that when a child leaves the school 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.
- 22.11.2. For keeping a record of the number of children open and subject to CP, CiN and LAC concerns is maintained and shared with the governing body annually.
- 22.11.3. For keeping a record or data on the cohort of children having or have had a social worker and social care involvement will be maintained.
- 22.11.4. Our school will maintain, keep and storing records, where a concern about a child has been identified in accordance with statutory guidance in KCSiE 2026.

22.12. Availability

- 22.12.1. During term time the Senior Designated Safeguarding Lead (or a Deputy) will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. In the absence of the Designated Safeguarding Leads a member of the senior leadership team will be nominated to provide cover, this will be Mrs Galpin.
- 22.12.2. Appropriate arrangements are made in place for school holidays via a DSL email address which is managed by a DSL. Also any out of hours school activities have a point of contact during this time – which is a DSL.

23. Headteacher

The Headteacher of the school will ensure that:

- 23.1. The policies and procedures adopted by the governing body (particularly those concerning referrals of cases of suspected abuse, neglect and exploitation), are understood, and followed by all staff.
- 23.2. The school maintains an up-to-date Single Central Record (SCR) which is reviewed regularly and is compliant with statutory guidance.
- 23.3. Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- 23.4. All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- 23.5. 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 Code of Conduct Policy.
- 23.6. There are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in KCSiE 2026.
- 23.7. Where there is an allegation made against a member of staff (either paid or unpaid, including volunteers) that meets the criteria for a referral to the LADO, then the headteacher or principal will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four: Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers, and contractors in KCSiE 2026. If the allegation is against the Headteacher, then the Chair of the Governing Body will manage the allegation – see below.

24. Governing Body

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 regard to KCSiE 2026, 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:

- 24.1. Ensuring there is an individual member of the governing body to take leadership responsibility for safeguarding and champion child protection issues in the school.
- 24.2. Ensuring that the school has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2023) as well as with local LRSCP guidance and monitors the school's compliance with them.

- 24.3. Ensuring that safeguarding policies and procedures are in place for appropriate action to be taken in a timely manner to promote a child's welfare.
- 24.4. Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSiE 2026 page 38, 138 to 150 and annex B pages 183.
- 24.5. Ensuring cooperation with the local authority and other safeguarding partners.
- 24.6. Appointing a Senior Designated Safeguarding Lead from the leadership team to take lead responsibility for child protection/safeguarding and that a Designated Teacher for Looked after Children is appointed and appropriately trained.
- 24.7. Ensuring that all staff, supply teachers and governors read and fully understand at least KCSiE 2026 Part One as a minimum and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as required within the guidance.
- 24.8. Ensuring that the governing body understands it is collectively responsible for the school's safeguarding arrangements, even though a governor will be nominated as the 'Safeguarding Governor' and person who will champion all safeguarding requirements.
- 24.9. All members of the governing body will undertake safeguarding training to ensure they have the knowledge and information needed to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of robust 'safeguarding arrangements and act as the 'critical friend'. This training must focus on their strategic role and not on operational procedures.
- 24.10. The Chair of Governors and named Safeguarding Governor will access role specific training to enable them to comply and discharge their child protection/ safeguarding responsibilities including should any allegations be made against the Headteacher/ Principal.
- 24.11. The Governing body will collectively ensure there is a training strategy in place for all staff, including the headteacher, so that child protection training is undertaken and refreshed in line with KCSiE 2026 and LRSCP guidance.
- 24.12. Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated to ensure that safeguarding remains a priority.
- 24.13. Ensuring that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.
- 24.14. Ensuring there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of dealing with a complaint KCSiE 2026
- 24.15. Ensuring that arrangements/procedures are in place to manage and provide clarity on the process for sharing 'low level' concerns, which should be referred to within the school/college Staff Code of Conduct, (Allegations and concerns about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO)

- 24.16. Ensuring a response if there is an allegation against the Headteacher by liaising with the LADO or other appropriate officers within the local authority.
- 24.17. Ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual exploitation and going missing in future.
- 24.18. Be aware of the issues involving the complexity of serious violence and sexual violence and sexual harassment between children and ensure the school has policy, procedures and staff are trained (including the DSL and Senior Leadership) to recognise and respond to incidents and resources to manage actions and support for those involved.
- 24.19. Be alert and respond to harmful online challenges and hoaxes, including providing information and advice to parents and carer and informing where to get help and support.
- 24.20. Be alert to the growing concerns involving knife crime and ensure the school works closely with the police and safeguarding partners to raise awareness of the impact of such crime and adopt proactive practice to address concerns locally and within the community.
- 24.21. Ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum.
- 24.22. Giving staff the opportunities to contribute and shape safeguarding arrangements and child protection policy.
- 24.23. When the school premises are used for non-school/college activities the Governors 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 roll.
- 24.24. Any safeguarding concerns involving outside organisations will be addressed through our school/college safeguarding policies and procedures and in line with Leicestershire Safeguarding Children Partnership procedures.
- 24.25. Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required.
- 24.26. Ensure at least one person on an interview panel has completed safer recruitment training.
- 24.27. Inform any new prospective employees' candidate that our school will carry out online checks (KCSiE 2026).
- 24.28. Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.
- 24.29. Be open to accepting that child abuse and incidents can happen within the school and be available to act decisively upon them.

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

- 25.1. A teacher is appointed who has responsibility for promoting the educational achievement of children who are looked after. They have the appropriate training. The Designated Teacher will work with the Virtual School to ensure that the progress of the child is supported.
- 25.2. The Designated Safeguarding Lead will also have details of the child's social worker and the name of the Assistant Head of the Virtual School. The Designated Safeguarding Lead will work closely with the Designated Teacher, as we recognise that children may have been abused or neglected before becoming looked after. We will ensure their ongoing safety and wellbeing as well as supporting their education, through linking with their social worker, carers, and parents where appropriate.
- 25.3. We also recognise those children who were previously Looked-After (PLAC) potentially remain vulnerable and all staff will be informed of the importance of maintaining support for them through our school pastoral system. As a school, we will continue to recognise the importance of working with agencies and take prompt actions where necessary to safeguard these children, who may remain vulnerable.
- 25.4. The Head of the Virtual school includes responsibility for promoting the educational achievement of children in kinship care. Therefore, schools should recognise that these children may require additional support to be successful in school (KCSIE 2026 233-244).

26. Children with Special Educational Needs

- 26.1. We recognise that children with special educational needs (SEN) and or disabilities can face additional safeguarding challenges on and offline. Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.
- 26.2. All staff are aware that additional barrier can exist when recognising abuse, neglect and exploitation for children with SEND and be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. They may not always show outward signs and may have communications barriers and difficulties in reporting challenges, especially involving exploitation or incidents involving child- on -child harm, abuse, or harassment and particularly where that harassment or harm is of a sexual nature. Our staff's vigilance will be a supporting factor to keeping all children safe.
- 26.3. Staff should consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place. Further information can be found in the DfE document - SEND Code of Practice 0 to 25 years, and Supporting Pupils at School with Medical Conditions.
- 26.4. Our policy reflects the fact that additional barriers can exist when recognising abuse, neglect, and exploitation in this group of children which include:
 - 26.4.1. Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.

- 26.4.2. These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children, the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
 - 26.4.3. Communication barriers and difficulties in managing or reporting these challenges and risks that they do not understand that what is happening to them is abuse.
 - 26.4.4. The need for intimate care or that these children are isolated from others.
 - 26.4.5. That these children are more likely to be dependent on adults for care.
 - 26.4.6. These children may have issues over cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.
 - 26.4.7. Addressing individual behaviour concerns and incidents considering the child's SEN and disabilities.
 - 26.4.8. 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.
- 26.5. In our school, the SENDCo also serves as the DSL for children with SEND, working closely with families to provide additional support. We have specific policies linked to our child protection policy, including our Intimate Care Policy and Management of Medication Policy, to ensure the safeguarding needs of children with SEND are fully addressed.

27. Acting where concerns are identified.

- 27.1. Our staff recognise the difference between concerns about a child and a child in immediate danger.
- 27.2. If staff have concerns about a child, they will need to decide what action to take. A discussion should take place with the Senior Designated Safeguarding Lead, to agree a course of action.
- 27.3. If a child is in immediate danger or risk of harm a referral will be made immediately to First Response and/or immediately to the police if at imminent risk of harm by the member of staff, if required, with the Designated Safeguarding Lead being informed of the referral.
- 27.4. If a child chooses to tell a member of staff about alleged abuse, there are several actions that staff will undertake to support the child:
 - 27.4.1. The key facts will be established in language that the child understands, and the child's words will be used in clarifying/expanding what has been said.
 - 27.4.2. No promises will be made to the child, e.g., to keep secrets.
 - 27.4.3. Staff will stay calm and be available to listen.

- 27.4.4. Staff will actively listen with the utmost care to what the child is saying.
- 27.4.5. Where questions are asked, this should be done without pressurising, and only using open questions.
- 27.4.6. Leading questions should be avoided as much as possible.
- 27.4.7. Questioning should not be extensive or repetitive.
- 27.4.8. Staff will not / should not put words in the child's mouth but will subsequently note the main points carefully.
- 27.4.9. A full written record will be kept by the staff duly signed and dated, including the time the conversation with the child took place, outline what was said, comment on the child's body language etc.
- 27.4.10. It is not appropriate for staff to make children write statements about abuse that may have happened to them or get them to sign the staff record.
- 27.4.11. Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on.
- 27.4.12. The Designated Safeguarding Lead will be immediately informed unless the disclosure has been made to them.
- 27.4.13. Information should be shared with children's social care without delay, either to the child's own social worker or to First Response. Children's Social Care will liaise with the police where required, which will ensure an appropriate police officer response rather than a uniformed response.
- 27.4.14. The Police would only therefore be contacted directly in an emergency or if a child is in immediate risk of harm, abuse, or danger.
- 27.5. 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.

28. Confidentiality

- 28.1. We recognise that all matters relating to child protection are confidential; however, a member of staff must never guarantee confidentiality to children; children will not be given promises that any information about an allegation will not be shared.
- 28.2. Where there is a child protection concern it will be passed immediately to the Designated Safeguarding Lead and/or to children's social care. When a child is in immediate danger children's social care/the police will be contacted.
- 28.3. The Headteacher or Senior Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff, including the level of involvement of other agencies, only on a 'need to know' basis.

- 28.4. All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children. They are aware that the Data Protection Act 1998 should not be a barrier to sharing of information where failure to do so would result in a child being placed at risk of harm. Staff should refer to the DfE Data Protection guidance for schools (DfE, 2023 updated 2026).
- 28.5. We acknowledge further guidance can be found by visiting Leicestershire and Rutland Safeguarding Children Partnership website: <https://lrsb.org.uk/>

29. Information Sharing

- 29.1. Effective sharing of information between practitioners and local organisations and agencies is essential for early identification of need, assessment, and service provision to keep children safe. Serious Case Reviews (SCRs) now known as Rapid Reviews (RRs) have highlighted that missed opportunities to record and thereby understand the significance of sharing information in a timely manner can have severe consequences for the safety and welfare and well-being of children (Working Together to Safeguard Children, December 2026).
- 29.2. Nominated staff members have completed GDPR Information Sharing training.
- 29.3. We will adopt the information sharing principles detailed in statutory safeguarding guidance contained within:
- 29.3.1. DfE KCSiE 2026 has several sections which provide clarity on information sharing processes and GDPR including within Annex B which makes clear the powers to hold and use information when promoting children's welfare.
 - 29.3.2. Working Together to Safeguard Children 2023 paragraphs 28 to 33 and on pages 18-20.
 - 29.3.3. Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents, and carers (which has been updated to reflect the General Data Protection Regulation (GPDR) and Data Protection Act 2018).
 - 29.3.4. Leicestershire and Rutland Safeguarding Children Partnership (NSCP) Policy and Practice Guidance.

29.3.5. Records and Monitoring (KCSiE 2026 paragraphs 72 to 73)

- 29.4. We will hold records in line with our records retention schedule.
- 29.5. All safeguarding concerns, discussions, decisions made and the reasons for those decisions, will be recorded on CPOMS (our electronic safeguarding record software). If staff are in any doubt about whether to record something, discuss it with the DSL.
- 29.6. Records will include:
- A clear and comprehensive summary of the concern
 - Details of how the concern was followed up and resolved
 - A note of any action taken, decisions reached and the outcome

- 29.7. Concerns and referrals will be kept in a separate child protection file for each child.
- 29.8. Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.
- 29.9. If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded as soon as possible, securely. To allow the new school to have support in place when the child arrives, this should be within:
- 5 days for an in-year transfer, or within
 - The first 5 days of the start of a new term

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

- 29.10. CPOMS is used to record an incidents or concerns.
- 29.11. Paper incident recording forms (appendix 4) are available in the staff room, first aid room and the school office to be completed by anyone who does not have access to CPOMS. This is then passed to a DSL who will action it and upload to CPOMS.
- 29.12. Any concerns about a child will be recorded in writing or on CPOMS within 24 hours. All records will provide a factual and evidence-based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed. Where an opinion or professional judgement is recorded this should be clearly stated as such. As well as keeping records of concerns, discussions and decisions, designated safeguarding leads should keep record of the rationale for any decisions made.
- 29.13. 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.
- 29.14. 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.
- 29.15. A chronology will be kept in the main school file prior to the commencement of a concern file. Staff, particularly pastoral staff, will record any minor concerns on the chronology and will take responsibility for alerting the Designated Safeguarding Lead should the number of concerns rise or, in their professional judgement, become significant. At the point at which a concern file (see below) is commenced then the chronology can be transferred to the concern file.
- 29.16. 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.

30. Why recording is important.

- 30.1. Our staff will be encouraged to understand why it is important that recording is comprehensive and accurate and what the messages from serious case reviews are in terms of recording and sharing information. It is often when a chronology of information is pieced together that the level of concern escalates or the whole or wider picture becomes known.
- 30.2. Fleckney CE Primary School uses CPOMS. This system has been adopted by the school and is signed off by the Governing Body as robust, secure, and appropriate.
- 30.3. We acknowledge without information being recorded it can be lost. This could be crucial information, the importance of which is not always necessarily apparent at the time. On occasions, this information could be crucial evidence to safeguard a child or be evidence in future criminal prosecutions.
- 30.4. Transfer of child's child protection file, child in need, LAC, or confidential file (statutory requirement):
 - 30.4.1. Our school will adopt the file transfer guidance contained in KCSiE 2026 Annex B pages 183 to 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.
 - 30.4.2. For those children subject of social care and safeguarding agency involvement will ensure the file is able to evidence the child's journey and include key information as described in KCSiE 2026 should a child subject to social care involvement transfer schools, college, or education provider we will ensure the child's child protection or confidential file move is transferred within 5 days as required by KCSiE.
 - 30.4.3. Our Senior DSLs will liaise directly with the receiving school, college or alternative placement and hold a discussion to share important information to support the child's transfer to ensure the child remains safeguarded, has any 'reasonable adjustments' agreed, and put in place and to ensure the changes experienced by the child are as smooth as possible to enable a positive integration experience and engagement with new staff and learning.
 - 30.4.4. When a student moves to or from the school, if there are issues or concerns, a conversation between DSLs from both settings is recommended as good practice.
- 30.5. In accordance with KCSiE 2026 we will maintain information on cohorts of children who have been open to social care, have had a social worker or who are closed to social care and may have returned to the family home. This information will only be considered for sharing 'if appropriate' with the new school or provider in advance of the child leaving to allow for the new school to continue supporting the children who have had a social worker or been victims of abuse, including those who are currently receiving support through the 'Channel' programme.
- 30.6. When a child attends Alternative Provision the safeguarding file will remain with the child's school, the DSL must share relevant information to allow the Alternative Provision to safeguard the child. (KCSiE 2026 Annex B)

30.7. Recording Practice

- 30.8. Timely and accurate recording will take place when there are any issues regarding a child.
- 30.9. A recording of each and every incident or concern for the child will be made, including any telephone calls to other professionals. These will also be recorded on the chronology and kept within the child protection file for that child, as over time they are likely to help identify any patterns or emerging risks and needs. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed, and roles and responsibility of each agency will be clarified, and outcomes recorded.
- 30.10. The chronology will be brief and log activity; the full recording will be on the record of concern.
- 30.11. 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.
- 30.12. 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.
- 30.13. 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.
- 30.14. 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.

31. Educating Young People – Opportunities to teach safeguarding (KCSIE 2026 paragraphs 156 to 166)

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

- 31.2. The education we provide for online safety will take into account the need for children to learn using online technologies to include generative artificial intelligence in a safe environment whether that be in school in the home or in a community environment. This will also be taught as part of a wider RSHE programme, as well as through other subject areas and ICT.
- 31.3. We will ensure a whole school approach is in place to promote giving children the space to explore key issues in a sensitive way and the confidence to seek the support of adults should they encounter problems or online harms, hoaxes or harassment including involving incidents of sexual violence and sexual harassment between children.
- 31.4. Our school is a mobile free environment by default. This includes between lessons, break times and lunchtime. Anything other than this is by exception only by applying to the Headteacher/DSL.
- 31.5. 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).
- 31.6. 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, could 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.
- 31.7. We aim to educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also ensure parents know who to go to when the need to raise concerns about online safety
- 31.8. Our school response to identifying, responding to, and managing concerns, incidents, or disclosures regarding sexual violence between children in school.
- 31.9. 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/>
- 31.10. 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

32. Child on child sexual harassment and sexual violence

- 32.1. The school has a zero-tolerance approach to sexual harassment and sexual violence. Abuse will never be tolerated or seen as banter, just having a laugh or part of growing up.
- 32.2. All staff must have 'it could happen here approach'.
- 32.3. Forms of child-on-child abuse can be:
 - 32.3.1. bullying (including cyberbullying, prejudice-based and discriminatory
 - 32.3.2. abuse in intimate personal relationships between children (also known as
 - 32.3.3. Teenage relationship abuse),
 - 32.3.4. Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
 - 32.3.5. Physical assault and harm, or the threat of harm with a weapon
 - 32.3.6. Harmful sexual behaviour, sexual violence and sexual harassment –which may include misogyny/misandry.
 - 32.3.7. Consensual and non-consensual making or sharing of nudes and semi nudes, including those generated using AI.
 - 32.3.8. causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
 - 32.3.9. upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.
 - 32.3.10. Initiation/hazing type violence and rituals.
- 32.4. Disclosures or concerns about HSB must be reported immediately to the DSL following the reporting procedures. The Hackett continuum will be used to measure the behaviour.
- 32.5. Incidents or concerns will be recorded on add school's safeguarding system.
- 32.6. All children involved in an incident will be seen as victims.
- 32.7. The school will, if necessary, seek advice from a safeguarding partner or refer to resources from the Centre of Expertise on Child Sexual Abuse.
- 32.8. In some cases, such as one of incidents or HSB or sexual harassment, it may be appropriate for the school or college to manage the situation internally.
- 32.9. In some cases, the school will have a statutory duty to refer the incident to the police and/or social care. Where a report of rape, assault by penetration or sexual assault is made, the starting point is that this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator(s) is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach. The following advice may help schools and colleges decide when to engage the Police and what to expect of them when they do.
- 32.10. The school will seek to protect children's anonymity.
- 32.11. Risk and needs assessments will be put in place.

33.Children who are questioning their gender

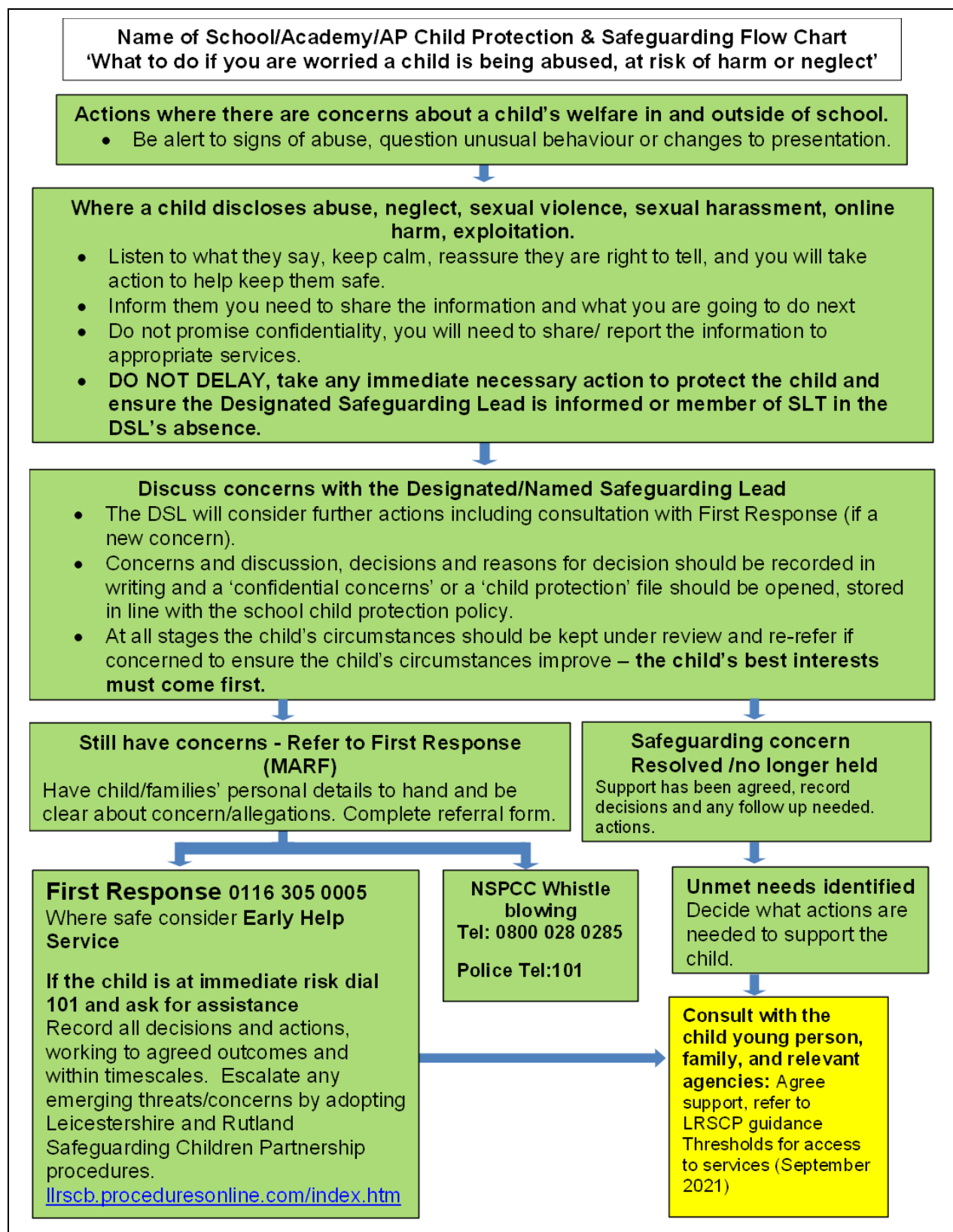
- 33.1. The school recognises that some children and young people may question their gender. We are committed to providing a safe, supportive, respectful and inclusive environment for all pupils, while ensuring that safeguarding and the welfare of the child remain paramount.
- 33.2. In accordance with keeping Children Safe in Education 2026, the school will adopt a safeguarding-led approach when responding to any child who is questioning their gender. Decisions will be made on an individual basis, taking account of the child's age, developmental stage, wishes and feelings, wider vulnerabilities, educational needs, mental health, neurodiversity, family circumstances and the rights and wellbeing of other children. The child's best interests will always be the primary consideration.
- 33.3. The school will not initiate social transition. Where a child or parent/carer requests changes relating to social transition, including changes to name, pronouns, appearance or how a child is treated within the school community, these matters will be considered through the school's safeguarding procedures and under the leadership of the Designated Safeguarding Lead (DSL). Any decisions will be carefully assessed, recorded and reviewed.
- 33.4. Parents and carers will be involved in the vast majority of cases. The school will only consider delaying or limiting parental involvement where there is reasonable cause to believe that doing so is necessary to protect the child from a risk of significant harm. In such circumstances, the DSL will seek appropriate safeguarding advice and take action in accordance with child protection procedures.
- 33.5. The school acknowledges that children who are questioning their gender may have additional vulnerabilities or complex needs and may benefit from appropriate health, social care or other professional involvement. The school will work collaboratively with families and relevant agencies where appropriate to promote the child's welfare.
- 33.6. The school will comply with all relevant legal duties, including safeguarding, equality, data protection and human rights legislation. Arrangements relating to toilets, changing facilities, residential accommodation, sport and the recording of pupil information will be managed in line with current statutory guidance and the school's legal obligations.
- 33.7. All concerns, discussions, decisions and the reasons for those decisions will be recorded in accordance with the school's safeguarding and record-keeping procedures. KCSiE 2026 paragraphs 95-98 confirms that schools and colleges can lawfully separate children according to their biological sex for sport.
- 33.8. In cases where a gender questioning child makes a request relating to how they participate, if "there are no safety concerns", settings should consider "whether supporting social transition is overall in the best interests of the child, as well as considering the impact on other children and the aim of creating safe and fair environments for children to participate in PE.

- 33.9. KCSiE 2026 Paragraphs 105-116 explain that when it comes to toilets, showers and changing facilities, children must not be allowed into the spaces “designated for the opposite biological sex.” In instances where a child does not want to use these spaces, “schools should consider whether they can provide an alternative.” Schools must keep a record of any such situations and “ensure they are communicated appropriately” and regularly reviewed.
- 33.10. Paragraphs 197-202 include new guidance that schools and colleges must not allow a child to share overnight accommodation with a child of the opposite biological sex. This must be considered when responding to a request for social transition, where the rule still applies. If a child doesn’t want to share with a child of the same biological sex, alternative arrangements may be sought, but they “should not compromise the safety, comfort, privacy or dignity of any child.”

The following appendices are a part of this policy

Appendix 1	<i>Leicestershire Flow Chart 'What to do if you are worried a child is being abused or at risk of harm, neglect, or online harm.'</i>
Appendix 2	<i>Body Maps Guidance and Body Maps</i>
Appendix 3	<i>Homophobic and Discriminative Language Report Form</i>
Appendix 4	<i>Incident Reporting Form</i>
Appendix 5	<i>Allegation against staff (including low level concern) Policy</i>

Appendix 1



Contacts: For any allegations/concerns regarding an adult who works with (in either paid/voluntarily) employment with children contact the LA Designated Officer (LADO) CFS-LADO@leics.gov.uk
Outside of office hours, contact the First Response Children's Duty Team: 0116 305 0005
LA Safeguarding and Compliance Lead Charlotte.Davis@leics.gov.uk 0116 305 7750

Appendix 2

Body Map Guidance for Schools

Medical assistance should be sought where appropriate.

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

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

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

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

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

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

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

Importantly the date and time of the recording must be stated as well as the name and designation
BODYMAP

of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record.

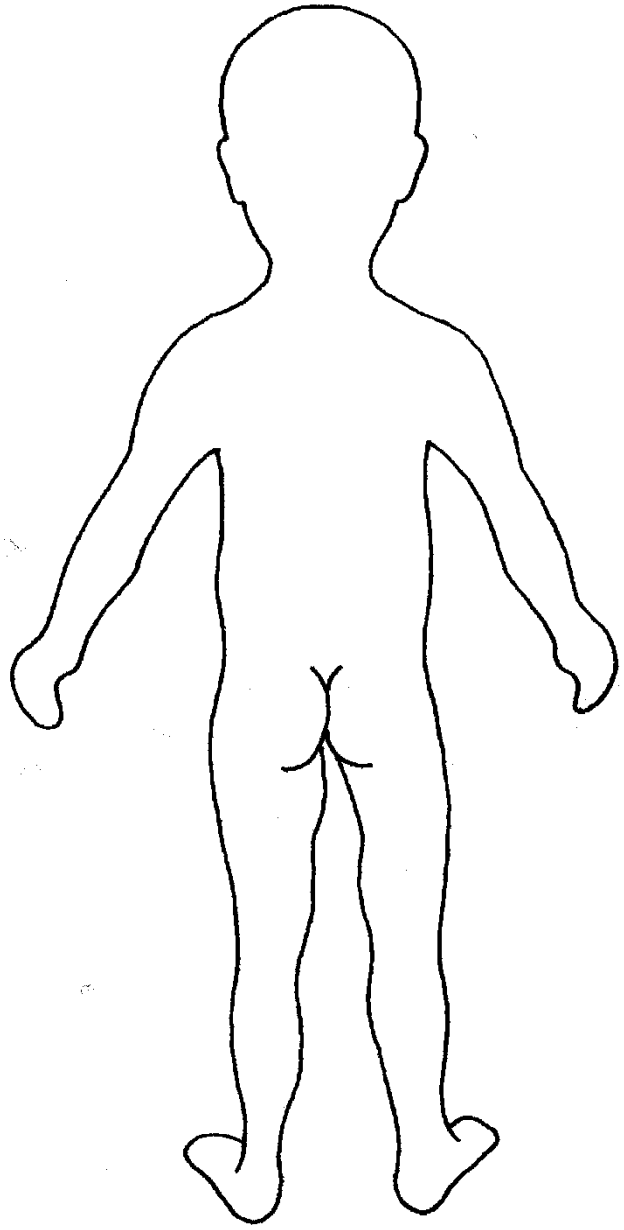
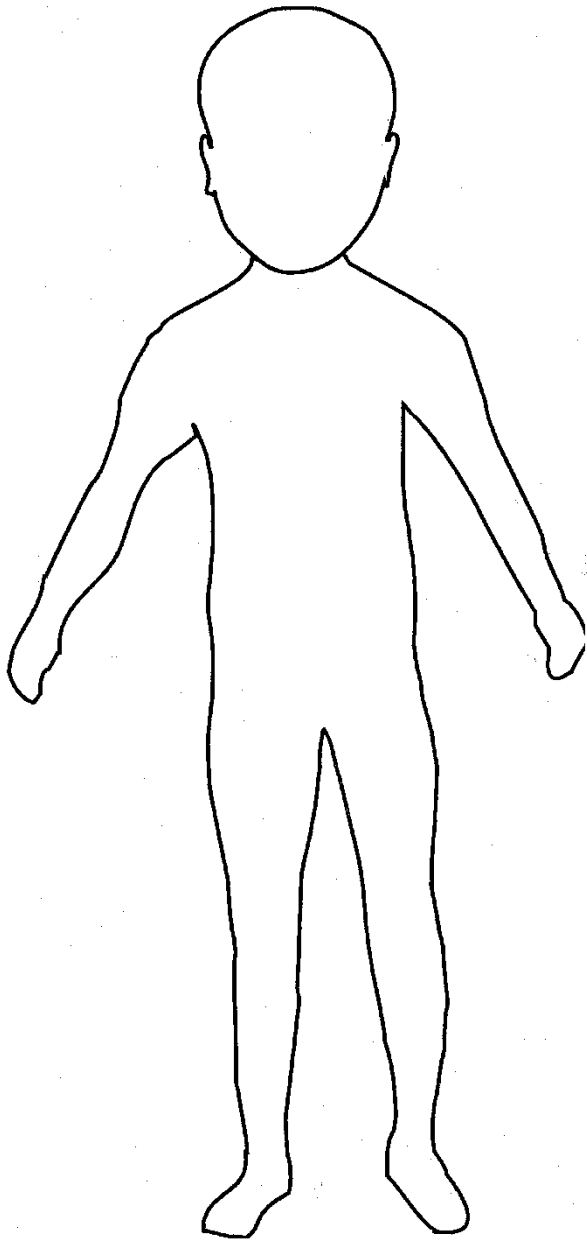
A copy of the body map should be kept on the child's child protection file.

(This must be completed at time of observation)

Names for Child: _____ Date of Birth: _____

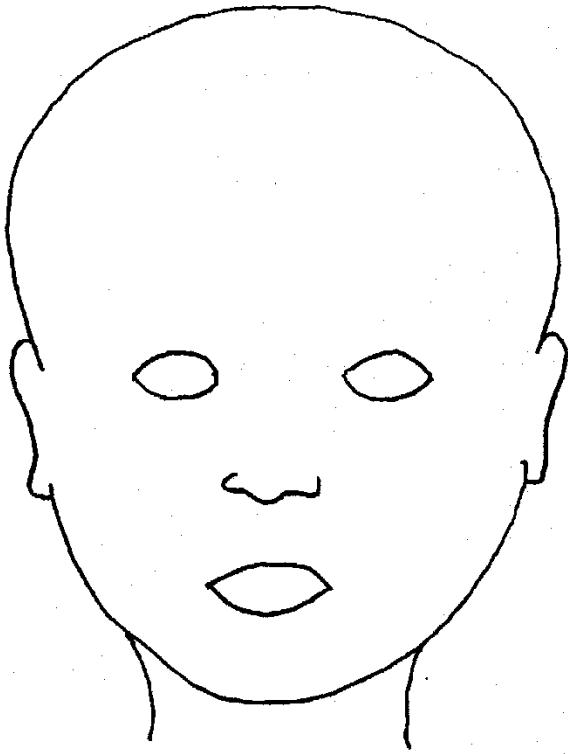
Name of Worker: _____ Agency: _____

Date and time of observation: _____

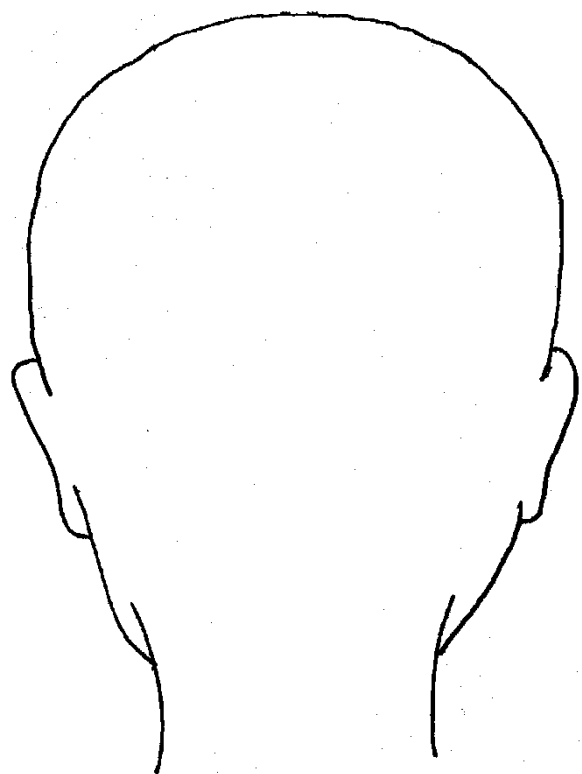


Name of Child: _____

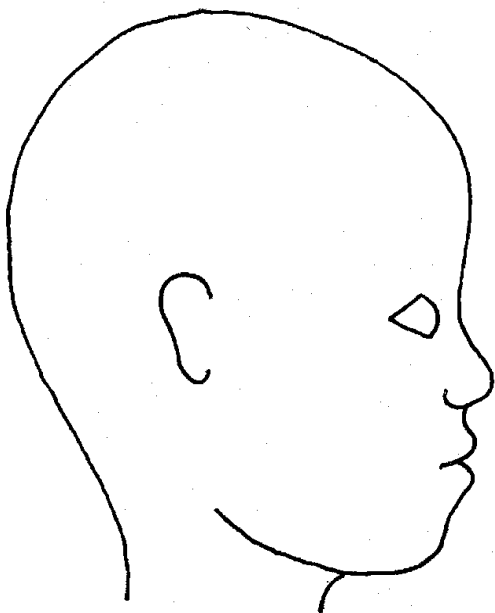
Date of observation: _____



FRONT

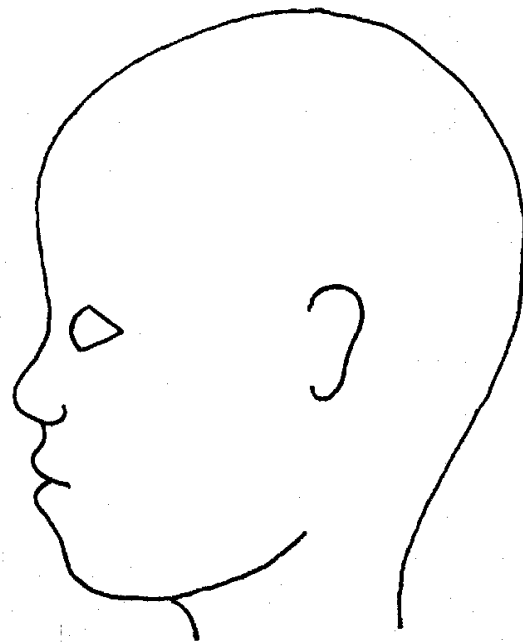


BACK



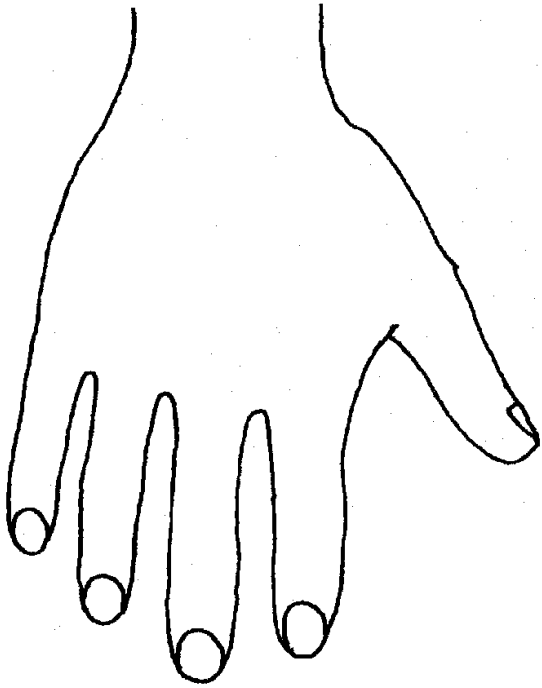
RIGHT

Name of Child: _____

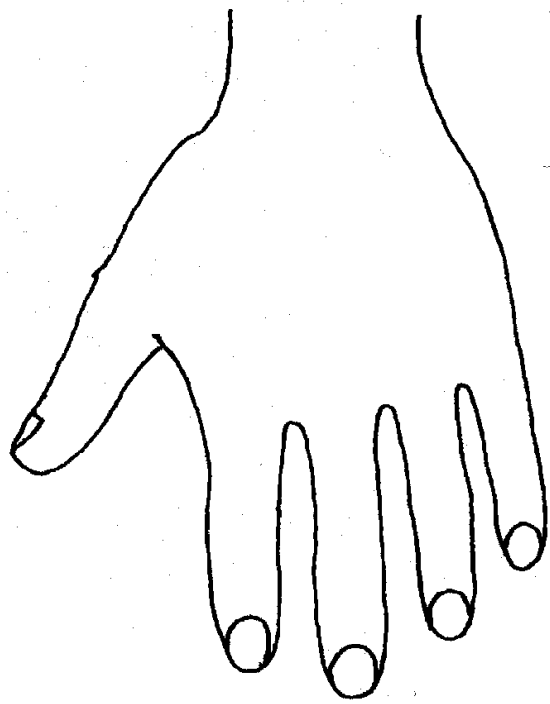


LEFT

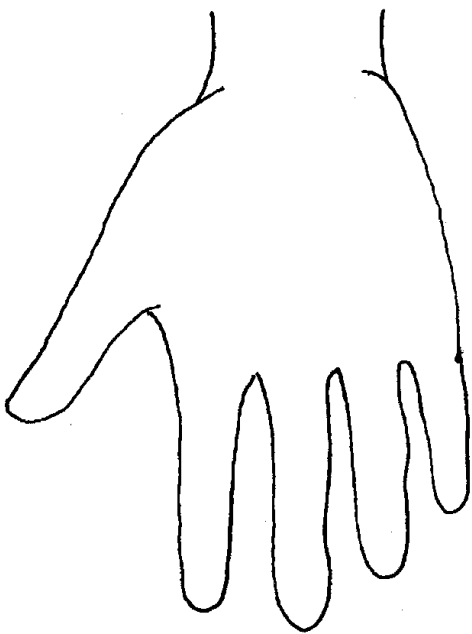
Date of observation: _____



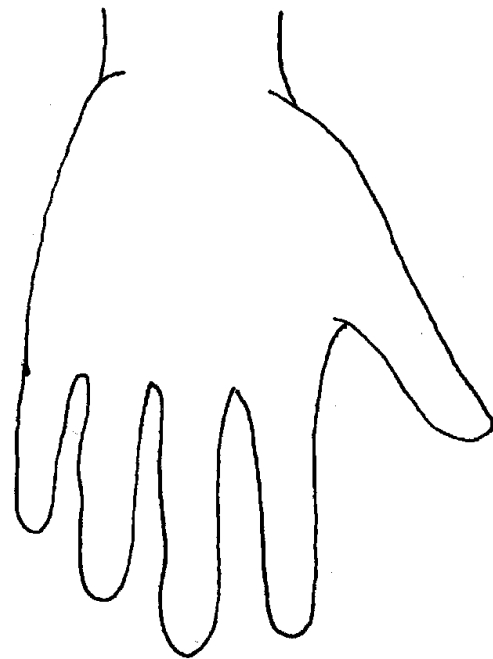
R
BACK



L



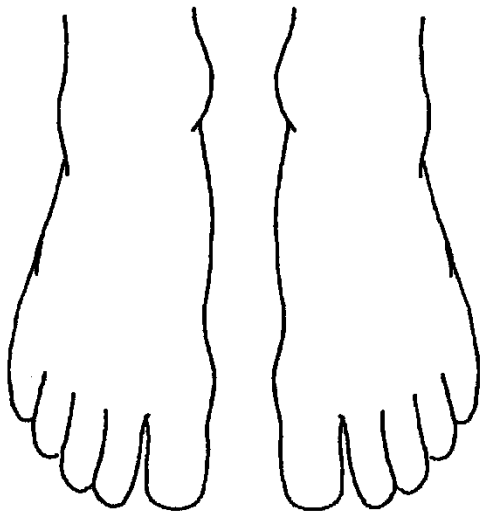
R
PALM



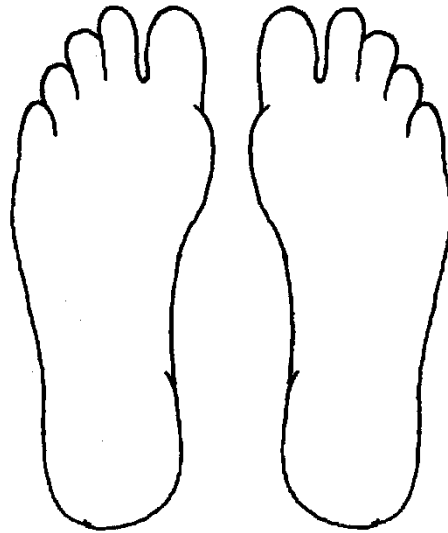
L

Name of Child: _____

Date of observation: _____



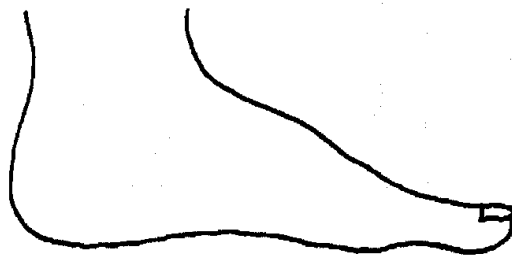
R TOP L



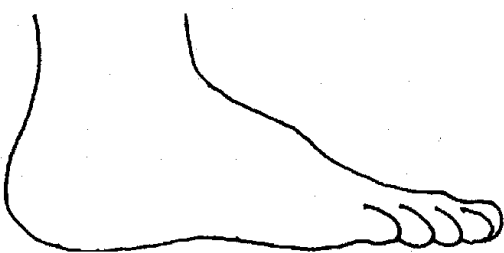
R BOTTOM L



R
INNER



L



R
OUTER



L

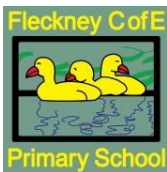
Printed Name and
Signature of worker:

Date:

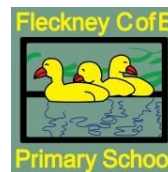
Time:

Role of Worker:

Other information:



Fleckey CE homophobic and discriminative language incident



Day	Date	Time	Child's Name	Report By

Incident/Concern

See CPOMS incident

Question what the pupil said

"What do you mean by that?" or "Do you know what that word means"

Explain what the word/s they said mean

Explain what term means (LGBT) or how serious the language choice or action is in an age appropriate way or if let parents know (professional judgment)

Link to school values and British Values

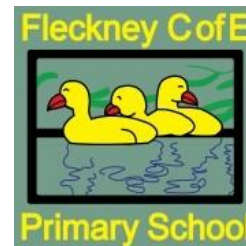
"Our school values are to respect and value each other."

Put it in to a personal context

"How do you think it might feel if you had a friend or family member who was discriminated against?"

Signature: _____ **Print:** _____

Role: _____



Fleckney C of E Primary Incident Reporting Form

Day	Date	Time	Child's Name
Year and Class		Siblings on role (safeguarding only)	Added to CPOMS?

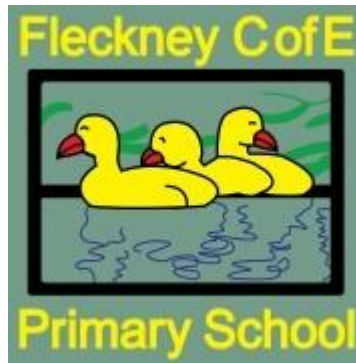
Incident/Concern

Action

Reported by:	Role:

Fleckney C of E Primary School

Low level concern policy



Let your light shine Matthew 5:16

Be the best that you can be.

Our Vision

Fleckney Church of England Primary School is a place where kindness, compassion and respect are at the heart of everything we do. We aspire for everyone to thrive and flourish and achieve our full potential in every aspect of school life. Through our Christian values, we nurture self-confidence, resilience and a sense of community so that we have an understanding of ourselves and our place in the wider world.

Date of Policy: September 1st 2024

Drafted by: J.Richards

Approved by: G.Robinson

Date of Review: Annually

Purpose

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

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

Who does the policy apply to?

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

Definition of a low-level concern

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

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

Reporting low-level concerns

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

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

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

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

Recording concerns

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

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

Responding to low-level concerns

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

- Speak to the person reporting the concern to gather all the relevant information
- Speak to the individual about the concern raised to ascertain their response, unless advised not to do so by the LADO or Police (HR advice may also need to be taken).
- Where necessary further investigation will be carried out to gather all relevant information. This may involve speaking to any potential witnesses.
- The information reported and gathered will then be reviewed to determine whether the behaviour,
 - i) is consistent with the “Guidance for safer working practice for those working with children and young people in education settings” (Feb 2022): no further action will be required,
 - ii) constitutes a low-level concern: no further action is required, or additional training/guidance/support may be required to rectify the behaviour via normal day to day management processes. The employee should understand that failure to improve or a repeat of the behaviour may lead to further action being taken, e.g. either via the Performance Management Policy or Disciplinary Policy.
 - iii) is serious enough to consult with or refer to the LADO: a referral should be made to the LADO and advice taken from HR. In this case the school’s Managing Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed.
 - iv) when considered with any other low-level concerns that have previously been raised about the same individual, should be reclassified as an allegation and referred to the LADO or Police: a referral should be made to the LADO and advice taken from HR. In this case the school’s Managing Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed.
- Records will be made of:
 - i) all internal conversations including any relevant witnesses,
 - ii) all external conversations e.g. with the LADO
 - iii) the decision and the rationale for it,
 - iv) any action taken

Can the reporting person remain anonymous?

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

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

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

Where behaviour is consistent with the “Guidance for safer working practice” (Feb 2022)

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

Should the low-level concerns file be reviewed?

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

References

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

What is the role of the Governing Body?

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