



Glenfield Primary School

Child Protection policy 2026-2027

Date of Review	September 2026
Next Review Date	September 2027
Headteacher	Sukhi Tibbles
Chair of Governors	Tessa Wildgoose
Signed	Signed Copy held centrally
Date	01.09.2026

INTRODUCTION

Glenfield Primary School

Policy statement and principles

Glenfield Primary School fully recognise its statutory responsibilities for Child Protection and Safeguarding. It is committed to promoting the welfare of children and young people and expect all staff and volunteers to share this commitment and be appropriately trained.

School Designated Safeguarding Lead (DSL)

The school has appointed a Designated Safeguarding Lead (DSL) from the senior leadership team in accordance with KCSIE September 2026 guidance.

The DSL responsible for matters relating to child protection and welfare in this school:
Sukhi Tibbles, Headteacher 0116 2872188

In their absence, these matters will be dealt with by a Deputy DSL: All can be contacted on 0116 2872188, dsl@glenfield.leics.sch.uk.

Anna Thomson, Deputy Headteacher
Laura Stretton, Inclusion lead
Nathan Squires, Speech and Language provision lead
Zoe Elkington, Children and Families Coordinator

The DSL is key to ensuring that proper child protection and safeguarding procedures and policies are in place and adhered to. They will also act as a dedicated resource available for other staff, volunteers and Local Governors to draw upon. Parents are welcome to approach the DSL if they have any concerns about the welfare of any child in the school, whether these concerns relate to their child or any other.

The DSL will liaise with the Local Authority and work with other agencies in line with statutory guidance Working Together to Safeguard Children 2023 and Keeping Children Safe in Education, September 2026.

There will always be cover for this role and arrangements for this are as follows:

- A DSL or Deputy DSL will be available and on site from 7:45am until 4:30pm and during out of school events and trips.

This Child Protection Policy works alongside a range of statutory and safeguarding policies and procedures that actively support the safety and welfare of all children in our setting. These include, but are not limited to:

- Staff Code of Conduct
- Safer Recruitment Policy
- Complaints Policy
- Behaviour Policy
- Anti-bullying Policy
- Attendance Policy
- Online Safety Policy

Together, these policies form a comprehensive safeguarding framework. Staff follow these procedures as part of their ongoing responsibility to promote a safe, respectful, and supportive environment for all pupils.

This Child Protection Policy will be reviewed by the Senior Designated Safeguarding Lead, Sukhi Tibbles, on a regular basis to ensure it remains current and incorporates all revisions

made to local or national safeguarding guidance. This policy will, as a minimum, be fully reviewed once a year during the autumn term and be provided to the school 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 (or sooner if changes occur)

Role	Name	Contact Details
Headteacher	Sukhi Tibbles	dsl@glenfield.leics.sch.uk 0116 2872188
Senior Leaders available for contact in the absence of the DSLs	Anna Thomson Laura Stretton Nathan Squires	dsl@glenfield.leics.sch.uk 0116 2872188
Chair of governors	Tessa Wildgoose	twildgoose@glenfield.leics.sch.uk 0116 2872188
Designated Governor for Child Protection / Safeguarding	Wayne Holder	office@glenfield.leics.sch.uk 0116 2872188
Senior Designated Safeguarding Lead	Sukhi Tibbles	dsl@glenfield.leics.sch.uk 0116 2872188
Deputy Safeguarding Lead	Zoe Elkington	dsl@glenfield.leics.sch.uk 0116 2872188
Names of additional Safeguarding Officers	Anna Thomson Laura Stretton Nathan Squires (Designated Teacher)	dsl@glenfield.leics.sch.uk 0116 2872188
FHP Safeguarding Lead	Kim Tucker	ktucker@greenwoodprimary.org.uk 01623460664 (Greenwood School Head)

FHP Deputy Safeguarding Lead	Jodie Owen	Jodie.owen@bluebellhill.org.uk
FHP Inclusion Lead (Schools)	Grant Worthington	gworthington@flyinghightrust.co.uk 0115 9891915
FHP Whistleblowing Officer	Paul Goodman	0115 9891915
FHP Trustee for Safeguarding	Ann Cruickshank	0115 9891915
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 and statutory guidance

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

This policy is also based on the following legislation:

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

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. It also applies to lettings involving children on the school site. Further information on this can be found in our School Lettings Policy.
- 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 sec 175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2026, and HM 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, governors, and other members of the Flying High Trust, and are consistent with those Leicester and the Leicestershire and Rutland Safeguarding Children Partnerships.

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

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

4. Safeguarding and promoting the welfare of children

4.1 Defined as:

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

5. Whole school approach to safeguarding:

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

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

- Pupils' health and safety and emotional well-being, and their mental and physical health or development.
- Meeting the needs of children with special educational needs and/or disabilities.
- Meeting the legal duties of 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 86-89)

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

7. Safeguarding can involve a range of potential issues

7.1 Such as:

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

- 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 Upskirting Act, came into force on 12 April 2019. Upskirting is a criminal offence and reportable by all teachers (KCSiE Annex A).
 - Is pregnant or is a parent themselves.
 - Has exhibited early signs of abusive, violent and/or harmful behaviours.
 - Is misusing alcohol and other drugs themselves.
 - Is frequently missing/goes missing from education, home or care.
- 7.2 All our staff and volunteers are aware of the indicators of abuse, neglect, and exploitation and modern slavery, and know what to look for is vital for the early identification so that support can be put in place. Our staff and volunteers are also aware of the specific safeguarding issues that indicate or inform of concerns or incidents linked to child criminal exploitation and child sexual exploitation and know to report concerns directly to the designated safeguarding or a member of the senior leadership team should the designated safeguarding lead not be available for children who may be in need of help or protection.
- 7.3 Our staff recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, neglected, or are a victim of modern slavery, and/or they may not recognise their experiences as harmful. Children may also feel embarrassed, humiliated, or could be being threatened not to tell, so not feel able to share what is happening to them. Alternatively, we recognise children may not want to make a disclosure or talk about what is happening due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child and agree a way forward to support the child and determine how best to build trusted relationships with children and young people which facilitate good opportunities for communication.
- 7.4 **All staff should always** speak to the designated safeguarding lead, or deputy at the earliest opportunity.

- 7.5 As a school, we are aware that abuse, neglect, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore all staff should always be vigilant and always raise any concerns with the designated safeguarding lead (or deputy).
- 7.6 **All** staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of our school environment.
- 7.7 All our staff have received information and training regarding the risks that can take place outside the child's family. This is known as extra-familial harm and these can take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse - including physical, sexual, emotional abuse, and stalking), criminal exploitation (including financial exploitation), serious youth violence, county lines, financial exploitation and radicalisation.
- 7.8 Our staff are aware that technology offers many opportunities but is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.
- 7.9 All our staff have 'an understanding of the expectations, applicable to their roles and responsibilities in relation to filtering and monitoring' of ICT systems and regular monitoring of school's equipment and networks.

8. Online Safety

- 8.1 Our school approach to online safety, including appropriate filtering and monitoring on school devices and school networks, is reflected in this Child Protection Policy including awareness of the ease of access to mobile phone networks. (See KCSiE 2026 Paragraph 151).
- 8.2 Our Senior DSL and the DSL team has the lead responsibility in this area, which is overseen and regularly reviewed by the Governing body, 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 the Online Safety Policy, and the arrangements put in place to ensure appropriate filtering and monitoring on school devices and the school network, ensuring they are reviewed at least annually and are formally recorded. The appropriateness of any filtering and monitoring systems will in part be informed by the risk assessment required by the Prevent Duty as required by KCSiE 2026 paragraph 171.
- 8.4 This will include:
- identify and assign roles and responsibilities to manage filtering and monitoring systems.
 - review filtering and monitoring provision at least annually.

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

8.5 In accordance with the filtering and monitoring requirements outlined in KCSiE 2026, our school implements a proactive approach to ensure the safety of pupils online. We use Senso software, which actively monitors all online activity across our network. If a pupil searches for or types anything inappropriate or that may raise safeguarding concerns, Senso generates an immediate notification. These alerts are reviewed by the Designated Safeguarding Lead (DSL) and Deputy DSL, to assess any potential risks and take appropriate action. Our approach ensures that any online activity that could indicate a safeguarding concern is promptly addressed.

We discuss these notifications and any emerging trends in regular DSL meetings to ensure that we remain vigilant and responsive to safeguarding risks.

We also have a separate Online Safety Policy, which outlines our comprehensive strategy for safeguarding pupils in the digital environment. This policy is accessible via the school's website.

- 8.6 Our Governing body/trust will ensure a review is maintained to ensure standards. They will discuss with IT staff and service providers these standards and whether more needs to be done to support our school in meeting and maintaining these standards and communicating these to staff, our pupils, parents, carers and visitors to the school who provide teaching to children as part of the learning and educational opportunities we provide.
- 8.7 Our Senior DSL and the DSL team will always act in the 'best interest of the child' and remain mindful of the importance with parents and carers about safeguarding concerns held for children and in particular children's access to online sites when away from school.
- 8.8 We will support understanding of harmful online challenges and hoaxes and share information with parents and carers and where they can get help and support.
- 8.9 All forms of abuse or harassment will be reported in accordance with national safeguarding guidance, and we will take a 'zero tolerance' approach to harassment and abuse as informed in KCSiE 2026.
- 8.10 As a school, should an incident or disclosure be made by a child, our staff will always reassure the child (victim) that they are being taken seriously and that they will be supported and kept safe, but we recognise that not every victim will view themselves as such. We will also be mindful of the use of other terminology such as '**alleged perpetrator(s)**' or '**perpetrator(s)**' as in some cases the abusive behaviour will have been harmful to the perpetrator as well. We will instead use the 'child who has been harmed' and the 'child who has caused harm.'
- 8.11 We will do our best to ensure children understand that 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 know, will know how to identify pupils who may be being harmed and then how to respond to a pupil who discloses abuse, or where others raise concerns about them. Our staff will be familiar with procedures to be followed and will receive safeguarding and child protection (including online safety) updates.
- 9.2 Staff understand that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition, and that in most cases multiple issues will overlap with each other. Staff who regularly come into contact with children are aware of the DfE guidance [What to do if you're worried a child is being abused](#)
- 9.3 The main categories of child abuse are as follows:
 - 1. Physical Abuse
 - 2. Emotional Abuse
 - 3. Sexual Abuse
 - 4. Neglect
 - 5. Exploitation

10. Indicators of abuse, neglect and exploitation:

- 10.1 **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.
- 10.2 **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- 10.3 **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectation being imposed on children. These may include interactions that are beyond a child's developmental capability as well as over protection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children to feel frightened or in danger, or the exploitation

or corruption of children. It may include verbal abuse, such as persistent criticism, belittling, or name-calling. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

- 10.4 **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbations, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children to look at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and **all** staff should be aware of it and of their school or colleges policy and procedures for dealing with it.
- 10.5 **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to; provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- 10.6 **Child Criminal Exploitation:** occurs where an individual or an organised network or gang (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 they may need or want like gifts, drugs, money, status and affection.

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

Female Genital Mutilation (FGM): Whilst all staff should speak to the designated safeguarding lead (or a deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Mental Health: All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken to follow their school or college's child protection policy and by speaking to the designated safeguarding lead or a deputy.

Serious violence: All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include increased absence from school or college, a change in friendships or relationships with older individuals or groups, a significant decline in educational performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

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 Glenfield Primary School will play their part, including working with professionals from other agencies, including 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 In line with the additional requirements of KCSiE 2026, our school recognises the heightened responsibility to ensure that children can access and use different media platforms safely, both in school and remotely. The rise in online abuse, exploitation, grooming, and radicalisation is a particular concern as pupils are using devices more at home and may have limited supervision from parents or carers.

To mitigate these risks, we provide comprehensive online safety support for both pupils and their families.

Our DSL, DDSLs, and Children and Families Coordinator play a crucial role, working directly with specific parents through regular phone calls, check-ins, and

face-to-face meetings, where appropriate. Families are referred to external agencies for additional support if necessary. Furthermore, our school actively engages parents through various channels, including a parent noticeboard, safeguarding updates in our school newsletter, and hosting workshops on how to set up parental controls on digital devices. These workshops are designed to empower parents with the tools they need to protect their children online.

In addition, our school website includes links to trusted external resources, offering further support and guidance on online safety. These efforts are embedded into our safeguarding strategy, ensuring that families are equipped with the knowledge and resources to keep children safe online both at school and at home.

- 11.4 The school recognises that child-on-child sexual violence, sexual harassment and harmful sexual behaviour can occur in any setting, including in school, online and outside of the school environment. We maintain a zero-tolerance approach to sexual harassment, sexual violence and harmful sexual behaviour. Such behaviour will never be dismissed as 'banter', 'just having a laugh' or 'part of growing up'.

The school is committed to creating an environment in which pupils feel safe, respected and able to report concerns. All staff are expected to maintain an attitude of 'it could happen here' and to respond to concerns promptly, sensitively and in accordance with the school's safeguarding procedures.

Our response will take account of the individual circumstances and needs of all children involved, including the child who has been harmed and the child whose behaviour has caused harm. The school will consider the nature, severity and context of the behaviour, the ages and developmental stages of the children involved, and any additional safeguarding vulnerabilities or risks.

The school will actively challenge sexualised language, misogyny, inappropriate touching, unwanted sexual comments, sharing of sexual images, coercive or controlling behaviour and other harmful sexual behaviours. Incidents involving nude or semi-nude images will always be treated as a safeguarding matter, regardless of whether the images appear to have been shared consensually.

The school's approach is supported through our Relationships, Sex and Health Education/PSHE curriculum.

- 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 Glenfield 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 At our school, children are at the heart of our safeguarding arrangements, and we are committed to ensuring that every child feels safe, valued, and heard. We actively encourage children to express their feelings and concerns through a variety of channels.

At the start of each year, every child is encouraged to identify a trusted adult they can turn to if they need support. This is regularly reinforced in PSHE lessons and assemblies, where we discuss the importance of trusted relationships.

To ensure every voice is heard, we provide accessible ways for children to share their worries. In Key Stage 2, every class has a worry box, and in EYFS and Key Stage 1, we use a worry monster, which gives younger children an opportunity to anonymously express their concerns. Additionally, we gather feedback through pupil questionnaires focused on wellbeing, and our ELSA-trained staff offer targeted emotional support. All

staff members have received Emotions Coaching training to ensure that they are equipped to recognise and respond to the emotional needs of students.

We also empower students through leadership roles, including school council members, sports ambassadors who support pupils during lunchtime, and wellbeing ambassadors who champion mental health initiatives. By providing these opportunities and support structures, we ensure that children's voices are not only heard but are also central to our approach to safeguarding.

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 Designated Safeguarding Lead (DSL), or a member of the senior leadership team is informed as soon as possible.

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

Our school is committed to ensuring that children and families have easy access to support through a variety of meetings that are led by a senior leader, the DSL or DDSL, our Children and Families Coordinator, and our LAC designated teacher if required. We also represent the school at a range of externally-led safeguarding meetings to ensure a multi-agency approach to any concerns. We prioritise making these meetings accessible by suggesting flexible times, virtual meeting options, and support with transport if needed, ensuring that parents, carers, and children can fully participate.

All meetings are recorded through minutes and action plans (where needed), which are securely stored and made available to relevant staff for follow-up. The DSL team regularly reviews the actions from these meetings, ensuring that any agreed-upon steps are carried out in a timely manner.

12. Alternative providers and other agencies

12.1 Glenfield Primary School works closely with children's social care, health, police and other relevant agencies to safeguard and support vulnerable children. We maintain regular communication with social workers and other professionals and contribute to child protection conferences, strategy discussions, Child in Need meetings, reviews and other multi-agency meetings as appropriate.

The school follows local safeguarding procedures and referral pathways, sharing information appropriately and without delay where there are concerns about a child's welfare or safety.

Where appropriate, the school provides a safe and accessible venue for meetings with children, parents/carers and professionals to support engagement and

effective multi-agency working. The school is committed to ensuring that the child's voice and best interests remain central to all safeguarding activity.

- 12.2 Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider can meet the needs of the pupil. School will agree the Alternative Provision with the Flying High Partnership, parents/carers and relevant external agencies. School completes the FHP Alternative Provision checklist and the Alternative Provision Transition Plan as part of Due Diligence ensuring written confirmation from the provider that appropriate safeguarding checks have been carried out. Senior school staff including members of the school safeguarding team will regularly visit to monitor the provision in place including the effective safeguarding arrangements within the provision.
- 12.3 Children who attend alternative education often have complex needs, it is important governing bodies/trusts and designated safeguarding leads ensure children are fully always supported, and the alternative setting is aware of any additional risks of harm that pupils may be vulnerable to. Information sharing for pupils who receive education provision outside of a mainstream setting is vital to support the child and ensure the learning environment where they are placed has all necessary information for the child before they access the provision. The working together principles are key to keep the child safe and understanding the vulnerabilities needing to be supported. This should include up to date contact details for the professionals working with the child and family.
- 12.4 Whilst the Local Authority may hold a register of approved alternative provision providers, the school remains ultimately responsible for the provision they commission. Schools should also obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff.
- 12.5 When considering the use of alternative provision for a child, our school takes a careful and thorough approach to ensure it meets the child's individual needs and supports their wellbeing.
We closely monitor attendance to ensure consistency, and we conduct regular visits to observe how the child is progressing and interacting within the setting. These visits allow us to gather feedback from staff at the alternative provision and assess whether the child's needs are being fully met.
The plan is regularly reviewed through ongoing conversations with both the child and parents, and the DSL team works closely with the alternative provision staff to make adjustments as needed to ensure the best possible outcomes for the child.
- 12.6 The Senior Designated Safeguarding Lead (DSL), who is familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies.
- 12.7 Glenfield Primary School will take any incidents involving outside agencies seriously where there has been harm to a child or member of the public. The DSL will report any incidents to the LADO and the police where appropriate.
- 12.8 Schools should always know where a child is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend.

- 12.9 The school carries out relevant checks on any external agencies/groups that use the premises for extra-curricular activities, and retains the same safeguarding responsibilities when receiving an allegation related to an incident that happened when an individual or organisation is using the school premises for the purpose of running these activities for children (e.g. sports associations that run holiday clubs and extra-curricular activities). As with any safeguarding allegation, the school will follow the safeguarding policies and procedures, including informing the LADO.

13. CPD, culture and ethos

13.1 All staff, supply staff, Governors and volunteers receive appropriate safeguarding information during inductions and on a regular basis (at least annually). Staff read and sign that they have understood the KCSIE each year. As well as this, during weekly briefings for all staff, different aspects of the school Child Protection policy, and KCSIE document, are recapped to refresh staff knowledge. Staff are also reminded how to report concerns.

On arrival in the school, all visitors and supply staff will be given a safeguarding information leaflet with key safeguarding information and the names of the DSL and DDSLs in. When they are escorted to their classrooms, they are given a blue folder with key information in including how to report a concern. It is expected that supply staff will have received safeguarding training through their agency or attended our school safeguarding training. Volunteers working over a longer period of time will be given safeguarding training as part of their induction at the school. Before any new member of staff enters the building, the office staff will collect key information which may include (but is not limited to) letters of assurance, photo ID, and their DBS.

To quality assure processes, monitoring is carried out on the Single Central Record (SCR) termly by the DSL and the safeguarding governor.

13.2 At least one member of any interview panel has received Safer Recruitment training to ensure a culture which considers matter inside and outside the workplace including online. At Glenfield Primary School, staff trained in Safer Recruitment are the DSL - Sukhi Tibbles, 2 deputy DSLs – Anna Thomson and Nathan Squires, and a member of the office staff, Tracy Cudd. The chair of governors, Tessa Wildgoose has also had the training, as well as safeguarding governor Wayne Holder.

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 DSLs and DDSLs will receive refresher training once every two years. Wherever possible, we aim to stagger this so that at least one member of the DSL team attends training each year to ensure the team has the most recent training. This will then be shared with the wider team. Our DSL team includes the school's Mental Health Lead and the SENDCo. This ensures we can fully triangulate these two areas of need with safeguarding.
- 14.6 Under the section on additional safeguarding vulnerabilities of children with SEND, the SEND Code of Practice is a source of information and support is available from specialist organisations including SENDIASS. The school works with the relevant support services available to children and families with SEND.

15. The seven main elements of our Child Protection Policy

- 15.1 The main elements to our policy in line with KCSIE 2026, paragraph 121 are:
- Providing a safe environment in which children can learn and develop.
 - Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
 - Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse in and outside of school.
 - Supporting pupils who have social care involvement in accordance with his/her child in need plan, child protection plan or are subject to Local Authority Care.
 - Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe in and outside of school.
 - Working in partnership with agencies and safeguarding partners in the 'best interest of the child.'
 - Ensuring we have appropriate policies and procedures to deal with child-on-child sexual violence and sexual harassment, including those that have happened outside of the school or college premises and/or online, forms of harassment and harmful sexual behaviour. Filtering and monitoring arrangements for online safety and harms are included within this policy and our Online Safety policy.
 - Reflecting the school's approach to child-on-child abuse.

16. Providing a safe environment

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

- 16.2.1 Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to and heard.
- 16.2.2 Ensure children know that there are trusted adults in the school who they can approach if they are worried.
- 16.2.3 Ensure that every effort is made to establish effective working relationships with parents, carers, and colleagues from other agencies.
- 16.2.4 Include opportunities in the RSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse by:
- 16.2.5 Recognise and managing risks including online safety, radicalisation and extremism, sexual exploitation, child on child sexual violence and sexual harassment, the sharing of nude and semi -nude images which has replaced what was termed as sexting.
- 16.2.6 Support the development of healthy relationships and awareness of domestic violence and abuse, recognising that Domestic Abuse can encompass a wide range of behaviours and may involve a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional harm and children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.
- 16.2.7 Recognising how pressure from others and safeguarding vulnerabilities can affect their behaviour.
- 16.2.8 Recognising the link between mental health, school attendance and children 'absent from education' and the impact on learning, progress, and educational attainment.
- 16.2.9 All staff recognise that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, signs of an eating disorder, suicidal ideation or suicide. They could be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- 16.2.10 Knowing that as a school we will act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.
- 16.2.11 Ensuring our behaviour policy includes measures to prevent bullying, including cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying and use of social media platforms and networks.
- 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. Policies refer to the DfE guidance for Generative Artificial Intelligence.
- 16.2.13 The response required by school and safeguarding agencies to address any 'harm outside the home' also known as 'extra familial harm.' Schools are a place of protection and where children and young people can share concerns and seek support and are place of safety and where children and young people can form safe and trusted relationships. Through creating a whole school ethos and sharing excellent communication with safeguarding

partners and services, children and young people can feel assured they will be listened to, heard, and offered support to enable them share sensitive information and strengthen their resilience.

- 16.2.14 Importance of our school ethos of working together with parents, carers, and external services to form strong and trusted partnerships which can advocate trauma informed and trauma aware responses and where trusted relationships can be formed and go on to create safe places and spaces within the community, so children and young people know how to access a place of safety outside of the school/college environment if needed.
- 16.3 Our school is committed to safeguarding pupils from all forms of external harm, including criminal and sexual exploitation, and serious youth violence. Staff are vigilant and report any concerns, however small, immediately to the DSL or DDSL.
- All staff receive ongoing training, including trauma-informed practice, online exploitation awareness, county-lines insight, and safeguarding of vulnerable children, utilising offers from NSPCC, local safeguarding partnerships, and police-led workshops.
- The school supports children and families by providing help, targeted pastoral support, education and signposting to specialist services where required.
- 16.4 The school works closely with relevant agencies to identify and respond to risks of harm outside the home. DSLs share information appropriately, contribute to multi-agency assessments and meetings, and ensure that concerns are referred through local safeguarding pathways. Where appropriate, we work with partner agencies to develop safety plans, provide targeted support and address risks affecting individual children or the wider school community. Staff are kept informed through safeguarding updates.
- 16.5 Safeguarding is embedded throughout the school's broad and balanced RSHE and PSHE curriculum and is taught in an age-appropriate and developmentally appropriate way. Pupils are taught about healthy and respectful relationships, consent, personal boundaries, recognising unsafe situations, online safety, appropriate behaviour and how to seek help. The curriculum supports pupils to develop the knowledge, skills and confidence to keep themselves and others safe. Safeguarding themes are revisited regularly and linked to current risks and the needs of our pupils. Staff are alert to concerns arising through PSHE lessons and follow the school's safeguarding procedures where a pupil discloses a concern or indicates that they may be at risk of harm.
- Parents/carers are informed about the RSHE and PSHE curriculum in accordance with statutory requirements, and appropriate opportunities are provided for them to understand the content and approach taken by the school.
- 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

- 17.1 As part of our safeguarding responsibilities, we ensure that robust procedures are in place for any child accessing education outside the school site, including alternative provision settings. This includes initial due diligence safeguarding checks, and ongoing oversight where a designated member of staff is responsible for maintaining regular contact with the alternative provider.
- 17.2 The Designated Safeguarding Lead, along with the wider DSL team which includes the Mental Health lead, plays a central role in supporting the mental health and wellbeing of our pupils. The team works proactively to identify early signs of emotional or psychological distress and provides or sources appropriate interventions to support children at risk. This includes:
 - Monitoring pupil wellbeing through regular contact with teaching staff, pastoral teams, and parents/carers.
 - Liaising with external mental health services (e.g. school nursing team, counselling services such as Equine therapy and Art therapy) to secure early intervention or targeted support.
 - Creating individual support plans where needed, including pastoral support, behaviour, or safeguarding plans.
 - Ensuring all staff are trained to recognise the link between mental health challenges and safeguarding vulnerabilities, including the risk of abuse, neglect, or exploitation.
 - Ensuring mental health is integrated into safeguarding training, in line with Keeping Children Safe in Education (KCSiE) guidance.
- 17.3 We have a responsibility to ensure children who may be LGBT have a trusted adult who they can be open with. KCSiE acknowledges that children who are LGBT may be targeted, and informs that homophobia, biphobia, and transphobia are not phobias, they are not fears; they are forms of discrimination or hate towards LGBT people or those perceived to be LGBT and must not be tolerated.

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

For any incidents involving abduction, or near-abduction, the police are contacted immediately and the incident is reported.

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

- 17.5 At Glenfield Primary School, our PSHE curriculum includes lessons where children are taught ways in which they can keep safe outside of school. This includes (but is not limited to) safety around Halloween or bonfire night, road safety, and NSPCC (National Society for the Prevention of Cruelty to Children) assemblies. Our year 6 children also attend the Warning Zone in Leicester where they are taught about different ways to keep safe outside and the risks they may come across.

18. Procedures for identifying and reporting cases

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

- 18.1.1 Ensure we have a Senior Designated Safeguarding Lead (DSL), who is a member of the school/college leadership team, and a Deputy Safeguarding Lead for child protection/safeguarding who has received appropriate training and support for this role.
- 18.1.2 The Designated Safeguarding Lead role is written into their job description and clarifies the role and responsibilities including as defined in KCSiE 2026 Annex B.
- 18.1.3 The Leadership team will ensure that there is appropriate cover arrangements for periods when the designated safeguarding lead is unavailable due to illness, leave, or other circumstances. This will include confidential shared mailbox DSL@glenfield.leics.sch.uk to ensure that safeguarding concerns are received, monitored, and acted upon without delay.
- 18.1.4 Ensure we have a nominated governor responsible for child protection/safeguarding.
- 18.1.5 Ensure that we have a Designated Teacher for Looked After Children (LAC).
- 18.1.6 Ensure every member of staff (including temporary, supply staff, trainee teachers and volunteers) and the governing body knows the name of the Senior Designated Safeguarding Lead, their deputies responsible for child protection, and their role.
- 18.1.7 Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to

the Designated Safeguarding Lead, or to children's social care/police if a child is in immediate danger.

- 18.1.8 Ensure all staff and volunteers are aware of the early help process and understand their role in making referrals or contributing to early help offers and arrangements.
- 18.1.9 Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice, and that these concerns will be taken seriously.
- 18.1.10 Ensure that there is a complaints system in place for children and families.
- 18.1.11 Ensure that parents understand the responsibility placed on the school and staff for child protection and safeguarding by setting out its obligations in the school prospectus and on the school's website.
- 18.1.12 Notify Children's Social Care if there is an unexplained absence for a child who is subject to a child protection plan and where no contact can be established with the child, or a parent or appropriate adult linked to the child.
- 18.1.13 Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- 18.1.14 Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral, and actions to safeguard.
- 18.1.15 Ensure all records are kept securely; All records will be kept electronically using a secure online system called 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 - the school will develop and adapt the curriculum to reflect the needs of pupils and emerging safeguarding concerns. This will include age-appropriate teaching through RSHE, PSHE and other curriculum areas on topics such as healthy relationships, consent, personal safety, online safety, exploitation, harmful behaviours and how to seek help. Curriculum content will be reviewed regularly in response to local and national safeguarding risks, pupil needs and relevant incidents. Where appropriate, targeted lessons or interventions will be provided to support individual pupils or groups of pupils to help identify risks and offer ways in which pupils can get support.

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 The school will respond promptly to safeguarding and pastoral concerns in accordance with our safeguarding and behaviour procedures. The DSL and pastoral team will assess the needs of the pupil and put appropriate support in place, which may include one-to-one support, regular check-ins, mentoring, counselling, targeted interventions or support from external agencies.

Where concerns require additional support, the school will work with parents/carers and relevant external agencies to ensure appropriate intervention is provided. The pupil's views and individual needs will be considered throughout, with support reviewed regularly to ensure it remains effective. Liaison with other agencies may be necessary that support the pupil such as Leicestershire Inclusion Service, and Education Psychology Service.

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 working with parents and outside agencies to get the necessary support for these children.
- 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 designated safeguarding lead (Sukhi Tibbles) will be informed immediately, and actions taken in accordance with school policies.
- 19.3.11 External support arrangements may include FREEVA, LWA (Living without abuse), and Victim Support.

20. Staff and Safe 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 and trust will be appropriately trained in safer working practices and access safer recruitment training.
- 20.3 Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate necessary procedures to carry out the checks required and where any concerns arise, we will seek advice and act in accordance with national guidance.
- 20.4 The school has in place recruitment, selection, and vetting procedures in accordance with KCSiE 2026 Part Three and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2026 Part Three paragraphs 345 to 349.
- 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 via email or on Teams.
- 20.7 Newly appointed staff and volunteers will be informed of our arrangements for safer working practices through an induction meeting 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 Deputy 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. Further support will be provided to DSL teams by the FHP Safeguarding Leader and the FHP Safeguarding Team
- 20.11 All new staff, including supply staff, volunteers and contractors, receive appropriate safeguarding and child protection information as part of their induction. This includes the school's safeguarding procedures, the role of the DSL and deputies, the staff code of conduct, behaviour policy, whistleblowing procedures, online safety and how to report concerns.
All staff are required to read the relevant safeguarding policies and confirm that they understand their responsibilities. Visitors and contractors are given appropriate safeguarding information and are supervised or accompanied where required.
The school ensures that safeguarding induction is completed promptly and that staff, volunteers and contractors understand that safeguarding is everyone's responsibility. Refresher training and updates are provided in line with statutory requirements and the school's safeguarding needs.
- 20.12 Schools should obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff.

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.
- 20.13 All Alternative Providers will be agreed and confirmed with the Flying High Partnership. Written confirmation will be completed by the Senior DSL and the AP provider as part of a site visit and completion of the FHP Alternative Provision checklist and the Alternative Provision Transition Plan. This written confirmation will determine that all appropriate safeguarding checks have been carried out on the individuals working at the establishment. These members of staff will also be added to the school single central record.

21. Links to other Local Authority policies

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

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

- Staff Code of Conduct
- Safer Recruitment Policy
- Complaints Policy
- Behaviour Policy
- Anti-bullying Policy
- Attendance Policy
- Online Safety Policy

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

The school will respond to all disclosures and incidents of sexual violence and sexual harassment promptly and in accordance with Keeping Children Safe in Education, local safeguarding procedures and this policy. All concerns will be reported to the DSL, who will assess the situation, consider the immediate safety and welfare of all children involved, and make referrals to external agencies where appropriate.

The school will provide appropriate support to the child who has experienced harm and to any other children involved, including appropriate pastoral support and safety planning. Incidents will be recorded securely, managed on a case-by-case basis and reviewed to identify any ongoing risks or patterns of behaviour.

22. Raising Awareness - Roles and Responsibilities

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

22.2 All staff—teaching and non-teaching—play a vital role in identifying concerns, creating a safe and inclusive environment, and ensuring that children are listened to, protected, and supported.

By understanding their roles and being trained to act appropriately and promptly, staff contribute to:

- Early identification of concerns and swift intervention.
- Building positive, trusted relationships with children.
- Creating a school culture where pupils feel safe, valued, and listened to.
- Reducing the risks of harm through education, supervision, and consistent routines.
- Collaborating effectively with external safeguarding partners.

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

22.4 All staff contribute to providing a safe environment in which children can learn by promoting children's welfare, being vigilant to signs of abuse or neglect, responding appropriately to concerns, and following the school's safeguarding and child protection procedures.

- 22.5 All staff contribute to providing a safe environment in which children can learn by maintaining appropriate supervision, promoting positive behaviour and safeguarding children from harm. Staff remain vigilant to children's welfare and are expected to recognise and respond appropriately to any safeguarding concerns, following the school's child protection and safeguarding procedures. These responsibilities apply both within the school environment and when children are participating in trips, visits, residential or other extended learning opportunities. Staff undertake appropriate risk assessments and ensure that safeguarding arrangements, supervision, communication and emergency procedures are in place. Staff maintain professional boundaries at all times and ensure that children are appropriately supervised and supported throughout off-site activities.
Staff report any concerns about a child's safety or wellbeing promptly to the DSL or in accordance with the school's safeguarding procedures. Where relevant, staff also follow the specific safeguarding arrangements and risk assessments for the activity or visit.
- 22.6 All our staff are aware of the early help process and understand their role in this. This includes being able to identify emerging problems to recognise children who may benefit from early help. Staff know in the first instance to discuss their concerns with the Designated Safeguarding Lead and understand they may be required to support other agencies and professionals in assessments for early help.
- 22.7 Parents and carers can request a meeting with any member of staff within school if they require support. This could be from the DSL, Senior Mental Health Leader, SENDCo, or Class Teacher. Requests can be made verbally, via email or over the phone. We will do our best to meet with parents as quickly as possible, however on occasions it may be necessary for us to agree a time to meet at a later date.
- 22.8 We understand the importance of children and social workers meeting during the school day where required. The DSL and DDSLs work with social care and safeguarding partners to ensure children subject to child protection, child in need and LAC plans are kept safe, and the child's needs are met.
- 22.9 We will sign post children, parents, and carers to support, in school and through our website, on posters in the parent waiting area, on newsletters and during meetings.

23. Safeguarding Training

- 23.1 All our staff are aware of systems within Glenfield 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.
- 23.2 Our school utilises an induction checklist when staff are inducted which includes the above, but also other policy and procedural information. The training requirements for staff in different roles is outlined in the FHP 'Safeguarding Training Requirements' table – this indicates the type and frequency of training.
- 23.3 All our staff receive safeguarding and child protection training which is updated every three years. In addition, to this training all staff members receive child protection and safeguarding updates when required, but at least annually.

- 23.4 Training for DSLs is delivered through a county safeguarding team called S&A safeguarding. Training for the wider staff team is delivered by the headteacher. As good practice, every three years, an external Leicestershire provider is used to provide the training. This was last done in August 2026. As well as school arrangements to deliver regular updates, the FHP Safeguarding Lead provides regular updates.
- 23.5 All our staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act (1989) and understand the role they may have in these assessments.
- 23.6 Our school ensures that all staff clearly understand their safeguarding responsibilities and the part they play in protecting children from harm. Regular updates and information is shared in briefings, annual safeguarding training, and partnership sites including the NSPCC, and CEOP.
- 23.7 All our staff know what to do if a child is raising concerns or makes a disclosure of abuse and/or neglect. Staff will maintain a level of confidentiality whilst liaising with the Designated Safeguarding Lead and children's social care. Our staff will never promise a child that they will not tell anyone about a disclosure or allegation, recognising this may not be in the best interest of the child.

24. Staff responsibilities

- 24.1 All staff have a key role to play in identifying concerns and provide early help for children. To achieve this, they will:
 - 24.1.1 Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
 - 24.1.2 Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
 - 24.1.3 Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
 - 24.1.4 Lead and ensure robust arrangements and procedures are in place to effectively manage and regularly monitor the school online safety, and specifically appropriate filtering and monitoring on school devices and school networks which are reflected in this Child Protection Policy, including awareness of ease of access to mobile phone networks. In agreement with the Governing body and trust.
 - 24.1.5 Attend training to be aware of and alert to the signs of abuse.
 - 24.1.6 Maintain an attitude of "it could happen here" with regards to safeguarding.
 - 24.1.7 Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately a Deputy DSL should be informed.
 - 24.1.8 Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
 - 24.1.9 Follow the allegations procedures if the disclosure is an allegation against a member of staff, volunteer, trainee teacher or an individual not directly employed by the school; for example, supply teachers or sports coaches.

- 24.1.10 Follow the procedures set out by the LRSCP and take account of guidance issued by the DfE KCSiE 2026.
- 24.1.11 Support pupils in line with their child protection plan, child in need plan, LAC Care Plan.
- 24.1.12 Treat information with confidentiality but never promising to “keep a secret.”
- 24.1.13 Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- 24.1.14 Understand early help and be prepared to identify and support children who may benefit from early help, to include children who are frequently missing/goes missing from education, home or care, has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit, has a parent or carer in custody or is affected by parental offending.
- 24.1.15 Liaise with other agencies that support pupils and provide early help.
- 24.1.16 Ensure they know who the DSL and Deputy DSLs are and know how to contact them.
- 24.1.17 Have an awareness of the Child Protection Policy, the Behaviour Policy, the Staff Behaviour Policy (or Code of Conduct), procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.
- 24.1.18 Our school engages in learning opportunities with the NSPCC, Police Community Support Officers (PCSOs), and various therapies (Equine and Art).
- 24.1.19 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 the local authority and health services.

Senior Leadership/Management Team responsibilities:

- 24.2 Contribute to inter-agency working in line with HM Working Together to Safeguard Children guidance 2023.
- 24.3 Provide a co-ordinated offer of early help when additional needs of children are identified.
- 24.4 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.
- 24.5 Ensure staff are alert to the various factors that can increase the need for early help.
- 24.6 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.
- 24.7 Carry out tasks delegated by the governing body such as training of staff and volunteers, safer recruitment and maintaining of a single central register.

- 24.8 Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- 24.9 Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.
- 24.10 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.
- 24.11 Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) and Leicestershire County Council (LCC).

Note: KCSiE 2025 paragraphs 187 to 202, 'Children potentially at greater risk of harm and Children who need a social worker due to safeguarding or welfare needs. - The school will work closely and be in regular contact with social care and external agencies to address safeguarding and child protection concerns. Steps for support will be agreed and logged on CPOMs (electronic system) and then actioned in a timely manner.

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 The designated teacher meets these children regularly to ensure educational achievement. The designated teacher regularly contacts carers to ensure a collaborative approach.

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

- 27.3 All DSLs have completed the required training and are overseen by the Snr Designated Safeguarding Lead, to ensure they fulfil their child protection responsibilities to meet the needs of the children/ young people on roll.
- 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.

28. The Senior Designated Safeguarding Lead is expected to:

28.1 Manage Referrals:

- 28.1.1 Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- 28.1.2 Support staff who make referrals to children's social care and other referral pathways.
- 28.1.3 Refer cases where a person is dismissed or left due to risk/harm to a child and will make a referral to the Disclosure and Barring Service. There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- 28.2 Ensure arrangements are in place year-round for all staff and volunteers to seek advice, support and inform of safeguarding concerns, or incidents and disclosures that inform children are at risk of harm, or abuse, harm or bullying or sexual harm or harassment has occurred.
- 28.3 Ensure appropriate systems are in place to manage and address online safety, access to mobile phone networks, especially for those children who are potentially at greater risk of harm, abuse, and exploitation and refer concerns where required linked to the PREVENT duty.
- 28.4 The DSL team will meet on a regular basis to discuss open cases and concerns. All DSLs will be alerted to all concerns added to CPOMs to ensure they have an overview of concerns within the school.
- 28.5 Vulnerable children and children subject to safeguarding concerns are checked in on regularly by their class teacher. Concerns are reported to a DSL and recorded on CPOMs immediately. A DDSL has fortnightly meetings with teachers who have these children in their class to ensure concerns have not been missed.

28.6 Work with others:

- 28.6.1 Liaise with the headteacher/principal (where the Senior Designated Safeguarding Lead role is not carried out by the headteacher) to inform him/her of any issues and ongoing investigations.
- 28.6.2 As required, liaise with the 'case manager' (as per Part Four of KCSiE 2026) and the LADO where there are child protection concerns/allegations that relate to a member of staff.
- 28.6.3 Liaise with the case manager and the LADO/LADO Allegation Officer where there are concerns about a staff member.

- 28.6.4 Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies and acts as a source of support, advice, and expertise for other staff.
- 28.6.5 Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.
- 28.6.6 Liaise with the local authority and other agencies in line with Working Together to Safeguard Children 2026 and the local Leicestershire Safeguarding Children Partnership procedures and practice guidance.
- 28.6.7 The headteacher, designated safeguarding leads and governing body/trust are aware of the local arrangements put in place by Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) and know how to access the LRSCP website and training.
- 28.7 Regular updates are given to staff during staff meetings, briefings, and via email to raise awareness of emerging threats and risks. Learning experiences for children and staff are shared through staff meetings, briefings, and arranging additional classroom learning opportunities.
- 28.8 The school has links with the NSPCC, Leicestershire Police, and other charitable organisations to support children and families within the school.
- 28.9 **Undertake training:**
 - 28.9.1 Formal Designated Safeguarding Lead training will be undertaken at least every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually.
 - 28.9.2 The Senior Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training.
 - 28.9.3 The Senior Designated Safeguarding Lead is also responsible for ensuring all other staff with designated safeguarding responsibilities access up to date and timely safeguarding training and maintains a register or data base to evidence the training.
- 28.11 **The training undertaken should enable the Designated Safeguarding Lead to:**
 - 28.11.1 Understand the assessment process for providing early help and intervention through the Thresholds to access to services.
 - 28.11.2 Have a working knowledge of how the Leicestershire and Rutland Safeguarding Children Partnership operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
 - 28.11.3 Ensure that each member of staff has access to the child protection policy and procedures.
 - 28.11.4 Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes.
 - 28.11.5 Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers.

- 28.11.6 Be able to keep detailed, accurate, secure written records of concerns, decisions and referrals.
- 28.11.7 Understand the Prevent Duty and provide advice and support to staff on protecting and preventing children from the risk of radicalisation and being grooming into extremist behaviours and attitudes
- 28.11.8 Understand the reporting requirements for FGM
- 28.11.9 Understand and support children to keep safe when online and when they are learning at home [KCSiE 2026 Part Two – The Management of Safeguarding).
- 28.11.10 Encourage a culture of protecting children, listening to children and their wishes and feelings.

28.12 Raise awareness:

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

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

- 29.1 For ensuring that when a child leaves the school or college their 'child protection,' 'child in need' file or 'confidential' file is transferred to the new school or college at the same time the child goes on roll of its new school or education provision.
- 29.2 For keeping a record of the number of children open and subject to CP, CiN and LAC concerns is maintained and shared with the governing body annually.
- 29.3 For keeping a record or data on the cohort of children having or have had a social worker and social care involvement will be maintained.
- 29.4 Our school will maintain, keep and store records, where a concern about a child has been identified in accordance with statutory guidance in KCSiE 2026.
- 29.5 All concerns held by staff should be recorded as soon as possible using CPOMs. Staff should record their own concerns and not upload them on behalf of others. Anyone without access to CPOMs should use the concerns form within the staff area on the safeguarding noticeboard. If this is not available, it can be recorded

with date, time and signature on any piece of paper. The paper copy will then be uploaded to CPOMs.

- 29.6 Availability - During term time the Senior Designated Safeguarding Lead (or a Deputy) will always be available (from 7.45am to 4.30pm) for staff in the school to discuss any safeguarding concerns. In the absence of the Designated Safeguarding Lead, a deputy DSL will be nominated to provide cover.

The school's safeguarding email address is DSL@glenfield.leics.sch.uk and this is monitored by the DSLs throughout the year, during term time and outside of term time.

30. Headteacher

30.1 The Headteacher of the school will ensure that:

- 30.1.1 The policies and procedures adopted by the governing body/trust, (particularly those concerning referrals of cases of suspected abuse, neglect and exploitation), are understood, and followed by **all** staff.
- 30.1.2 The school maintains an up-to-date Single Central Record (SCR) which is reviewed regularly and is compliant with statutory guidance.
- 30.1.3 Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- 30.1.4 All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- 30.1.5 The Headteacher will ensure all staff including supply teachers and volunteers have access to and read and understand the requirements placed on them through: - the school Child Protection Policy; the Staff Code of Conduct Policy.
- 30.1.6 The Headteacher will ensure there are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in KCSiE 2026.
- 30.1.7 Where there is an allegation made against a member of staff (either paid or unpaid, including volunteers) that meets the criteria for a referral to the LADO, then the headteacher or principal will 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 2025. If the allegation is against the Headteacher, then the Chair of the Governing Body will manage the allegation – see below. The investigation lead will liaise with the FHP Safeguarding Lead, Safeguarding team and the FHP HR team.

31. Governing Body and Multi- Academy Trust

- 31.1 We recognise our Governing body has a strategic leadership responsibility for our school's safeguarding arrangements and must ensure they comply with their duties under legislation and must have regarding to KCSiE 2025, ensuring policies, procedures and training in our school are effective and always comply with the law.
- 31.2 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:
- 31.2.1 Ensuring there is an individual member of the governing body to take leadership responsibility for safeguarding and champion child protection issues in the school.
 - 31.2.2 Ensuring that the school has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2023) as well as with local LRSCP guidance and monitors the school's compliance with them.
 - 31.2.3 Ensuring that safeguarding policies and procedures are in place for appropriate action to be taken in a timely manner to promote a child's welfare.
 - 31.2.4 Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSiE 2026 page 38, 138 to 150 and annex B pages 183, as stated in this Child Protection policy and our school Data Protection policy.
 - 31.2.5 Ensuring cooperation with the local authority and other safeguarding partners.
 - 31.2.6 Appointing a Senior Designated Safeguarding Lead from the leadership team to take lead responsibility for child protection/safeguarding and that a Designated Teacher for Looked After Children is appointed and appropriately trained.
 - 31.2.7 Ensuring that all staff, supply teachers and governors read and fully understand at least KCSiE 2026 Part One as a minimum and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as required within the guidance.
 - 31.2.8 Ensuring that the governing body understands it is collectively responsible for the school's safeguarding arrangements, even though a governor will be nominated as the 'Safeguarding Governor' and person who will champion all safeguarding requirements.'
 - 31.2.9 All members of the governing body will undertake safeguarding training to ensure they have the knowledge and information needed to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of robust 'safeguarding arrangements and act as the 'critical friend'. This training must focus on their strategic role and not on operational procedures.

- 31.2.10 The Chair of Governors and named Safeguarding Governor will access role specific training to enable them to comply and discharge their child protection/ safeguarding responsibilities including should any allegations be made against the Headteacher/ Principal.
- 31.2.11 The Governing body will collectively ensure there is a training strategy in place for all staff, including the headteacher, so that child protection training is undertaken and refreshed in line with KCSiE 2026 and LRSCP guidance.
- 31.2.12 Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated to ensure that safeguarding remains a priority.
- 31.2.13 Ensuring that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.
- 31.2.14 Ensuring there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of dealing with a complaint KCSiE 2026 Part Four.
- 31.2.15 Ensuring that arrangements/procedures are in place to manage and provide clarity on the process for sharing 'low level' concerns, which should be referred to within the school/college Staff Code of Conduct, (Allegations and concerns about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO).
- 31.2.16 Ensuring a response if there is an allegation against the headteacher by liaising with the LADO or other appropriate officers within the local authority.
- 31.2.17 Ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual exploitation and going missing in future.
- 31.2.18 Be aware of the issues involving the complexity of serious violence and sexual violence and sexual harassment between children and ensure the school has policy, procedures and staff are trained (including the DSL and Senior Leadership) to recognise and respond to incidents and resources to manage actions and support for those involved.
- 31.2.19 Be alert and respond to harmful online challenges and hoaxes, including providing information and advice to parents and carer and informing where to get help and support.
- 31.2.20 Be alert to the growing concerns involving knife crime and ensure the school works closely with the police and safeguarding partners to raise awareness of the impact of such crime and adopt proactive practice to address concerns locally and within the community.
- 31.2.21 Ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum.

- 31.2.22 Giving staff the opportunities to contribute and shape safeguarding arrangements and child protection policy.
- 31.2.23 When the schools premises are used for non-school/college activities the Governing body/trust will seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in place, and inspect them as needed, including liaising with the Headteacher/trust. This will apply regardless of whether or not children who attend the provision are on the school or college roll.
- 31.2.24 Any safeguarding concerns involving outside organisations will be addressed through our school safeguarding policies and procedures and in line with Leicestershire Safeguarding Children Partnership procedures.
- 31.2.25 Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required.
- 31.2.26 Ensure at least one person on an interview panel has completed safer recruitment training.
- 31.2.27 Inform any new prospective employees' candidate that our school will carry out online checks (KCSiE 2026 Part Three Safer Recruitment).
- 31.2.28 Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.
- 31.2.29 Be open to accepting that child abuse and incidents can happen within the school and be available to act decisively upon them.
- 31.2.30 The Governor responsible for Managing Allegations will liaise with the FHP Deputy CEO/Whistleblowing Officer, e.g. allegation against the Headteacher, and will have attended appropriate Managing Allegations training.

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

- 32.1 A teacher is appointed who has responsibility for promoting the educational achievement of children who are looked after. They have the appropriate training. The Designated Teacher at Glenfield Primary School will work with the Virtual School to ensure that the progress of the child is supported.
- 32.2 The Designated Safeguarding Lead will also have details of the child's social worker and the name of the Head of the Virtual School. The Designated Safeguarding Lead will work closely with the Designated Teacher, as we recognise that children may have been abused or neglected before becoming looked after. We will ensure their ongoing safety and wellbeing as well as

supporting their education, through linking with their social worker, carers, and parents where appropriate.

32.3 We also recognise those children who were previously Looked-After potentially remain vulnerable and all staff will be informed of the importance of maintaining support for them through our school. As a school, we will continue to recognise the importance of working with agencies and take prompt actions where necessary to safeguard these children, who may remain vulnerable.

32.4 The Head of the Virtual school includes responsibility for promoting the educational achievement of children in kinship care. Therefore, schools should recognise that these children may require additional support to be successful in school.

33. Children with Special Educational Needs

33.1 We recognise that children with special educational needs (SEN) and or disabilities can face additional safeguarding challenges on and offline. Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

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

33.3 Staff should consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place. Further information can be found in the DfE: [SEND Code of Practice 0 to 25 years](#), and [Supporting Pupils at School with Medical Conditions](#).

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

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

33.4.2 children with SEN and disabilities can be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. Children with SEND or certain medical conditions may be disproportionately affected by behaviours such as bullying and may not always show outward signs that they are experiencing harm or distress.

33.4.3 Communication barriers and difficulties in managing or reporting concerns may increase the risk that children do not understand that what is happening to them is abuse.

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

- 33.4.5 that these children are more likely to be dependent on adults for care
- 33.4.6 these children may have issues over cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.
- 33.4.7 individual behaviour concerns and incidents considering the child's SEN and disabilities.
- 33.4.8 recognising and having in place additional support for example to teach, advise, mentor and support children with SEND from online harms, hoaxes, bullying, grooming and radicalisation and enable them to have confidence and the ability to stay safe online, either in schools or outside the school environment.

34. Acting where concerns are identified.

- 34.1 Our staff recognise the difference between concerns about a child and a child in immediate danger.
- 34.2 If staff have concerns about a child, they will need to decide what action to take. A discussion should take place with the Senior Designated Safeguarding Lead, to agree a course of action.
- 34.3 If a child is in immediate danger or risk of harm a referral will be made immediately to First Response and/or immediately to the police if at imminent risk of harm by the member of staff if required, with the Designated Safeguarding Lead being informed of the referral.
- 34.4 If a child chooses to tell a member of staff about alleged abuse, there are several actions that staff will undertake to support the child:
 - 34.4.1 The key facts will be established in language that the child understands, and the child's words will be used in clarifying/expanding what has been said.
 - 34.4.2 No promises will be made to the child, e.g., to keep secrets.
 - 34.4.3 Staff will stay calm and be available to listen.
 - 34.4.4 Staff will actively listen with the utmost care to what the child is saying.
 - 34.4.5 Where questions are asked, this should be done without pressurising and only using open questions.
 - 34.4.6 Leading questions should be avoided as much as possible.
 - 34.4.7 Questioning should not be extensive or repetitive.
 - 34.4.8 Staff will not/ should not put words in the child's mouth but will subsequently note the main points carefully.
 - 34.4.9 A full written record will be kept by the staff duly signed and dated, including the time the conversation with the child took place, outline what was said, comment on the child's body language etc.

- 34.4.10 It is not appropriate for staff to make children write statements about abuse that may have happened to them or get them to sign the staff record.
- 34.4.11 Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on.
- 34.4.12 The Designated Safeguarding Lead will be immediately informed unless the disclosure has been made to them.
- 34.4.13 Information should be shared with children's social care without delay, either to the child's own social worker or to First Response. Children's Social Care will liaise with the police where required, which will ensure an appropriate police officer response rather than a uniformed response.
- 34.4.14 The Police would only therefore be contacted directly in an emergency or if a child is in immediate risk of harm, abuse, or danger.

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

35. Confidentiality

We recognise that all matters relating to child protection are confidential; however, a member of staff must never guarantee confidentiality to children; children will not be given promises that any information about an allegation will not be shared.

Where there is a child protection concern it will be passed immediately to the Designated Safeguarding Lead and/or to children's social care. When a child is in immediate danger children's social care/the police will be contacted.

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

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

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

33. Information Sharing

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

have severe consequences for the safety and welfare and well-being of children (Working Together to Safeguard Children, 2026).

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

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

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

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

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

33.2.5 Staff and governors have completed GDPR Information Sharing training.

34. Records and Monitoring KCSiE 2026 paragraphs 72 to 73

34.1 Any concerns held by staff will be recorded on CPOMS. The DSL and Deputy DSLs are all alerted to the concern. If follow up actions are required, these will be added as a linked action. All staff are encouraged to be over cautious when it comes to recording concerns on CPOMS. Adults in school (including volunteers) who don't have access to CPOMS are asked to complete the paper-based form which can be found in the staff area on the safeguarding notice board. If for any reason these are not readily available, the person with the concern should record it on a piece of paper, with the date, time and signature. This will then be uploaded onto CPOMS by a member of the DSL team. Staff should not upload concerns onto CPOMS on behalf of others. Each member of staff should use their own log in details.

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

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

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

34.5 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.

34.6 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.

35. Why recording is important

35.1 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.

35.2 Our school (Glenfield Primary School) uses CPOMs.

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

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

[KCSiE 2026 Annex B pages 183].

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

36.1 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.

36.2 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.

36.3 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.

- 36.4 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.

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

- 37.1 Our school will adopt the file transfer guidance contained in KCSiE 2025 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.
- 37.2 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 2025 should a child subject to social care involvement transfer schools, college, or education provider we will ensure the child's child protection or confidential file move is transferred within 5 days as required by KCSiE.
- 37.3 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.
- 37.4 When a student moves to or from the school, if there are issues or concerns, a conversation between DSLs from both settings is recommended as good practice.
- 37.5 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.
- 37.6 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]

38. Recording Practice

- 38.1 Timely and accurate recording will take place when there are any issues regarding a child.
- 38.2 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.
- 38.3 The chronology will be brief and log activity; the full recording will be on the record of concern.
- 38.4 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.
- 38.5 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.
- 38.6 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.
- 38.7 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.
- 38.8 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.

39. Educating Young People – Opportunities to teach safeguarding **[KCSiE 2026 paragraphs 156-166]**

- 39.1 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.
- 39.2 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.

- 39.3 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.
- 39.4 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.
- 39.5 Our arrangements will be regularly reviewed to address this additional area of safeguarding as technologies change on a regular basis and having access to smart technology could mean some children, whilst at school, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (via large chat groups) and view and share pornography and other harmful content.
- 39.6 Our RHSE curriculum is taught alongside our PSHE curriculum. It is reviewed annually to reflect any national changes and these are shared with staff at the start of the year. Any new changes to policies are also shared with parents/carers.
- 39.7 Children are taught about online safety as part of the PSHE curriculum and the Computing curriculum. We also hold an online safety week for pupils where key points are reinforced. Parents are made aware of on-line safety to minimise the safeguarding risks technology can pose. This is done through our newsletter and the school website.
- 39.8 If a child was accessing education from home, regular check-ins would take place with parents, the home education plan would be regularly reviewed and home visits may also take place. Education from home would only take place in exceptional circumstances.

Note: The school takes all concerns, incidents or disclosures of sexual violence between children seriously and responds promptly in accordance with Keeping Children Safe in Education (KCSIE) 2026 and the school's Child Protection and Safeguarding Policy. Staff are expected to report any concerns or disclosures immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL and should not investigate the matter themselves or make promises of confidentiality.

The DSL will assess the concern, consider the immediate safety and welfare of all children involved, and take appropriate action. This may include speaking separately with the children involved, considering any power imbalance or vulnerability, completing an appropriate risk assessment, putting protective measures in place and making referrals to children's social care and/or the police where required. The school will ensure that the needs of both the alleged victim and alleged perpetrator are considered and that appropriate support is provided.

Information will be shared on a need-to-know basis and in accordance with safeguarding and information-sharing procedures. Parents/carers will be involved where appropriate and where doing so does not place a child at further risk. All incidents, concerns, decisions and actions taken will be recorded securely and monitored by the DSL. The school will continue to review

and manage any ongoing risks and provide appropriate pastoral and safeguarding support to the children involved.

40. Helplines and reporting

- 40.1 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/>
- 40.2 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

41. Child on child sexual harassment and sexual violence

- 41.1 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.
- 41.2 All staff must have 'it could happen here approach'.
- 41.3 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.
- 41.4 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.
- 41.5 Records will be recorded on CPOMs
- 41.6 All children involved in an incident will be seen as victims.
- 41.7 The school will, if necessary, seek advice from a safeguarding partner or refer to resources from the Centre of Expertise on Child Sexual Abuse.

41.8 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.

41.9 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.

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

41.11 Risk and needs assessments will be put in place.

42. Children who are questioning their gender

42.1 The school recognises that some children and young people may question their gender. We are committed to providing a safe, supportive, respectful and inclusive environment for all pupils, while ensuring that safeguarding and the welfare of the child remain paramount.

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

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

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

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

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

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

- 45.8 KCSiE 2026 paragraphs 95-98 confirms that schools and colleges can lawfully separate children according to their biological sex for sport. In cases where a gender questioning child makes a request relating to how they participate, if “there are no safety concerns”, settings should consider “whether supporting social transition is overall in the best interests of the child, as well as considering the impact on other children and the aim of creating safe and fair environments for children to participate in PE.”
- 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.” Include your setting specific statement for sport here.

Interim Addendum to the Child Protection Policy 2026/2027



Date added: 10th September 2026

Child Protection Policy approved on: 1st September 2026

Next formal review: September 2027

Purpose and Status of This Addendum

The final September 2026 version of **Keeping Children Safe in Education 2026** contains additional provisions that were not included in the July 2026 version used when this Child Protection Policy was prepared.

Glenfield Primary School is aware of these changes. Relevant safeguarding practice and procedures have been updated with immediate effect, and staff will be informed of the revised expectations.

This addendum should be read as part of the existing Child Protection Policy until the full policy has been amended, checked, approved through the setting's governance arrangements and republished.

Where the existing policy differs from the final September 2026 version of KCSIE, current legislation and statutory guidance take precedence.

Prejudice-Based and Discriminatory Harm

All staff should recognise that children may experience prejudice-based harm, including racism, faith-based prejudice and other forms of discrimination. Such experiences may affect a child's welfare, wellbeing, mental health, sense of safety and willingness to seek help.

Staff will remain alert to the signs and impact of prejudice-based harm and will consider concerns within safeguarding practice where appropriate.

Concerns will not be treated solely as behaviour, equality or disciplinary matters where they may affect a child's welfare, wellbeing or safety. They must be reported and recorded in accordance with the setting's safeguarding procedures.

Discriminatory behaviour, including racism, faith-targeted abuse and other prejudice-based incidents, will be recognised, recorded and responded to within the setting's child-on-child abuse arrangements.

Discriminatory Child-on-Child Behaviour

Discriminatory behaviour, including racism, faith-targeted abuse and other prejudice-based incidents, is recognised as a potential form of child-on-child abuse.

Where appropriate, concerns will be:

- reported and recorded through the setting's safeguarding procedures;
- considered alongside any other information known about the children involved;
- assessed in relation to the effect on the child's welfare, wellbeing and sense of safety;
- responded to through safeguarding and behaviour procedures; and
- reviewed to identify patterns, wider risks or additional support needs.

The absence of previous reports does not mean that discriminatory or prejudice-based harm is not occurring.

Inclusive and Anti-Discriminatory Safeguarding Culture

The governing body or proprietor and setting leaders will promote an inclusive, anti-discriminatory culture in which racism and other forms of discriminatory behaviour are recognised, challenged and addressed as part of the setting's safeguarding responsibilities.

Children will be provided with accessible ways to report prejudice-based and discriminatory harm and will be supported to have confidence that their concerns will be listened to, taken seriously and acted upon.

Relevant safeguarding information will be reviewed to identify patterns and inform staff training, preventative education, pastoral support and improvements to practice.

Revised Definition of Sexual Abuse

The setting recognises that the definition of sexual abuse in the final September 2026 KCSIE has been revised and expanded to align with Working Together to Safeguard Children.

Staff will use the definition contained in the final September 2026 KCSIE when recognising, reporting and responding to concerns. Relevant staff have been informed of the revised wording and the additional clarification contained in the current statutory guidance

EYFS Pre-Employment Checks

Where the setting is subject to the **Early Years Foundation Stage framework**, an individual must not begin working within the provision covered by the EYFS framework until the school or maintained nursery school has received the individual's enhanced DBS certificate, including children's barred-list information.

This includes volunteers covered by the requirement in the final September 2026 KCSIE. Allowing the individual to begin work under supervision, or relying only on a separate children's barred-list check while awaiting the enhanced DBS certificate, does not meet this requirement for work within EYFS-covered provision.

The setting will immediately review:

- individuals due to begin work within EYFS provision;
- volunteers who are due to begin relevant work;
- any individual currently awaiting an enhanced DBS certificate with children's barred-list information; and
- recruitment and volunteer procedures that allow individuals to begin work before a certificate is received

The setting will retain an appropriate record of the checks undertaken and the date on which the required certificate was received.

Immediate Actions

Glenfield Primary School will:

- brief staff on the changes relevant to their roles;
- ensure that prejudice-based and discriminatory harm is recognised within safeguarding practice;
- review child-on-child abuse and behaviour arrangements;
- consider whether reporting and recording systems adequately capture discriminatory incidents;
- review staff training and preventative education;
- review information-sharing guidance and supporting materials;
- complete the required review of EYFS recruitment and volunteer arrangements;
- check references to numbered KCSIE paragraphs; and
- incorporate the changes into the full Child Protection Policy and relevant linked procedures.

Review and Approval

This addendum takes effect immediately and will remain alongside the current Child Protection Policy until a fully revised policy has completed the setting's review and governance process.

The full policy will be amended, reviewed and submitted to the governing body, trust board or proprietor for formal approval as soon as reasonably practicable.

Interim addendum authorised by: Sukhi Tibbles

Role: Headteacher

Date: 10.9.2026

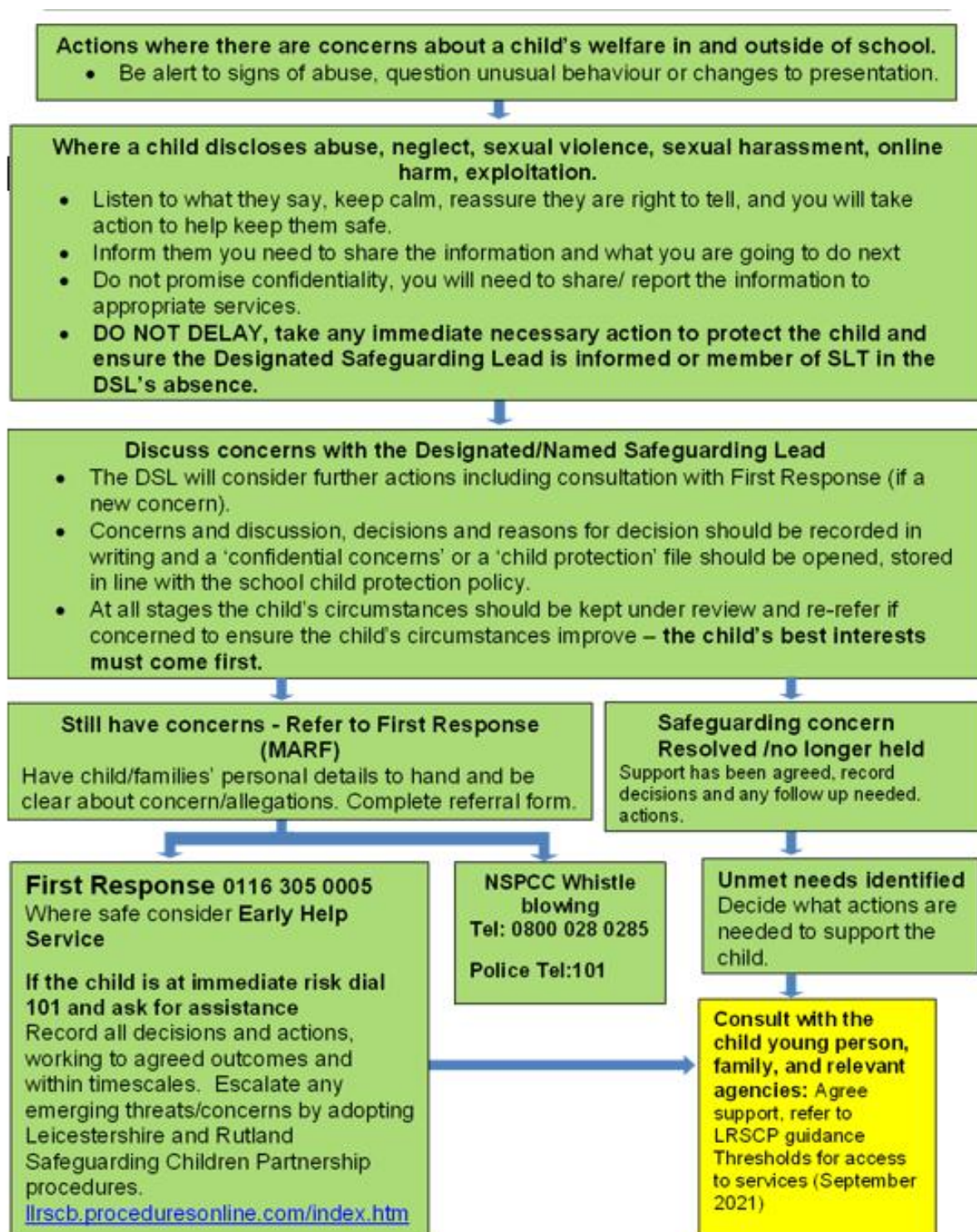
Date published with the existing policy: 10.9.2026

The following appendices are a part of this policy:

Appendix 1	LCC LA Flow Chart 2026-2027 What to do if you are worried a child is being abused or at risk of harm, neglect, or online harm.
Appendix 2	CPOMs at Glenfield Primary School
Appendix 3	Template: Logging a concern about a child's safety and welfare.
Appendix 4	Template: Body Maps Guidance and Body Maps.
Appendix 5	Existing Injuries Form – Tool to support reflection.

Appendix 1: LCC LA Flow Chart 2026-2027

What to do if you are worried a child is being abused or at risk of harm, neglect, or online harm



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: CPOMS At Glenfield Primary School

Section 1: What is CPOMS?

CPOMS (Child Protection Online Monitoring Service) is a software application for monitoring child protection and other pupil welfare issues, which works alongside our school's existing safeguarding procedures. CPOMS aids in the management of child protection, behavioural issues, special educational needs/disability, domestic/home related issues and other issues pertaining to the welfare of pupils in school. Every member of staff across the school has an obligation to report any concerns that they may have.

CPOMS allows us to record information in a central system and have relevant people alerted immediately. The DSL and Deputy DSL's are able to build a chronology around a pupil and can produce reports for meetings, governors and Ofsted and fulfil any information requests from professionals/parents.

Every member of staff needs to be mindful that their recordings could potentially be part of a Freedom of Information request from a parent or agency such as the courts/police; it is therefore of paramount importance that every recording contains ONLY factual information, and nothing which is open to interpretation or untrue. Recordings must be of a professional standard, including accurate spelling and language which is in no way discriminatory.

Section 2: The role of CPOMS in Safeguarding

CPOMS has not completely replaced the "Concerns" forms as the means of recording safeguarding concerns about a child; nor is it a substitute for immediately passing on a child protection concern to the DSL or Deputy DSL's. If a member of staff identifies an immediate child protection concern, they must act in accordance with the Child Protection Procedures and alert the DSL/Deputy immediately with regards to the nature of the concern. The member of staff must also record in writing this concern via one of the following means:

- SLT/Teachers/admin/pastoral staff/Teaching Assistants -Record the concern on CPOMS in accordance with training. Alert the DSL and at least 1 Deputy DSL.
- Use the categories: Parental voice
Voice of the Child
Staff voice

The DSL's and Deputies will assign further categories where required as they action the concerns.

- Lunchtime supervisors/cleaning staff/anyone without a CPOMS account: Record the concern on a "Concern Report Form" located in the staffroom corridor and HAND TO THE DSL/Deputy. It is the responsibility of the DSL to scan the concern form onto CPOMS.

Teaching staff may also log significant events on CPOMS if they feel this information will be useful to pastoral staff/SLT to know and which may have an impact on the welfare of a child e.g. parent lost job, parents separated, significant bereavement, parent in prison, or a significant piece of information regarding significant wider family members. Staff may also log 'parental contact' if they feel this information will be useful to pastoral staff/SLT to know and which may have an impact on the welfare of a child e.g. parent displaying violent/aggressive/discriminatory behaviour, parent informing school of changes in behaviour/child worried about school or social relationships.

Section 3: Permission levels

Full system access and administration rights are only available to DSL's and Deputies. 'Write only' access is available to teachers - they can 'add/view incidents/actions'. 'Write only' access is also available to admin staff, and pastoral staff. ALL DSL's and Deputies have the 'CPOMS Authenticator' whether this is a hard key OR soft key access. If a CPOMs key is lost or misplaced, it is the responsibility of the key holder to report this to the CPOM helpdesk (01756 797766) as soon as possible so it can be disabled.

Section 4: How to access CPOMS

CPOMs can be accessed from wherever there is an internet connection as it uses a web browser interface. This means that any mobile device can be used. All teaching staff have 'write' access- which means anyone on the teaching staff can add incidents and actions. Initial set-up instructions will be emailed to new staff following induction and training.

Section 5: How to record an incident

ALL STAFF MUST ONLY RECORD INCIDENTS WHEN LOGGED INTO THEIR OWN CPOMS ACCOUNT

1. Click on Add Incident in the purple banner at the top

2. Student: Type in the name of the child you wish to report (a list of options will appear, please make sure you click on the right child)

3. Incident: Begin writing up the incident. Use the below as a guide:

- WHAT you are recording: direct conversation, phone call, observation.
- MAIN CONTENT: the main and RELEVANT FACTS must be recorded i.e. what have you been told? What have you observed? If you are recording a conversation with a child, please record the words/phrases which they used.
- If the child has a physical injury, use the body map to note any marks or injuries, as well as a description of the mark i.e. colour, shape.
- CPOMS must NOT be used as an alternative to communicating actions directly to members of staff. 'Actions' logged must have already been carried out or logged once agreed with another professional.

4. Categories: Choose one of the following categories – Parental voice, Voice of the Child, Staff voice.

5. Linked students: If you are reporting an incident that concerns other children in school, please add them in the 'linked students' bar. (This may be siblings, friends or other children involved in an incident in school). If a linked student is being referred to in the text, please use their initials only.

6. Alert staff members- ALWAYS click the DSL and at least one other deputy DSL if the matter regards safeguarding. To alert specific individuals, start to type the name and the options will appear.

7. Click on the correct name. Care must be taken not to communicate sensitive information to those who are not permitted to know.

8. Files: The option to upload documents is available here e.g. school notes, letters, reports.

9. Add Incident: Click to submit the incident and alert all staff that you have identified. YOU CANNOT EDIT THE INCIDENT ONCE IT IS SUBMITTED. If you make a significant mistake and realise after it is submitted, take note of the incident and let a DSL/Deputy know.

10. Action: If you have an action to add following discussion with the DSL (you may have spoken to a parent, discussed with colleague or have more information) you can then add this by clicking add action underneath the incident. Again, alert the relevant staff.

11. Once you are alerted to an incident, an email is sent to your school email address. It will tell you who created the alert and the category it comes under but no other information. Once you have read the incident, you can mark as read to acknowledge that you have seen the incident and understand the content. However, if you are required to follow up the incident, you will need to click add action and comment.

12. Follow up any actions as requested and log outcome as another action for the same incident.

ALL information on CPOMS is both sensitive and confidential, please do not discuss anything with other staff members or leave the page open in view at school or in public.

Appendix 3

Logging a concern about a child's safety and welfare (for staff with no access to CPOMs)

Part 1 (for use by any staff)

Pupil's Name:	
Class:	Date of Birth:
Date and Time of Incident:	Date and Time (of writing):
Staff Full Name (print name):	
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

Appendix 4

Body Map Guidance for Schools (a paper body map should only be used alongside the written report (appendix 2) for when a member of staff does not have access to CPOMs, otherwise, there is a body map within the incident recording section on CPOMs)

Medical assistance should be sought where appropriate.

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

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

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

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

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

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

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

- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

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

Ensure First Aid is provided where required and record.

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

BODYMAP

(This must be completed at time of observation)

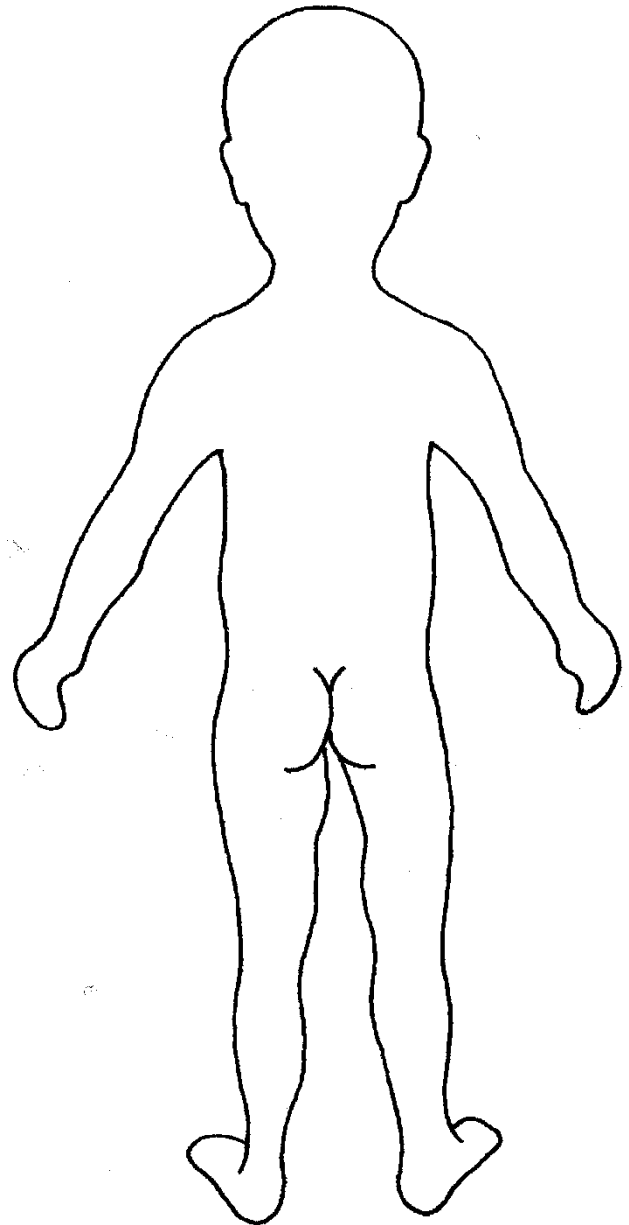
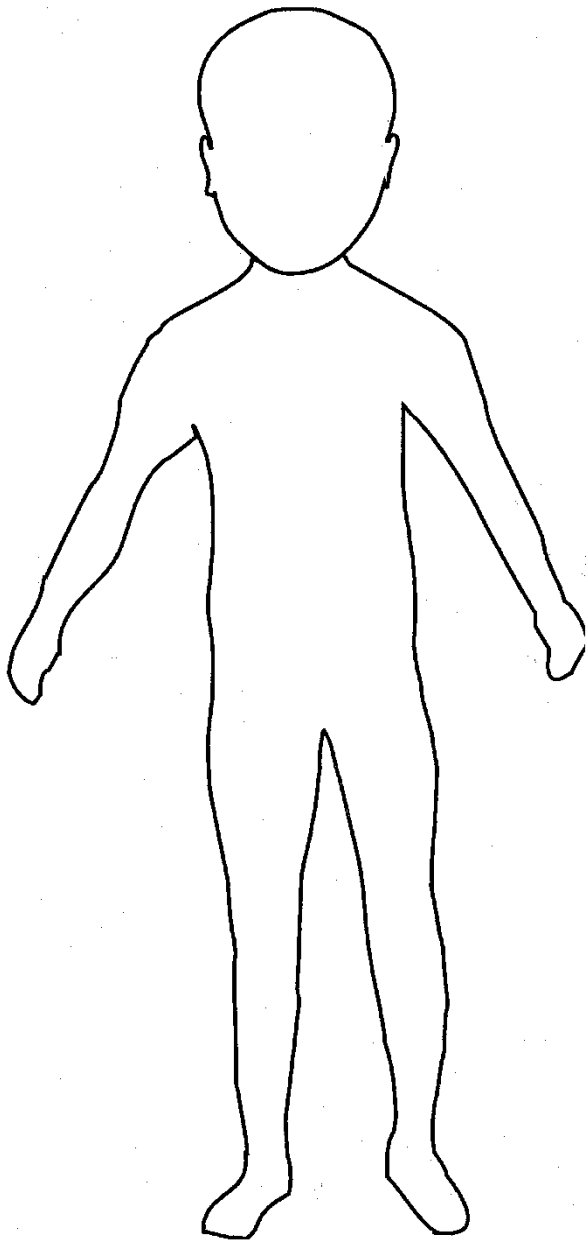
Names for Child: _____

Date of Birth: _____

Name of Worker: _____

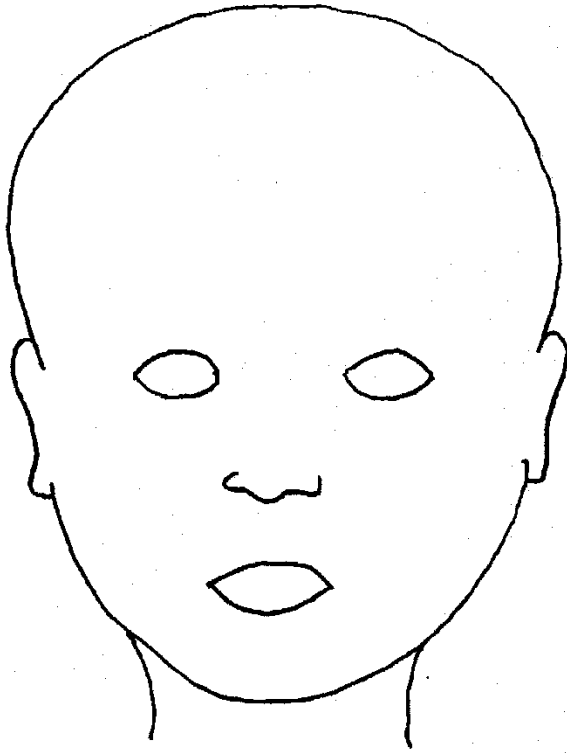
Agency: _____

Date and time of observation: _____

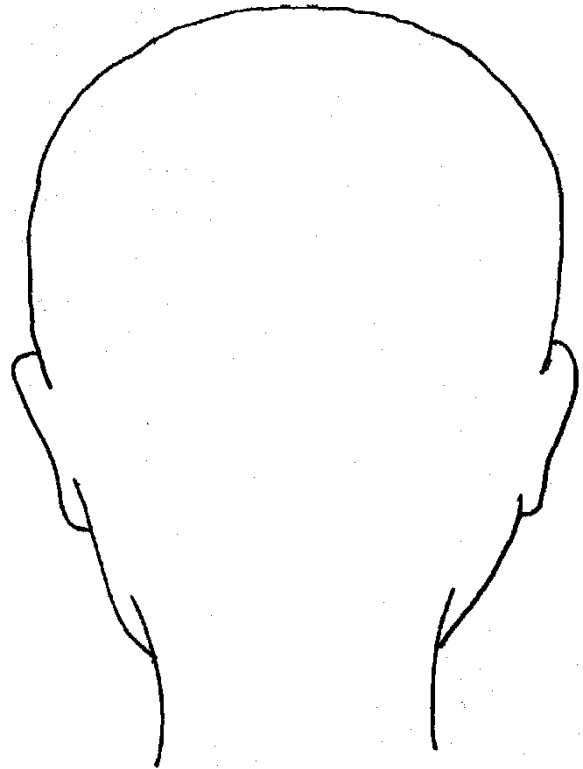


Name of Child: _____

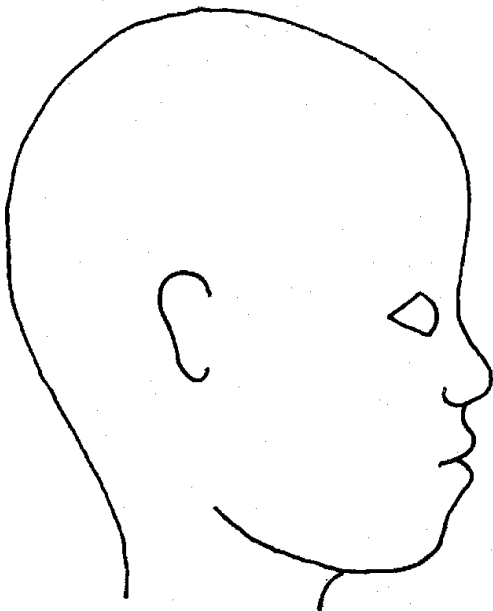
Date of observation: _____



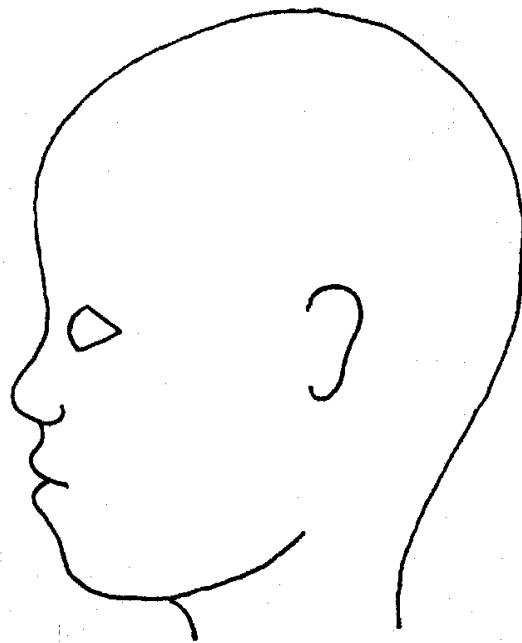
FRONT



BACK



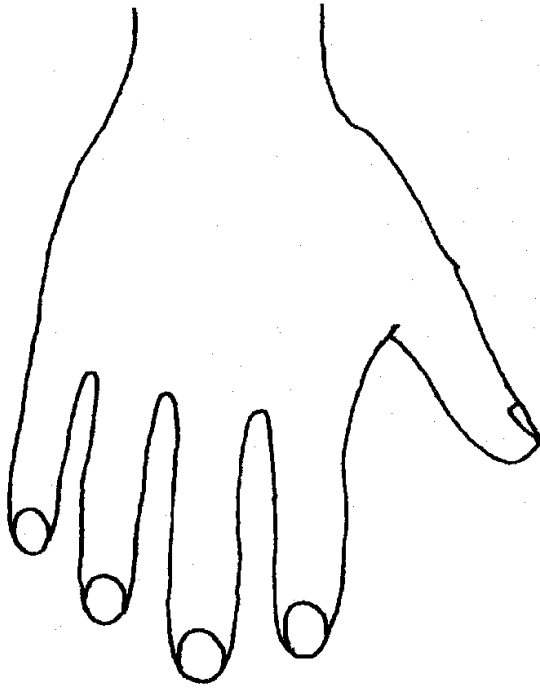
RIGHT



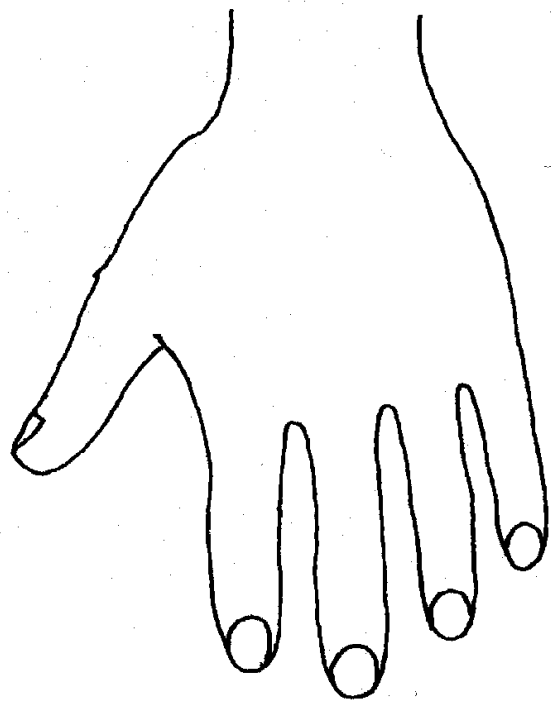
LEFT

Name of Child: _____

Date of observation: _____



R
BACK



L



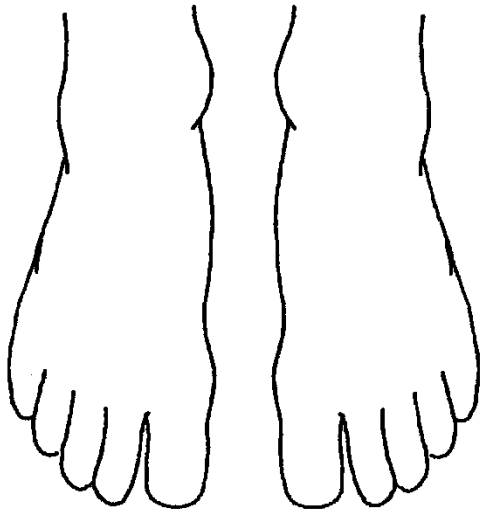
R
PALM



L

Name of Child: _____

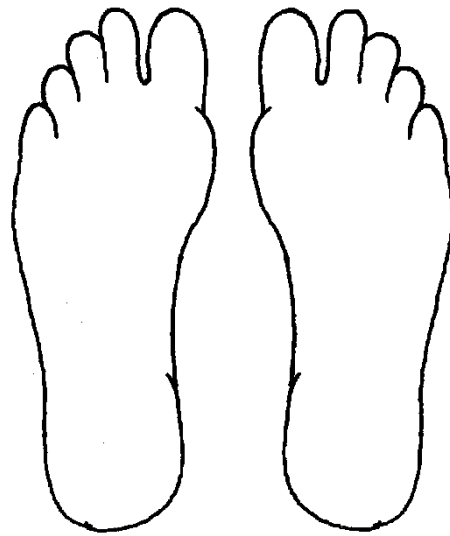
Date of observation: _____



R

TOP

L



R

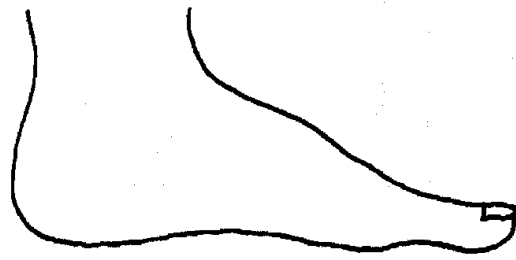
BOTTOM

L



R

INNER

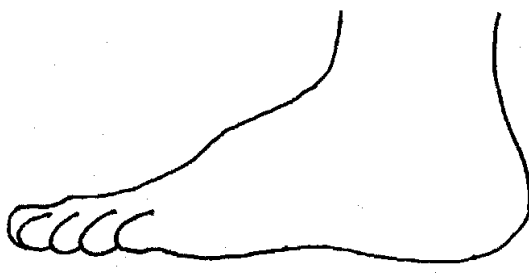


L



R

OUTER



L

Printed Name and

Date:

Signature of worker:

Time:

Role of Worker:

Other information:

Appendix 5

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....