Griffydam Primary School

Whole School Child Protection Policy

September 2026 - 2027

We are a happy, caring, respectful community where children are encouraged to explore an exciting curriculum and become independent, resilient and confident learners, that are ready to take the next steps on their learning journey.

INTRODUCTION

Policy statement and principles

Our Vision - we are a happy, caring community where children are encouraged to explore an exciting curriculum and become independent, resilient and confident learners, that are ready to take the next steps on their learning journey.

Safeguarding helps us achieve this vision, and we understand our legal and moral responsibilities to keep children safe.

The Governing Body and Senior Leadership Team is committed to safeguarding and promoting the welfare of children, young people, and vulnerable adults and expects staff and volunteers to share this commitment

This Child Protection Policy will be reviewed by the Senior Designated Safeguarding Lead Victoria Wills 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 and provided to the Governing Body for approval and sign off at the first autumn term meeting.

Date of last review: September 2026

Date of next review: September 2027

Key Roles

Role	Name	Contact Details
Headteacher / Principal	Victoria Wills	Vwills@griffydam.leics.sch.uk
Senior Leader(s) available for contact in the absence of the DSLs	Sally Boulstridge	Sboulstridge@griffydam.leics.sch.uk
Designated Governor for Child Protection / Safeguarding	Paul Kimber	Pkimber@griffydam.leics.sch.uk
Senior Designated Safeguarding Lead	Victoria Wills	Vwills@griffydam.leics.sch.uk
Deputy Safeguarding Lead	Sally Boulstridge	Sboulstridge@griffydam.leics.sch.uk
Co-Chair of Governors	Daniel Vogtlin Julie King	Dvogtlin@griffydam.leics.sch.uk Jking@griffydam.leics.sch.uk
Leicester and the Leicestershire and Rutland Safeguarding Children Partnerships Procedures Manual.	Report Your Concerns about a Child or Young Person	LCC report neglect or abuse
LA Safeguarding Children in Education Officer	Charlotte Davis	0116 3057750 Charlotte.davis@leics.gov.uk
LA Child Protection Contact / LADO	CFS-LADO@leics.gov.uk LADO service is available office hours only: Monday-Thursday, 8.30am - 5.00 pm and Friday, 8.30am - 4.30pm	CFS-LADO@leics.gov.uk Link to LADO referral form: https://www.leicestershire.gov.uk/education-and-children/child-protection-and-safeguarding/report-a-childcare-worker-or-volunteer
First Response	For urgent concerns about a child who needs a social worker or police officer today	0116 305 0005
Police (to report a crime and immediate risk of harm or abuse to child)	101	In an emergency 999 (only)
NSPCC help / whistleblowing line	line is available 8.00am to 8.00pm Monday to Friday	0800 028 0285- email: help@nspcc.org.uk

Legislation, statutory guidance and other policies

- This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2026) and Working Together to Safeguard Children (2026). We comply with this guidance and the arrangements agreed and published by our three local safeguarding partners.

This policy is also based on the following legislation:

- 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 Governing Body and headteacher should carefully consider how they are supporting their students with regard to these characteristics. The Act allows our School to take positive action to deal with particular disadvantages affecting students (where we can show it's proportionate). This includes making reasonable adjustments for disabled students. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve student outcomes. Some students may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination
- Working Together to Improve School Attendance, 2024.

This policy should be read and used in conjunction with our other related policies:

- Behaviour Policy
- Complaints Policy
- Disciplinary Policy
- Low Level Concerns Policy
- Mobile Phones Policy
- Positive Handling Policy

MAIN DOCUMENT

1. Purpose and Aims....7
2. Child Protection and Safeguarding Statement....7
3. Maintaining a child centred and coordinated approach to safeguarding....7
4. Safeguarding and promoting the welfare of children....8
5. Whole school approach to safeguarding....8
6. Safeguarding is not just about protecting children from deliberate harm....8
7. Safeguarding can involve a range of potential issues....9
8. Online Safety....11
9. Identifying Concerns....12
10. Indicators of abuse, neglect and exploitation:....13
11. Safeguarding issues:....14
12. Alternative providers and other agencies....15
13. CPD, culture and ethos....16
14. Responsibilities of the DSL/DSL Team....17
15. The seven main elements of our Child Protection Policy....17
16. Providing a safe environment....18
17. Additional measures....20
18. Procedures for identifying and reporting cases....21
19. Supporting children and working in partnership *please ensure this section fits the 'safeguarding arrangements' in your school, academy, or college*....22
20. Staff and Safer Recruitment....24
21. Links to other Local Authority policies....25
22. Raising Awareness - Roles and Responsibilities....25
23. Safeguarding Training....26
24. Staff responsibilities....27
25. Senior Leadership/Management Team responsibilities:....28
26. Teachers (including ECTs) and Headteachers – Professional Duty....29
27. Designated Safeguarding Lead....29
28. The Senior Designated Safeguarding Lead is expected to:....30
29. Child Protection file - The Senior Designated Safeguarding Lead is responsible:....33
30. Headteacher....33
31. Governing Body....34
32. Looked After Children – The Role of Designated Teacher and the Designated Safeguarding Lead....37
33. Children with Special Educational Needs....37

1. Purpose and Aims

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

1.2 We will ensure that all parents/carers are made aware of our responsibilities regarding child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this 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 2026 and Working Together to Safeguard Children 2026 are incorporated into this policy.

1.3 The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

2. Child Protection and Safeguarding Statement

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

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

3. Maintaining a child centred and coordinated approach to safeguarding

3.1 Everyone who works at Griffydam 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 that everyone who comes into contact with children and their families has a role to play. To fulfil this responsibility effectively, all our staff, including supply staff and volunteers will ensure their approach is child-centred and will be supported to consider, always, what is in the best interests of the child.

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

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

4. Safeguarding and promoting the welfare of children

4.1 Defined as:

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

5. Whole school approach to safeguarding

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

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

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

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

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

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

6. Safeguarding is not just about protecting children from deliberate harm

6.1 It also relates to the broader aspects of care and education including

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

deal with particular disadvantages affecting pupils or students (see KCSIE paragraphs 90-94).
- Where a child receives elective home education and has an EHCP, the LA should review the plan working with parents and carers.
- The use of reasonable force.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits and off- site education.
- Alternative Provision placements
- Intimate care and emotional wellbeing.
- On-line safety and associated issues including filtering and monitoring in accordance with DfE monitoring standards.
- Appropriate arrangements to ensure school security, considering the local context.
- Keeping children safe from risks, harm, exploitation and sexual violence and sexual harassment between children: KCSiE 2026
- Ensuring there is an appropriate safeguarding curriculum.

7. Safeguarding can involve a range of potential issues

7.1 Such as the child experiencing the following:

- Neglect, physical abuse, sexual abuse, emotional abuse and exploitation.
- Contextualised also known as extra-familial abuse.
- Bullying, including online bullying (by text message, or on social networking sites), and prejudice-based bullying and being aware of the ease of access to mobile phone networks.
- The approach to online safety, including appropriate filtering and monitoring on school devices and school networks for home use.
- Going frequently missing and who are 'absent from education' going 'missing from care or home' and the risks this poses on repeat occasions and for prolonged periods.
- Domestic Abuse including teenage relationship abuse.
- Domestic Abuse including where they see, hear or experience its effects.
- Racist, disability- based, homophobic, bi-phobic, or transphobic abuse.
- Gender based violence/violence against women and girls.
- Risk of extremist behaviour and/or radicalisation and susceptible to being at risk of being drawn into terrorism.
- Child sexual exploitation, human trafficking, modern slavery, sexual or criminal exploitation.
- A young carer.
- Has a mental health need which impacts school attendance and progress.
- Has special educational needs whether they have a statutory Education Health and Care Plan (EHCP) or not.
- Privately fostered.
- Has returned home to their family from care.
- Has a family member in prison or is affected by parental offending.
- Child-on-Child Abuse (broadened by KCSiE 2026 to include children abusing other children, other varying form of bullying including online and sexually harmful behaviour, sexual violence, and sexual harassment - further defined in KCSiE 2026 Part Five).
- The impact of new technologies, including 'sexting' and accessing pornography.
- The impact of generative artificial intelligence.

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

7.2 All our staff and volunteers are aware of the indicators of abuse, neglect, exploitation and Modern slavery - 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 of concerns or incidents linked to child criminal exploitation and child sexual exploitation. They know to report concerns directly to the DSL or a member of the senior leadership team should the DSL not be available for children who may be in need of help or protection.

7.3 Our staff recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, or a victim of modern slavery - they may not recognise their experiences as harmful. Children may also feel embarrassed, humiliated, or could be being threatened not to tell, so not feel able to share what is happening to them. Alternatively, we recognise children may not want to make a disclosure or talk about what is happening due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having professional curiosity and speaking to the DSL if they have concerns about a child, agreeing a way forward to support the child and determining how best to build trusted relationships with children and young people which facilitate good opportunities for communication.

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

7.5 As a school we are aware that abuse, neglect, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore all

staff should always be vigilant and always raise any concerns with the DSL (or deputy).

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

7.7 All our staff have received information and training regarding the risks that can take place outside the child's family. This is known as extra-familial harm which can take on a variety of different forms. Children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse - including physical, sexual, emotional abuse, and stalking), criminal exploitation (including financial exploitation), serious youth violence, county lines, financial exploitation and radicalisation.

7.8 Our staff are aware that technology offers many opportunities but is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

7.9 All our staff have 'an understanding of the expectations, applicable to their roles and responsibilities in relation to filtering and monitoring' of ICT systems and regular monitoring of school's equipment and networks.

8. Online Safety

8.1 Our school approach to online safety, including appropriate filtering and monitoring on school devices and school networks is reflected in this Child Protection Policy including awareness of the ease of access to mobile phone networks. (See KCSiE 2026 Paragraph 170).

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

8.3 Our Governing body will ensure they maintain oversight of these Online Safety policies contained within this main child protection policy, and the arrangements put in place to ensure appropriate filtering and monitoring on school devices and school. 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 174.

8.4 This will include:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet the schools safeguarding need.

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

8.5 ***Filtering and Monitoring Arrangements (KCSIE Paragraphs 173–177)***

To meet statutory duties under Keeping Children Safe in Education (paragraphs 173–177), Griffydam Primary School manages filtering and monitoring through a combined technical and operational framework appropriate for our Chromebook and iPad environment:

- ***Technical Provision:*** *We deploy ExaCube Plus, an all-in-one, DfE and UKSiC-compliant edge security solution managed in partnership with Exa. This provides user-authenticated web content filtering, firewall protection, and detailed activity logs mapped directly to individual staff and pupil accounts—both on-site and on off-site devices.*
- ***Roles & Oversight:*** *The Governing Body and Senior Leadership Team retain overall strategic responsibility for our filtering and monitoring standards. The Designated Safeguarding Lead (DSL) takes operational lead for reviewing reports, identifying risks, and acting on safeguarding alerts. While Exa manages the physical hardware, updates, and configuration compliance, internal oversight and policy decisions remain firmly with the school.*
- ***Proportionate Monitoring:*** *Given our primary setting where devices are used under direct adult supervision, active screen-capture monitoring is not required. Compliance is maintained through robust, user-linked web filtering alongside clear staff oversight.*
- ***Staff Training & Awareness:*** *All staff receive clear guidance at induction and ongoing updates regarding their roles in filtering and monitoring. Staff are trained to report online safety concerns or technical bypasses directly to the DSL.*
- ***Review & Testing:*** *The effectiveness of our ExaCube Plus filtering profiles and reporting mechanisms is reviewed annually alongside our Child Protection Policy, ensuring our digital environment remains safe, compliant, and fit for purpose.*

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

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

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

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

8.10 Should an incident or disclosure be made by a child, our staff will always reassure the child (victim) that they are being taken seriously and that they will be supported and kept safe, but we recognise that not every victim will view themselves as such. We will also be mindful of the use of other terminology such as '**alleged perpetrator(s)**' or '**perpetrator(s)**' as in some cases, instead referring to the 'child who has been harmed' and the 'child who has caused harm' - the abusive behaviour will have been harmful to the perpetrator as well.

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

9. Identifying Concerns

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

9.2 Staff understand that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition, and that in most cases multiple issues will overlap with each other. Staff who regularly come into contact with children are aware of the DfE guidance: **What to do if you're worried a child is being abused**

9.3 The five main categories of child abuse are as follows:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect
- Exploitation

10. Indicators of abuse, neglect and exploitation:

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

10.2 **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating, or otherwise causing

physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

10.3 **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve:

- conveying to a chid they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- age or developmentally inappropriate expectations being imposed on children.
- 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.
- verbal abuse, such as persistent criticism, belittling, or name-calling.
- seeing or hearing the ill-treatment of another.
- serious bullying (including cyberbullying), causing children to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

10.5 **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing, and shelter (including exclusion from home or abandonment).
- protect a child from physical and emotional harm or danger.
- ensure adequate supervision (the use of inadequate caregivers).
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

10.6 **Child Criminal Exploitation:** occurs where an individual or an organised network or gang, and the victim may identify as being part of this group, takes

advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology. Criminal exploitation often happens alongside sexual or other forms of exploitation. Child Criminal Exploitation is broader than just county lines and includes for instance children forced to work on cannabis farms, to commit theft, shoplift or pickpocket, or to threaten other young people.

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

11. Safeguarding issues:

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

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

11.3 KCSiE 2026 places additional requirements on schools in regard to our responsibilities to ensure, wherever possible, children can access and use different media platforms safely. On-line abuse which may be a greater issue when children are not in attendance at school and are engaging in learning remotely and may have limited supervision from parents. In addition to our on-site filtering and monitoring (see Section 8) we will support parents and children to be aware of the risks of on-line abuse and hoaxes, exploitation, grooming and radicalisation. 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. Paragraph 162 of KCSiE 2026 includes useful resources which we may use to teach about safeguarding.

11.4 KCSiE 2026 Part Five outlines how we should respond to all signs, reports and concerns of harmful sexual behaviour (HSB), child-on-child sexual harassment and sexual violence. Adults at Griffydam are vigilance and maintaining an attitude of ‘it could happen here’. Whilst our small rural setting is relatively isolated from older children, we remain vigilant to the risk of our children witnessing or experiencing HSB from siblings, wider family or their online peers. We will regularly inform parents of the risks of online communication platforms, including gaming and social media.

11.5 Our school ethos demonstrates that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say. Every individual within Griffydam Primary School, will play their part, including working with professionals from other agencies,

particularly social workers, to meet the needs of our most vulnerable children and keep them safe. We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate.

11.6 All our staff, including supply staff and volunteers will ensure their approach is child-centred and will be supported to consider, always, what is in the best interests of the child, by listening to and hearing the child's voice.

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

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

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

12. Alternative providers and other agencies

12.1 We work with other agencies including statutory safeguarding partners to support vulnerable children, and the Senior DSL will liaise with social workers as required. Meetings in school premises can be facilitated, if agreed by all parties that this is the most appropriate and safest approach.

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

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

12.4 Whilst the Local Authority may hold a register of approved alternative provision providers, it is the school which is ultimately responsible for the providers commissioned. Schools should also obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been

conducted on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff.

12.5 The Senior DSL or headteacher, who is familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies.

12.6 Schools should always know where a child is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend.

13. CPD, culture and ethos

13.1 All new staff are inducted and this includes ensuring that they have read the relevant documents and know what to do if they feel concerned in anyway about a child. All staff and volunteers know not to leave the premises before informing a DSL, no mater how small the incident. Staff receive regular and up to date safeguarding training including national and Local Authority resources, and inset days can be partially used for this subject. Staff will sign to confirm they have received the training and confirm they know how to report concerns or disclosures.

13.2 All staff and governors leading the recruitment process will undertake Safer Recruitment Training provided by the County. We recognise that safer recruitment is not solely DBS checks – it requires a thorough and inquisitive approach during the hiring process, and a continuing commitment to vigilance to deter, prevent and detect abuse. We expect and encourage all staff and volunteers to maintain this vigilance both inside and outside the workplace (including online) – ensuring we discharge our safeguarding responsibilities to the children and wider community at all times.

14. Responsibilities of the DSL/DSL Team

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

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

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

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

14.5 *Griffydam Primary School accesses support through the Leicestershire County Council (LCC) Local Offer, working directly with LCC Specialist Teaching Services, the Educational Psychology Service, and the Autism Outreach Team. Families are signposted to Leicestershire SENDIASS for free, impartial advice, as well as NHS health provisions including School Nursing, Speech and Language Therapy, and ChatAutism. Internally, the SENCo collaborates with the Designated Safeguarding Lead (DSL) to implement tailored communication tools, such as Makaton and visual aids, ensuring pupils with SEND can articulate concerns and access accessible safeguarding resources like NSPCC adapted materials.*

15. The seven main elements of our Child Protection Policy

15.1 There are seven main elements to our policy in line with KCSIE 2026, paragraph 121:

- Providing a safe environment in which children can learn and develop.
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse in and outside of school.
- Supporting pupils who have social care involvement in accordance with his/her child in need plan, child protection plan or are subject to Local Authority Care.
- Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe in and outside of school.
- Working in partnership with agencies and safeguarding partners in the 'best interest of the child.'
- Ensuring we have appropriate policies and procedures to deal with child-on-child sexual violence and sexual harassment, including those that have happened outside of the school premises and/or online, forms of harassment and harmful sexual behaviour. Our approach to child-on-child abuse will be zero tolerance, combined with vigilance and maintaining an attitude of 'it could happen here'. Filtering and monitoring arrangements for online safety and harms are described in Section 8.

16. Providing a safe environment

16.1 We recognise that because of the day-to-day contact our school staff have with children they and we are well placed to observe the outward signs of abuse.

16.2 *Griffydam Primary School* will therefore:

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

16.2.2 Ensure children know that there are trusted adults in the school who they can approach if they are worried.

16.2.3 Ensure that every effort is made to establish effective working relationships with parents, carers, and colleagues from other agencies.

16.2.4 Include opportunities in the *PHSE and RSE* curriculum for children to develop the skills they need to recognise and stay safe from abuse by:

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

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

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

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

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

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

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

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

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

16.2.14 Importance of our *schools* ethos of working together with parents, carers, and external services to form strong and trusted partnerships which can advocate trauma informed and trauma aware responses and where trusted relationships can be formed and go on to create safe places and spaces

within the community, so children and young people know how to access a place of safety outside of the school environment if needed.

16.3 Griffydam Primary School utilizes the Child Exploitation East Midlands portal to access regional frameworks, toolkits, and risk-screening tools for addressing extra-familial harm and exploitation. We take a contextual safeguarding approach, offering early intervention, safety planning, and referrals to Leicestershire Early Help, the LCC Child Exploitation team, or specialist NHS services for affected pupils. Parents are supported with guidance, open-door access to the Designated Safeguarding Lead (DSL), and connections to family help services, while the school shares contextual intelligence with local police, community groups, and multi-agency partners under the Leicestershire Safeguarding Children Partnership (LSCP) to disrupt community-based risks.

16.4 Griffydam Primary School collaborates with multi-agency partners under the Leicestershire Safeguarding Children Partnership (LSCP) framework to tackle extra-familial harm by submitting timely referrals to the Multi-Agency Safeguarding Hub (MASH) using the local LLR Child Exploitation Screening Tool, sharing contextual intelligence with Leicestershire Police and local beat teams regarding community safety hot spots, participating in joint safety planning and Contextual Safeguarding mapping with LCC Specialist Child Exploitation and Early Help Teams, and coordinating with NHS Healthy Together (School Health) and community partners to deliver holistic, multi-agency support for at-risk pupils.

16.5 *Griffydam Primary School uses SCARF to embed and teach safeguarding as part of your broad and balanced PHSE curriculum.*

16.6 We will take all reasonable measures to ensure any risk of harm to children's welfare is minimised inside and outside of the *school* environment.

16.7 Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies.

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

16.9 Promote pupil health and safety.

16.10 Promote safe practice and challenge unsafe practice.

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

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

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

16.14 Ensure school site security.

16.15 Address drugs and substance misuse issues.

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

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

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

17. Additional measures

In accordance with KCSiE requirements, Griffydam Primary School's Senior DSL, DSL team, and staff support children with mental health problems by recognizing that mental health changes can indicate underlying harm, with staff trained to notice, record, and escalate behavioral shifts on CPOMS while the DSL team coordinates triage, parental engagement, and direct referrals to NHS Healthy Together, CAMHS, or emergency health pathways. Staff complete annual statutory training to identify early warning signs across all forms of harm—including physical abuse, neglect, child criminal or sexual exploitation (CCE/CSE), and online risks—using local screening tools and maintaining heightened vigilance for vulnerable groups such as children with SEND and young carers.

18. Procedures for identifying and reporting cases

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

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

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

18.1.3 The Leadership team will ensure that appropriate cover arrangements are in place for any periods when the Designated Safeguarding Lead (DSL) is unavailable due to illness, leave, or other circumstances. During these times, all safeguarding responsibilities pass directly to the Deputy DSL. To guarantee that safeguarding concerns are received, monitored, and acted upon without delay, incoming emails sent to the primary DSL email address (DSL@griffydam.leics.sch.uk) are automatically redirected to the Deputy DSL.

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

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

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

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

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

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

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

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

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

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

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

18.1.15 Ensure all records are kept securely using CPOMS.

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

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

18.1.18 Ensure safe recruitment practices are always followed.

18.1.19 Apply confidentiality appropriately.

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

19. Supporting children and working in partnership

19.1 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.

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

19.3 Our *school* will endeavour to support the pupil through:

19.3.1 Developing the content of the curriculum and ensuring that pupils have chance to discuss thing that are affecting them.

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

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

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

19.3.5 *Griffydam Primary School uses Magic 1,2,3 and restorative conversations to ensure that all children are supported when behaviours are unacceptale. We also have access to ELSA and Nurture Group provision.*

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

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

19.3.8 Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully supported by the SENDCo

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

19.3.10 *The staff member if not the designated safeguarding lead Victoria Wills will be informed immediately, and actions taken in accordance with the school child-on -child/ sexual violence and sexual harassment between children in school and college policy.*

20. Staff and Safer Recruitment

20.1 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 Part Three.

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

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

20.4 The *school* has in place recruitment, selection, and vetting procedures in accordance with KCSiE 2026 Part Three and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2026 Part Three paragraphs 345 to 349. *Ensure this is reflected in your current SCR.*

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

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

20.7 *Newly appointed staff and volunteers will be informed of our arrangements for safer working practices by completing an induction including safeguarding training before beginning working and contact with pupils.* ***All volunteers must now have a enhance DBS check before undertaking regulated activity in line with The Crime and Policing Act 2026.***

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

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

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

Please Note: KCSiE 2026 Part Three: Alternative Provision – Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil.

20.11 When placing a student in a work experience placement the school will ensure the person providing the teaching/training/instruction or supervision of the

student frequently or in more than three days in a 30-day period, or overnight this is a regulated activity and therefore need the necessary checks.

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

21. Links to other Local Authority policies

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

- The above together with the following will make up the suite of policies to safeguard and promote the welfare of children in this school (The above 26 together with the following will make up the suite of policies to safeguard and promote the welfare of children in this school: Child on Child Abuse Policy, Behaviour Policy, Low Level Concerns Policy, Safer Recruitment Policy (list not exhaustive).
- Should the school receive any disclosures or incidents involving sexual violence and/or children sexual harassment, the DSL or DDSL will seek advice from relevant safeguarding partners such as Social Care or The Police, following the guidance laid out in KCSIE 2026. The school also uses
- Leicestershire and Rutland Safeguarding Children Partnership Policy, Procedures and Practice Guidance link: *https://llrscb.proceduresonline.com/index.htm*

Raising Awareness - Roles and Responsibilities

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

22.1 Roles of Staff in Keeping Children Safe

All staff within our school are particularly important as they are able to identify concerns early and provide help to children to prevent concerns from escalating. All staff contribute to providing a safe environment in which children can learn by:

- Promoting an Open and Supportive Culture: Creating a welcoming, non-judgmental classroom environment where children feel heard, respected, and comfortable voicing any worries or concerns.
- Early Identification and Vigilance: Remaining alert to subtle changes in a child's behavior, appearance, attendance, or academic performance, recognizing that these can be early indicators of safeguarding risks or emotional distress.
- Adhering to Safeguarding Policies: Following the school's child protection protocols without delay—recording concerns accurately and passing information promptly to the Designated Safeguarding Lead (DSL).

- Maintaining Professional Boundaries: Modeling appropriate adult-child relationships, enforcing positive behavior policies, and ensuring clear physical and emotional boundaries at all times.
- Prioritizing Physical and Environmental Safety: Performing daily classroom risk checks, managing equipment safely, supervising communal areas, and ensuring robust visitor verification procedures are followed.

22.2 Enabling a Safe Environment In and Out of School (Trips and Extended Learning)

Staff contribute to enabling a safe environment both inside school and during off-site trips or extended learning opportunities through proactive planning, dynamic risk management, and rigorous supervision:

- Thorough Risk Assessments: Completing detailed pre-trip risk assessments evaluating potential hazards, venue safety, transport arrangements, emergency procedures, and individual pupil needs (medical, behavioral, or educational).
- Clear Communication and Ratios: Ensuring all accompanying staff, volunteers, and pupils understand expectations, safety rules, emergency contacts, and meeting points prior to departure, while strictly adhering to required adult-to-child supervision ratios.
- Active Supervision and First Aid Provision: Maintaining continuous supervision throughout trips, keeping accurate headcounts during transitions, and ensuring qualified first aid personnel and necessary medication are present.
- Digital and External Safety: Enforcing safe technology practices inside school (such as supervised internet access and safe search filters) and extending online safety principles during visits involving external workshops or interactive learning environments.
- Emergency Preparedness: Knowing exact protocols for unexpected events—such as a missing child or medical emergency—and maintaining direct lines of communication with school leadership throughout off-site activities.

22.3 Early Help Process Awareness

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 recognize children who may benefit from early help. Staff know in the first instance to discuss their concerns with the Designated Safeguarding Lead (DSL) and understand they may be required to support other agencies and professionals in assessments for early help.

22.4 Staff Working Outside the Classroom and Family Engagement

We employ specific staff who work outside of the classroom and engage directly with children, families, and partner agencies to ensure holistic support beyond academic learning:

- Higher Level Teaching Assistants (HLTAs) & SEN Support Staff: Staff who deliver one-to-one or small-group interventions, manage individual learning and care plans,

and communicate directly with external specialists (e.g., Speech and Language Therapists, Educational Psychologists).
- Extended Care & Administrative Staff: Breakfast and after-school club supervisors and office personnel who manage daily pupil arrivals/departures, monitor attendance patterns, and act as primary liaison points for families and external agencies.

22.5 Arrangements for Parents and Carers to Seek Support or Advice

We maintain an accessible and supportive environment for parents and carers to seek guidance while ensuring school security and pupil safety:

- Drop-In and Scheduled Meetings: Parents and carers can request informal chats with class teachers, or the Designated Safeguarding Lead (DSL) before or after school. Formal appointments can be booked via the school office or parent portal.
- Dedicated Advice Sessions: We offer confidential 1-to-1 meetings for families needing assistance with early help, housing, emotional well-being, or SEN support.
- Contact Channels: Parents can reach key support via the main office telephone, or scheduled parent-teacher consultation evenings.

22.6 Multi-Agency Collaboration, Social Care, and DSL Responsibilities

We acknowledge the vital importance of children and social workers meeting during the school day where required. Our Designated Safeguarding Leads (DSLs) work closely with social care and safeguarding partners to ensure children subject to Child Protection, Child in Need, and Looked After Children (LAC) plans are kept safe, and the child's needs are met:

DSLs ensure that:

- Facilitating On-Site Visits: Safe, confidential spaces are provided for Social Workers to meet with children without disrupting learning unnecessarily.
- Managing Safeguarding Plans: School actively contributes to multi-agency meetings (including Strategy Meetings, Child Protection Conferences, Child in Need reviews, and Personal Education Plan [PEP] meetings for Looked After Children).
- Information Sharing and Monitoring: Detailed, secure safeguarding records are maintained, attendance and academic progress are closely monitored, and Social Care is immediately notified of any unexplained absences or emerging risks concerning vulnerable pupils.

22.7 Signposting Support for Children, Parents, and Carers

We proactively signpost children, parents, and carers to internal and external support services across multiple platforms:

- For Children: In-school 'worry boxes,' designated pastoral spaces, visual classroom displays, child-friendly safeguarding posters, and guidance on accessing external services like Childline (0800 1111) and the NSPCC.
- For Parents & Carers: Direct signposting to local Early Help hubs, food banks, mental health support (e.g., NHS/CAMHS), parenting programs, and online safety resources (e.g., Internet Matters, CEOP).

- Communication Channels: Support information is continuously distributed via the School Website (dedicated Safeguarding & Wellbeing hub), Newsletters & Posters (regular updates and main entrance display boards), and Meetings & Workshops (parent coffee mornings, SEN reviews, and induction sessions).

22.8 Safeguarding Training

- All our staff are aware of systems within Griffydam Primary School and these are explained to them as part of staff induction, which include our child protection policy; the employee code of conduct and the role of the Designated Safeguarding Lead and Keeping Children Safe in Education 2026.

- Our *school* utilises an induction meeting where staff are inducted iin our safeguarding policies and procedures.

- All our staff receive safeguarding and child protection training annually in house and by the local Authority every three years. In addition, to this training all staff members receive child protection and safeguarding updates when required, but at least termly.

- *Training is provided by our DSLs and the Local Authority.*

- 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.

- *During the annual training, all staff are reminded about their duty and informed about how to pass on concerns.*

- 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.

23 Staff responsibilities

23.1.1 All staff have a key role to play in identifying concerns and provide early help for children. To achieve this, they will: Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.

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

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

23.1.4 Lead and ensure robust arrangements and procedures are in place to effectively manage and regularly monitor the *school* online safety, Ww use

a cube monitoring and filtering system that is operated by EXA and is compliant with all government guidelines.

23.1.5 Only school phones to be out in school all other phones to be locked inthe classroom cupboard, lockers or in your own car.

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

23.1.7 Maintain an attitude of “it could happen here” with regards to safeguarding.

23.1.8 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.

23.1.9 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.

23.1.10 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.

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

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

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

23.1.14 Understand early help and be prepared to identify and support children who may benefit from early help, to include children who are frequently missing/goes missing from education, home or care, has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit, has a parent or carer in custody or is affected by parental offending.

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

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

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

23.1.18 Griffydam Primary School engages in learning opportunities or partnership work with such as the NSPCC and Police Community Support Officers.

23.1.19 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.

24. Senior Leadership/Management Team responsibilities:

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

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

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

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

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

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

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

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

24.9 Ensure that allegations or concerns against staff including low-level concerns are dealt with in accordance with guidance from Department for Education (DfE) KCSiE 2026 Part Four 'Allegations made against/Concerns raised in relation teachers including supply teachers, other staff, volunteers, and contractors in Sections One and Two.

24.10 Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) and Leicestershire County Council (LCC).

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

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

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

25.3 PLAC

25.3.1 **Self-Declaration & Onboarding:** Parents and guardians of children who have left care through adoption, special guardianship orders (SGOs), or child arrangements orders (CAOs)—or who were adopted from state care outside England and Wales—are invited to notify the school during admissions or at any point in the academic year.

25.3.2 **Confidentiality:** Declaration is voluntary. Information regarding a child's PLAC status is stored securely on the school management system Arbor

25.3.3 **Pupil Premium Plus (PP+):** The Designated Teacher works with parents/guardians to secure statutory PP+ funding, ensuring it is allocated toward targeted academic, emotional, or transitional interventions tailored to the child's needs.

26. Designated Safeguarding Lead

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

27.2 We also have a Deputy Safeguarding Lead, who will provide cover for the Senior Designated Safeguarding Lead when they are not available. Our Deputy Safeguarding Lead has received the same training as our Senior Designated Safeguarding Lead. They will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the school ethos and that specific duties are discharged. They will assist the Senior Designated Safeguarding Lead in managing referrals, attending child protection conferences, reviews, core group meetings and other meetings of a safeguarding and protection nature to support the child/children.

27.5 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.

27. The Senior Designated Safeguarding Lead is expected to:

27.1 **Manage Referrals:**

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

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

27.1.3 Refer cases where a person is dismissed or left due to risk/harm to a child and will make a referral to the Disclosure and Barring Service

27.2 Ensure arrangements are in place year-round for all staff and volunteers to seek advice, support and inform of safeguarding concerns, or incidents and disclosures that inform children are at risk of harm, or abuse, harm or bullying or sexual harm or harassment has occurred.

27.3 Ensure appropriate systems are in place to manage and address online safety, access to mobile phone networks, especially for those children who are potentially at greater risk of harm, abuse, and exploitation and refer concerns where required linked to the PREVENT duty.

27.4 *The Senior Designated Safeguarding Lead (DSL) and Deputy DSLs convene weekly operational safeguarding meetings to review open cases, assess*

emerging risks, and ensure immediate information-sharing across all year groups and sites. Any emergencies are discussed on the day. .

27.5 **Work with others:**

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

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

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

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

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

27.5.6 Liaise with the local authority and other agencies in line with Working Together to Safeguard Children 2026 and the local Leicestershire Safeguarding Children Partnership procedures and practice guidance.

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

27.5.8 ***Cascading Information & Emerging Risks:*** *Local threats and emerging safeguarding risks (e.g., online harms, exploitation trends) are cascaded to staff via routine staff meetings, and emergency briefings held during the school day when immediate awareness is required.*

27.5.9 ***Curriculum & Professional Development:*** *The DSL team collaborates with curriculum leads to integrate age-appropriate safety topics (online safety, healthy relationships, personal boundaries) into PSHE, assembly schedules, and classroom learning. DSLs also lead regular staff training modules and INSET sessions to refresh safeguarding knowledge and referral protocols.*

27.5.10 ***External Agency Partnerships:*** *The school works in close partnership with key external agencies—including local Police teams, the NSPCC (e.g., Speak Out Stay Safe program), the Leicestershire Education Tackling Exploitation (TETC) team, and local authority social care—to deliver early intervention, contextual safeguarding, and coordinated support for vulnerable children.*

27.6 **Undertake training:**

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

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

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

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

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

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

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

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

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

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

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

28.11.8 Understand the reporting requirements for FGM

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

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

28.12 **Raise awareness**:

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

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

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

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

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

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

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

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

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

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

29.5 *We use CPOMS and all files transferred securely once the child has entered the new school.*

29.6 Availability - During term time the Senior Designated Safeguarding Lead *or 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. During the holiday, the senior DSL details are held by the local authority and the DSL email monitored daily by both the DSL and Deputy DSL(when re assigned)

29. Headteacher

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

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

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

29.1.3 Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.

29.1.4 All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed

sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.

29.1.5 The Headteacher will ensure all staff including supply teachers and volunteers have access to and read and understand the requirements placed on them through: - the *school* Child Protection Policy; and the *Staff Code of Conduct Policy.*

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

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

30. Governing Body

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

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

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

30.2.2 Ensuring that the school has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2026) as well as with local LRSCP guidance and monitors the school's compliance with them.

30.2.3 Ensuring that safeguarding policies and procedures are in place for <u>appropriate</u> action to be taken in a <u>timely</u> manner to promote a child's welfare.

30.2.4 We 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. All files are held securely yon CPOMS

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

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

30.2.7 Ensuring that all staff, supply teachers and governors read and fully understand at least KCSiE 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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

31.1 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.

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

31.3 We also recognise those children who were previously Looked-After potentially remain vulnerable and all staff will be informed of the importance of maintaining support for them through our school 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.

31.4 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.

32. Children with Special Educational Needs

32.1 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.

32.2 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.

32.3 Staff should consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place. Further information can be found in the DfE:

• SEND Code of Practice 0 to 25 years, and Supporting Pupils at School with Medical Conditions.

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

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

32.4.2 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,

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

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

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

32.4.6 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.

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

32.5.1 recognising and having in place additional support for example to teach, advise, mentor and support children with SEND from online harms, hoaxes, bullying, grooming and radicalisation and enable them to have confidence and the ability to stay safe online, either in schools or outside the school environment.

33. Acting where concerns are identified.

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

33.2 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.

33.3 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.

33.4 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:

33.4.1 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.

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

33.4.3 Staff will stay calm and be available to listen.

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

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

33.4.6 Leading questions should be avoided as much as possible.

33.4.7 Questioning should not be extensive or repetitive.

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

33.4.9 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. and upload to CPOMS as soon as is possible. If typing directly onto CPOMS, please make sure you make it clear exactly what the child said.

33.4.10 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.

33.4.11 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.

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

33.4.13 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.

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

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

34. Confidentiality

34.1 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.

34.2 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.

34.3 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.

34.4 All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children. They are aware that the Data Protection Act 1998 should not be a barrier to sharing of information where failure to do so would result in a child being placed at risk of harm. Staff should refer to the DfE Data Protection guidance for schools (DfE, 2023 updated July 2026).

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

35. Information Sharing

35.1 Effective sharing of information between practitioners and local organisations and agencies is essential for early identification of need, assessment, and service provision to keep children safe. Serious Case Reviews (SCRs) now known as Rapid Reviews (RRs) have highlighted that missed opportunities to record and thereby understand the significance of sharing information in a timely manner can have severe consequences for the safety and welfare and well-being of children (Working Together to Safeguard Children, 2026).

35.2 *We will adopt the information sharing principles detailed in statutory safeguarding guidance contained within: [you should include]*

35.2.1 DfE KCSiE 2026 has several sections which provide clarity on information sharing processes and GDPR including within Annex B which makes clear the powers to hold and use information when promoting children's welfare.

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

35.2.3 Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents, and carers (which has been updated to reflect the General Data Protection Regulation (GPDR) and Data Protection Act 2018.

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

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

36.1 *At Griffydam Primary School, all safeguarding concerns are recorded on **CPOMS** to maintain clear, accurate, and chronological records of every child's journey.*

- ***Quality & Management:** Staff record factual, detailed entries immediately. The DSL team logs all internal actions, interventions, and multi-agency contributions (including Social Care, Early Help, Police, CAMHS, and Health services) onto the child's profile to maintain a complete history.*
- ***Monitoring & Transfer:** The Senior DSL regularly audits CPOMS logs to ensure actions are completed promptly. When pupils transition to a new school, records are transferred securely to the receiving DSL team in line with statutory guidance.*

36.2 Any concerns about a child will be recorded on CPOM before staff leave site. All records will provide a factual and evidence-based account and there will be accurate recording of any actions.] 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.

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

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

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

36.6 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.

37. Why recording is important

37.1 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.

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

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

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

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

38.2 All 'child protection' or 'confidential' file should contain the following

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

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

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

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

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

39.1 Our *school* will adopt the file transfer guidance contained in KCSiE 2026 and ensure when a child moves school/education provision their child protection/confidential file is sent securely to their new educational setting when the child starts/ leaves the school/academy.

39.2 For those children subject of social care and safeguarding agency involvement will ensure the file is able to evidence the child's journey and include key information as described in KCSiE 2026 should a child subject to social care involvement transfer schools, college, or education provider we will ensure the child's child protection or confidential file move is <u>transferred within 5 days</u> as required by KCSiE.

39.3 Our Senior DSLs will liaise directly with the receiving school, college or alternative placement and hold a discussion to share important information to support the

child's transfer to ensure the child remains safeguarded, has any 'reasonable adjustments' agreed, and put in place and to ensure the changes experienced by the child are as smooth as possible to enable a positive integration experience and engagement with new staff and learning.

39.4 When a student moves to or from the school, if f there are issues or concerns, a conversation between DSLs from both settings is
Recommended done as good practice.

39.5 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.

39.6 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]

40. Recording Practice

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

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

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

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

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

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

40.7 Such robust practice across child protection and in safeguarding and promoting the welfare of children will assist the school and DSL team in the early identification of

any concerns which may require addressing further and the prevention of future harm, risk, or abuse.

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

41. Educating Young People – Opportunities to teach safeguarding (*KCSiE 2026 paragraphs 156 to 166)*

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

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

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

41.4 Our *school* is a mobile free environment by defaults: this includes between lessons, breaktimes and lunchtime. Anything other than this is by exception only by applying to the *Headteacher*

41.5 At Griffydam Primary School, our Relationships, Sex, and Health Education (RSHE) policy complies fully with statutory Department for Education guidance and is seamlessly integrated into our whole-school Personal, Social, Health, and Economic (PSHE) provision. Over the coming year, we will introduce and deliver RSHE across all year groups using the spiralled Coram Life Education **SCARF** framework (*Safety, Caring, Achievement, Resilience, and Friendship*), complemented by the *Everyone's Welcome* programme to embed equality, inclusion, and respectful relationships. In EYFS, learning is introduced through play-based experiences and circle time, progressing in Key Stages 1 and 2 to age-appropriate classroom units covering healthy relationships, online safety, body boundaries, mental well-being, and growing up. Delivery will be enriched through whole-school assemblies, visiting specialist workshops (such as Coram Life Education educators and the NSPCC), and continuous staff training to ensure RSHE learning experiences are engaging, inclusive, and aligned with our core values of kindness, exploration, and respect.

41.6 **1. Supporting Children**

- **Curriculum & Events:** Online safety is taught across Computing and PSHE using the **SCARF** framework, supported by annual **Safer Internet Day** assemblies and workshops. Topics include privacy, cyberbullying, safe searching, and managing screen time.
- **School Safeguarding:** School devices use secure DfE-compliant filtering and monitoring. Pupils are taught to identify online risks and report any uncomfortable experiences to a trusted adult, Class Teacher, or the **DSL team**.

2. Supporting Parents and Carers

- **Communications & Resources:** Parents receive updates on digital risks and trending apps via newsletters, website guides, and parent workshops.
- **External Guidance:** The school signposts parents to trusted platforms including **Internet Matters**, **Thinkuknow**, and the **NSPCC** for home setup guides and parental control advice.

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42. Helplines and reporting

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

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

42.3 **Where to Seek Advice, Help, and Support**

- **In-School Reporting:** Contact the **Designated Safeguarding Lead (DSL) team** at Griffydam Primary School directly or report concerns via your child's Class Teacher.
- **Online Grooming or Exploitation:** Report immediately to **CEOP** (Child Exploitation and Online Protection Command) at `www.ceop.police.uk`.
- **Direct Support for Children:** Children can contact **Childline** for free, confidential 24/7 advice on **0808 800 5000** or visit `www.childline.org.uk`.
- **Reporting Illegal or Harmful Content:** Submit reports to remove harmful or inappropriate online material at **Report Harmful Content** (`[www.reportharmfulcontent.com](https://www.reportharmfulcontent.com)`).
- **Parental Guidance & Concerns:** Parents can access support from the **NSPCC Helpline** on **0808 800 5000** or visit **Thinkuknow** (`www.thinkuknow.co.uk`) and **Internet Matters** (`www.internetmatters.org`) for practical home safety guides

43. Child on child sexual harassment and sexual violence

43.1 The school has a zero-tolerance approach to sexual harassment and sexual violence. Abuse will never be tolerated or seen as banter, just having a laugh or part of growing up.

43.2 All staff must have 'it could happen here approach'.

43.3 Forms of child-on-child abuse can be:

- bullying (including cyberbullying, prejudice-based and discriminatory
  • abuse in intimate personal relationships between children (also known as teenage relationship abuse),
  • physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm,
  • physical assault and harm, or the threat of harm with a weapon,
  • harmful sexual behaviour, sexual violence and sexual harassment – which may include misogyny/misandry.
  • consensual and non-consensual making or sharing of nudes and semi nudes, including those generated using AI.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party,
  • upskirting (which is a criminal offence44), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
  • initiation/hazing type violence and rituals.

43.4 Disclosures or concerns about HSB must be reported immediately to the DSL following the reporting procedures. The Hackett continuum will be used to measure the behaviour.

43.5 Records will be recorded on CPOMS the school's safeguarding system.

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

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

43.8 In some cases, such as one of incidents or HSB or sexual harassment, it may be appropriate for the school or college to manage the situation internally.

43.9 In some cases, the school will have a statutory duty to refer the incident to the police and/or social care. Where a report of rape, assault by penetration or sexual assault is made, the starting point is that this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator(s) is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach. The following advice may help schools and colleges decide when to engage the Police and what to expect of them when they do.

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

43.11 Risk and needs assessments will be put in place.

44. Children who are questioning their gender

44.1 The school recognises that some children and young people may question their gender. We are committed to providing a safe, supportive, respectful and inclusive

environment for all pupils, while ensuring that safeguarding and the welfare of the child remain paramount.

45.2 In accordance with Keeping Children Safe in Education 2026, the school will adopt a safeguarding-led approach when responding to any child who is questioning their gender. Decisions will be made on an individual basis, taking account of the child's age, developmental stage, **wishes and feelings**, wider vulnerabilities, educational needs, mental health, neurodiversity, family circumstances and the rights and wellbeing of other children. The child's best interests will always be the primary consideration.

45.3 The school will not initiate social transition. Where a child or parent/carer requests changes relating to social transition, including changes to name, pronouns, appearance or how a child is treated within the school community, these matters will be considered through the school's safeguarding procedures and under the leadership of the Designated Safeguarding Lead (DSL). Any decisions will be carefully assessed, recorded and reviewed.

45.4 Parents and carers will be involved in the vast majority of cases. The school will only consider delaying or limiting parental involvement where there is reasonable cause to believe that doing so is necessary to protect the child from a risk of significant harm. In such circumstances, the DSL will seek appropriate safeguarding advice and take action in accordance with child protection procedures.

45.5 The school acknowledges that children who are questioning their gender may have additional vulnerabilities or complex needs and may benefit from appropriate health, social care or other professional involvement. The school will work collaboratively with families and relevant agencies where appropriate to promote the child's welfare.

45.6 The school will comply with all relevant legal duties, including safeguarding, equality, data protection and human rights legislation. Arrangements relating to toilets, changing facilities, residential accommodation, sport and the recording of pupil information will be managed in line with current statutory guidance and the school's legal obligations.

45.7 All concerns, discussions, decisions and the reasons for those decisions will be recorded in accordance with the school's safeguarding and record-keeping procedures.

45.8 KCSiE 2026 paragraphs 95-98 confirms that schools and colleges can lawfully separate children according to their biological sex for sport. In cases where a gender questioning child makes a request relating to how they participate, school will consider on a case by case basis.

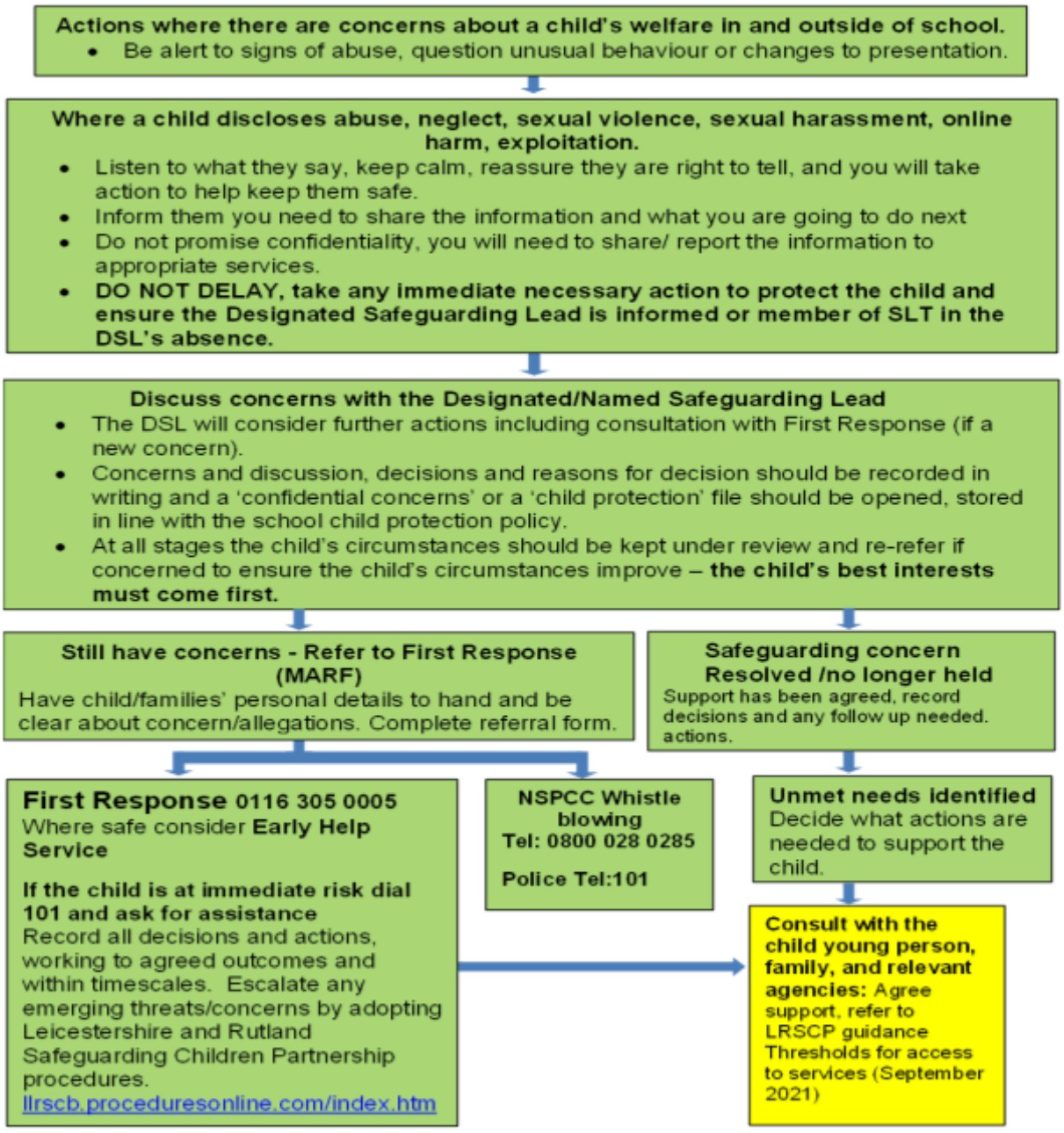
45.9 KCSiE 2026 **Paragraphs 105-116** explain that when it comes to toilets, showers and changing facilities, children must not be allowed into the spaces “designated for the opposite biological sex.” In instances where a child does not want to use these spaces, “schools and colleges should consider whether they can provide an alternative.” Schools and colleges must keep a record of any such situations and “ensure they are communicated appropriately” and regularly reviewed.

45.10 Paragraphs 197-202 include new guidance that schools and colleges must not allow a child to share overnight accommodation with a child of the opposite biological sex. This must be considered when responding to a request for social transition, where the rule still applies. If a child doesn’t want to share with a child of the same biological

sex, alternative arrangements may be sought, but they “should not compromise the safety, comfort, privacy or dignity of any child.”

Appendix 1

What to do if you are worried that a child is at risk at Griffydam Primary School



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

Case Record/Chronology

CONFIDENTIAL if CPOMS not available

Sheet Number:

Complete for all incidents of concern including where a 'logging the concern' sheet has not been completed. If one has been completed, then add a note to this chronology to cross reference (significant information may also be added).

Name:		
DOB:		**Form:**
Date:	**Information/Details of concerns or contact:**	**Print Name & Signature:**

Appendix 3

Logging a concern about a child's safety and welfare

Part 1 (for use by any staff if CPOMs is not available)

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

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

Please give this form to your Senior Designated Safeguarding Lead

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

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

Appendix 4

Body Map Guidance for Schools

Medical assistance should be sought where appropriate.

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

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

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

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

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

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

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

- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record.

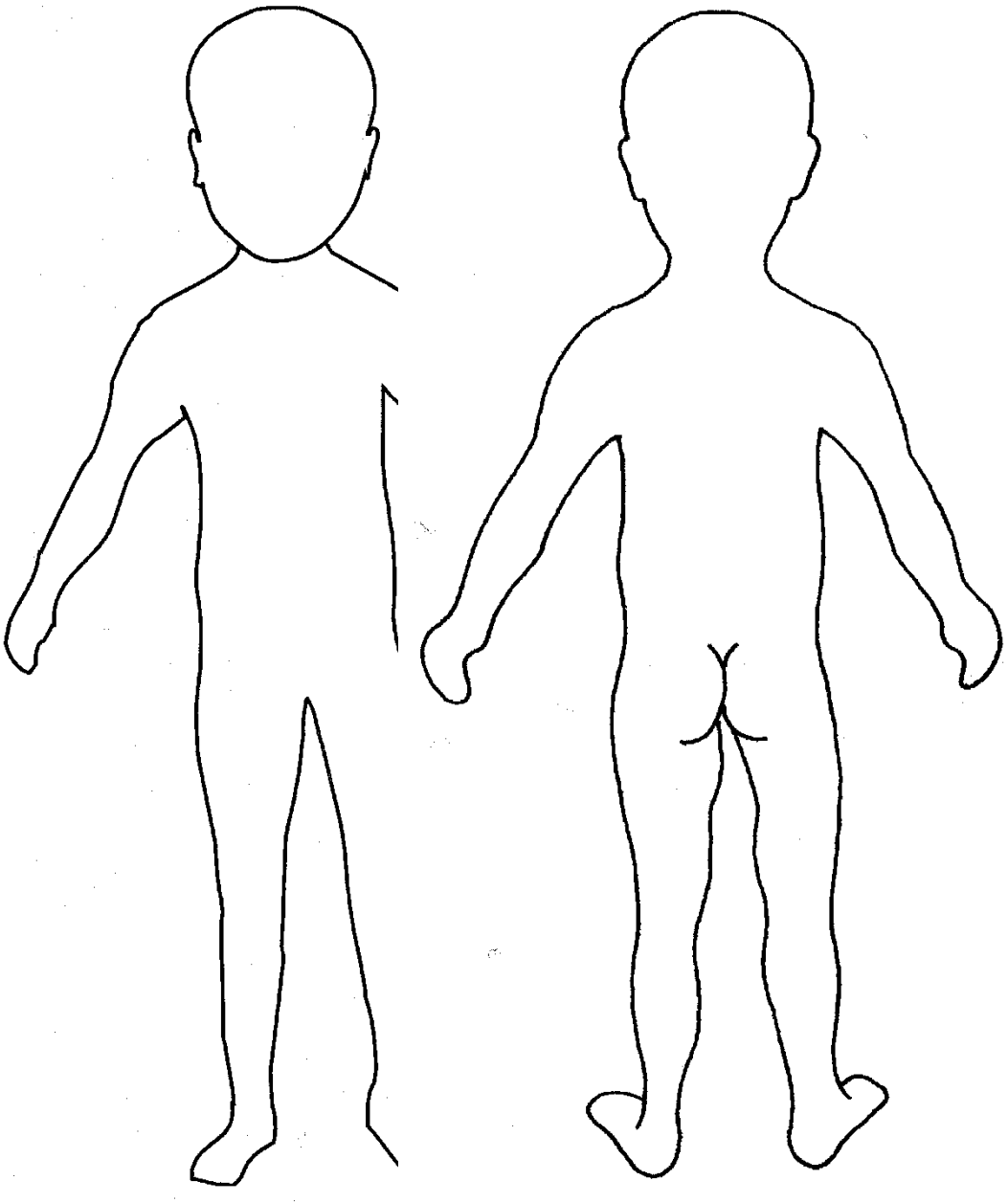
A copy of the body map should be kept on the child's child protection file.

(This must be completed at time of observation on CPOMS)

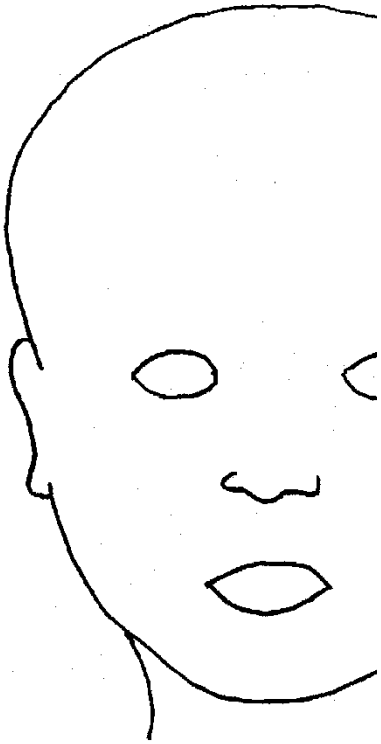
Names for Child: ..... Date of Birth: .....

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

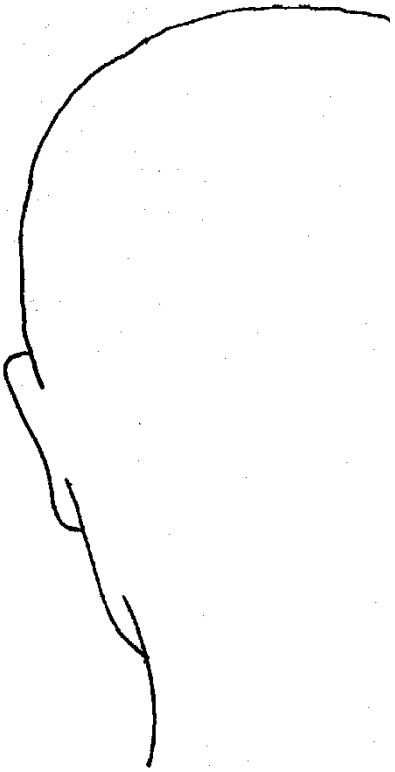
Date and time of observation: .....



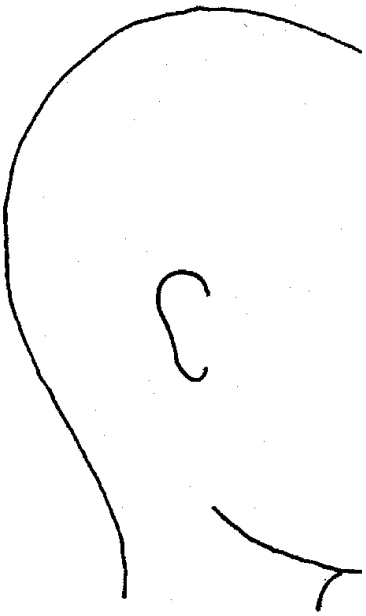
Name of Child: ..... Date of observation: .....



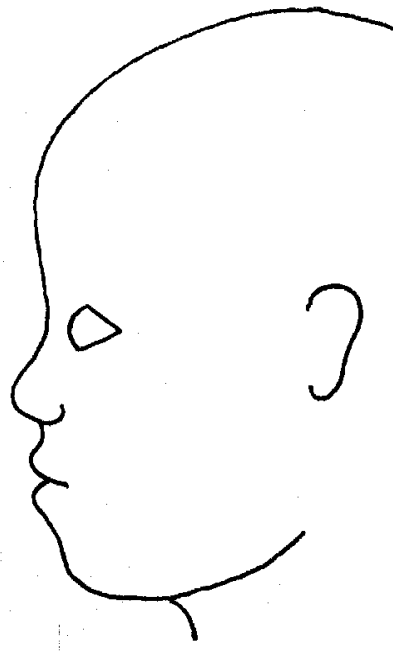
FRONT



BACK

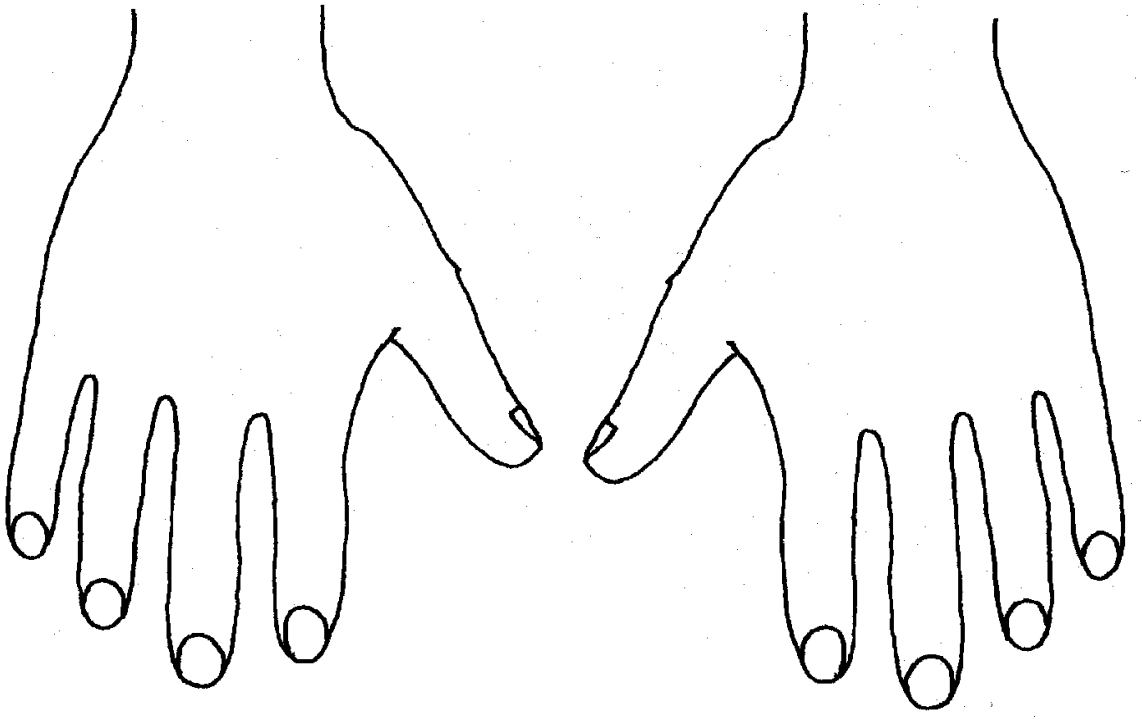


RIGHT



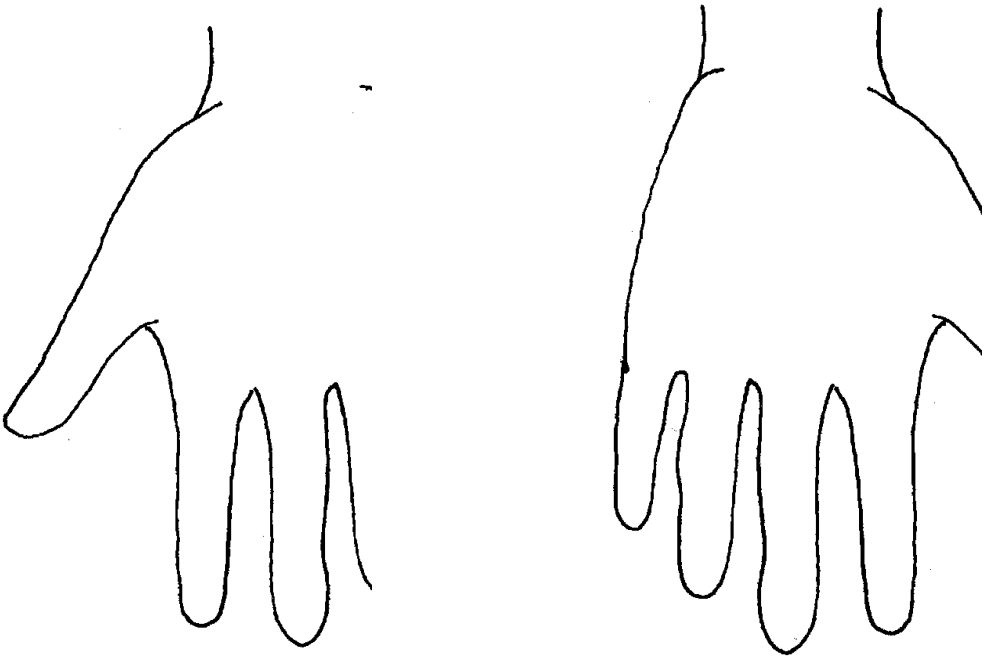
LEFT

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



R **L**

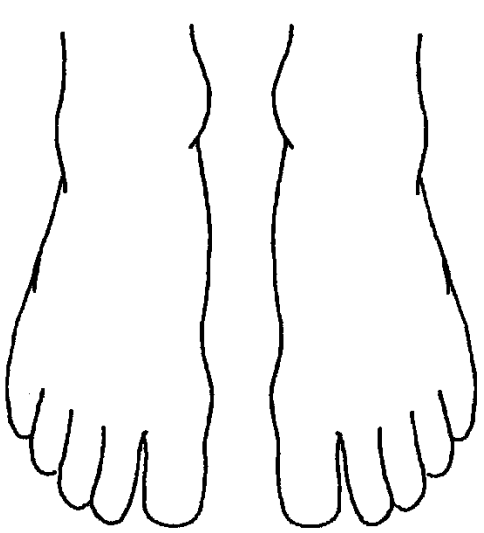
BACK

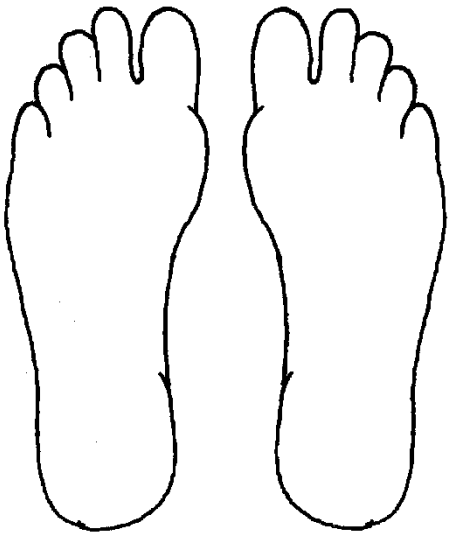


R **L**

PALM

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





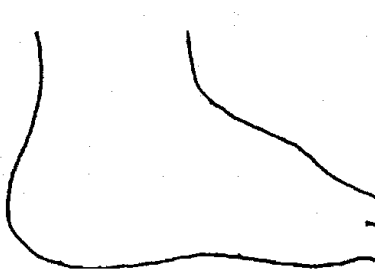
R **TOP** **L** **R** **BOTTOM** **L**

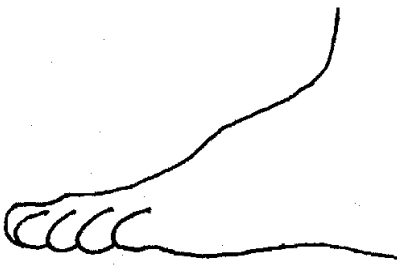




R **L**

INNER





R **L**

OUTER

Printed Name and Signature of worker: .....

Date: .....

Time: .....

Role of Worker: .....

Other information:

Appendix 6

Existing Injuries Form – Tool to support reflection.

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

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

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

Is the explanation consistent with the injury?	Yes / No Comments:
Is the explanation concerning or are there conflicting explanations?	Yes / No Comments:
Interpretation of level of risk	Low Medium High
Actions to be taken, either in response to the injury, or to reduce further risk. What, By who, By when	

Referral to First Response Y/N	
Signed by…. Role…. Date	Reviewed by (e.g., DSL) …. Date….

Appendix 7: Staff Mobile Phone Policy

- Principle & Purpose: To ensure the safety, privacy, and well-being of all pupils, Griffydam Primary School enforces a strict personal device policy in line with statutory safeguarding guidance (*Keeping Children Safe in Education*). Personal mobile phones and personal smart devices must not compromise pupil safety or create distractions during operational hours.
- Storage & Use Requirements:
    - All staff members, volunteers, student teachers, and visitors must ensure personal mobile phones are switched off or set to silent and locked away in designated staff lockers or secure personal storage upon arrival.
    - Personal mobile devices must never be accessed, visible, or used in any areas accessible to children, including classrooms, corridors, playgrounds, dining areas, and halls during working hours.
    - Personal devices may only be used during designated break times within staff-only areas, such as the Staff Room.
- Photography & Recording: Under no circumstances may personal mobile phones or personal smart devices be used to take photographs, capture video, or record audio of pupils. All official media capture must be conducted strictly using school-owned digital devices in accordance with the school's Media Consent & Photography Policy.

- Exceptions & Emergencies: In exceptional circumstances where a staff member requires urgent access to their personal phone (e.g., family emergency), explicit prior approval must be obtained from the Headteacher/DSL, and usage must take place strictly in a private, staff-only office.

Appendix 8: Low-Level Concerns Policy

- Principle & Purpose: Griffydam Primary School maintains a proactive culture of openness, transparency, and accountability. A low-level concern is any concern—no matter how small—that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the Staff Code of Conduct, but does not meet the threshold of an allegation against a staff member.
- Reporting Protocol:
    - Staff are encouraged to share any low-level concerns promptly to ensure low-level behaviors are identified, evaluated, and addressed early.
    - All low-level concerns must be recorded in writing in the physical Low-Level Concerns Book, which is stored securely in the Headteacher's Office to ensure strict confidentiality.
- Management & Oversight:
    - The Headteacher personally reviews, investigates, and resolves all entries recorded in the Low-Level Concerns Book.
    - Entries are evaluated individually and contextualized over time to identify any potential patterns of behavior or systemic risks.
    - Outcomes and resolution actions (e.g., informal conversations, professional guidance, or training updates) are documented within the log.
    - Where a recorded concern is evaluated to meet or escalate toward the threshold of an allegation, the Headteacher will immediately consult the Local Authority Designated Officer (LADO) in line with statutory procedures.