


Policy:	Safeguarding, Child Protection Policy (including Low-level concerns & Child-on child abuse) September 2025	
Status:	Statutory	
Review Date:	Annually September 2026	

It is the policy of the school to follow the procedures laid down by the LA. This policy is therefore based on the model policy provided by the LA. This updated policy was agreed by the Chair and adopted from the 1st September and will be ratified by the full governing body at the first formal FGB meeting on 30th October 2025.

St Botolph's CE Primary Safeguarding statement and principles

We respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at St Botolph's CE Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interests of the child.

This Child Protection Policy will be reviewed by the Designated Safeguarding Lead, Mrs Emma Pepper, on a regular basis to ensure it remains current and incorporates all revisions made to local or national safeguarding guidance. This policy, as a minimum, will be fully reviewed once a year during the autumn term and provided to the Governing Body for approval and sign off at the first autumn term meeting (30th Oct 2025).

Roles and contact details

Role	Name	Contact details
School contacts:		
Headteacher and Designated Safeguarding Lead	Emma Pepper	01509 503387 epepper@st-botolphsprimary.org
Deputy Headteacher and Deputy Designated Safeguarding Lead	Allison Lawley	01509 503387 alawley@st-botolphsprimary.org
Family & Mental Wellbeing Lead and Deputy Designated Safeguarding Lead	Nicola Robe	01509 503387 nrobe@beskilledprimary.org
Designated Governor for Child Protection/ Safeguarding	Michelle Whelband (Assoc)	01509 503387 mwhelband@st-botolphsprimary.org
		01509 503387

Designated Teacher for Looked After Children	Emma Pepper	epepper@st-botolphprimary.org
SEND Team: Strategic Lead for SEND Lead Practitioner for SEND	Tyler Kendall-Day Fern Jackson	01509 503387 tkendall-day@st-botolphprimary.org fjackson@st-botolphprimary.org
SEND Governor	David Whittington	
Governor for Mental health and Well-being	Emily Coleman	01509 503387 dwhittington@st-botolphprimary.org 01509 503387 ecoleman@st-botolphprimary.org
Other contacts:		
Leicester and the Leicestershire and Rutland Safeguarding Children Partnerships Procedures Manual.	Report Your Concerns about a Child or Young Person	LCC report neglect or abuse
LA Safeguarding Children in Education Officer	Charlotte Davis	0116 3057750 Charlotte.davis@leics.gov.uk
LA Child Protection Contact/LADO	CFS-LADO@leics.gov.uk LADO service is available office hours only: Monday-Thursday, 8.30am - 5.00 pm and Friday, 8.30am - 4.30pm	Allegations Line: 0116 3054141 CFS-LADO@leics.gov.uk 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

1. Purpose and Aims

- 1.1 Our policy applies to all staff, governors and volunteers and service providers working at St Botolph's C of E Primary School during the extended school day 7:15am-5:30pm Monday to Friday during term time and takes into account statutory guidance provided by the Department for Education and local guidance issued by the Leicestershire Safeguarding Children Partnership. Please refer to section 12 of this policy and the school's lettings policy for the safeguarding measures in place for use of the school premises outside of these times.
- 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's child protection policy. These duties and responsibilities, as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2025 and Working Together to Safeguard Children December 2025 are incorporated into this policy.

2. Child Protection and Safeguarding Statement

- 2.1 We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We will endeavour to provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse, neglect and exploitation and follow our procedures to ensure that children receive effective support, protection, and justice.
- 2.2 The procedures contained in this policy apply to all staff, supply staff, service providers, volunteers, and governors of St Botolph's C of E Primary School 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 St Botolph's C of E 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 Safeguarding and the promoting the welfare of children is defined in KCSiE (2025) 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 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. St Botolph's C of E Primary School - 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, early help, and health where required, as the designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.
- 5.7 This includes supply staff or service providers who may be employed on site for a short period time. The expectations are:

It is the expectation that all supply teachers, support staff or service providers will read this policy before entering the classroom or engaging in regular working in school e.g. music specialists, catering staff and sports coaches. It is the responsibility of all staff listed above to follow the safeguarding policy - safeguarding children is everyone's responsibility

All staff listed above are expected to report to any issues to a DSL and follow the procedures set out in this policy.

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 (KCSiE 2025, 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 2025 Annex A.

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 2025 to include children abusing other children, other varying forms of bullying including online and sexually harmful behaviour, sexual violence, and sexual harassment (further defined in KCSiE 2025 Part Five).
- Harm outside the home extra familial harm.
- The impact of new technologies, including 'sexting' and accessing pornography.
- **The impact of generative artificial intelligence**
- **Exposure to misinformation, disinformation (including fake news) and conspiracy theories**
- Issues which may be specific to a local area or population, is showing signs of being drawn into anti-social or criminal behaviour, including gang activity or involvement and associations with organised crime groups or county lines.
- In possession of a knife and or involved in knife crime, youth violence, criminal child exploitation (CCE).
- Is in family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse/harm.
- Is at risk of or from serious violence and violent crime.
- Persistent absence from education, including persistent absence for part of the school day.
- At risk of suspension or permanent exclusion

- Particular issues affecting children including domestic abuse and violence, female genital mutilation, and honour-based abuse.
- Being subject to any conduct where the purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats, or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages (Law change on Forced Marriage, February 2023).
- 'Upskirting'- The Voyeurism (Offences) Act, which is commonly known as Up-skirting Act, came into force on 12 April 2019. Upskirting is a criminal offence and reportable by all teachers (KCSiE Annex A).

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

7.3 Our staff recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. Children may also feel embarrassed, humiliated, or could be being threatened not to tell, so not feel able to share what is happening to them. Alternatively, we recognise children may not want to make a disclosure or talk about what is happening due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to 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 At St Botolph's C of E Primary 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 DSL).

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 exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

7.8 County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Our school assesses the risks and issues in the wider community when considering the well-being and safety of its pupils.

- 7.9 So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency. 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 2025. 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.

In order to protect our pupils in the best way, we establish and maintain strong and open relationships with our families. We are a key partner in our lovely community and our school atmosphere is one of a supportive extended family – a safe space to be – children are encouraged to speak up/question and challenge.

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

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

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 and separate Online Safety Policy including awareness of the ease of access to mobile phone networks. (See KCSiE 2025 Paragraph 138).
- 8.2 Our DSL has the lead responsibility in this area, which is overseen and regularly reviewed by the Governing board during termly safeguarding monitoring visits, which are then shared in full governing board meetings termly, 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. Y6 pupils only are allowed to bring mobile phones into school, if a parent requests it, for walking to/from home to school alone. They hand over their phone to be locked away in their classroom which is then handed back to the pupil at the end of the school day. All staff keep their personal mobile phones in their allocated locker/bag away from classrooms.
- 8.3 Pupils have access to chromebooks from a chromebook trolley which is supervised by an adult at all times who will monitor screen use visually and through the use of Senso software. Each pupil has their own login detail in order to access the network. There is a filtering system in place that blocks all harmful and inappropriate content. This is regularly reviewed by the DSL team and the school's IT support, ICTit.
- 8.4 Our Governing board 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 school network. The appropriateness of any filtering and monitoring systems will in part be informed by the risk assessment required by the Prevent Duty as required by KCSiE 2025, paragraph 140 to 150.

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 meets the standard published by the [Department for Education filtering and monitoring standards](#).

8.5 St Botolph's C of E Primary School utilises a Sophos XG firewall provided and supported by the ISP (Wave9) that meets all the requirements set out by the DfE and KCSiE to apply the required filtering policies to ensure the Internet is safe and secure for all members of the school community. Weekly usage reports are provided to ensure filtering is working correctly and to highlight any areas of concern. By default all devices are given pupil filtering policies unless the device has been given access to teacher filtering.

DSLs will monitor this carefully and document any material that is blocked/allowed stating why for the purpose of teaching and learning and to ensure the filtering system doesn't impact on teaching and learning. All staff are responsible for strictly supervising the use of iPads and chromebooks, and will report inappropriate use to the DSLs via our online reporting system Provision Map. **The DSL team will also be automatically informed via Senso if inappropriate online behaviour is identified by the software.** The school also has a separate Online Safety Policy and this can be accessed on the school website and via the shared drive.

The DSL will monitor and regularly review the effectiveness of this provision, making sure that incidents are urgently picked up, acted on and outcomes are recorded. The DSL will also oversee reports and ensure staff are trained appropriately and understand their role.

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

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 2025.

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.

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

9. Identifying Concerns

9.1 All members of staff, volunteers and governors will be aware of indicators of abuse, neglect and exploitation and 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 receive safeguarding and child protection (including online safety) updates on a regular basis – at least annually.

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

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

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

10. Indicators of abuse, neglect and exploitation

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

10.2 **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

10.3 **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectation being imposed on children. These may include interactions that are beyond a child's developmental capability as well as over protection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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 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.

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 including 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 In line with KCSiE 2025, the school takes greater responsibility to ensure wherever possible, children can access and use different media platforms safely (KCSiE 2025, paragraph 124). In particular, making further reference to on-line abuse which may be a greater issue when children are not in attendance at school and are engaging in learning remotely and may have limited supervision from parents/carers. The school provides on-line guidance and support for parents and children to remain free from risk, exploitation, grooming or radicalisation.
- 11.3 Our school ethos demonstrates that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say. Every individual within St Botolph's C of E 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 such as participation in the NSPCC Stay Safe project. We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate through assemblies, our PSHE curriculum and direct lesson teaching.

Our school wellbeing councillors can represent others to ensure children's views are heard. Children are encouraged to take part in multi-agency meetings at every opportunity. Children's views are sought and when issues arise around attendance concerns are first identified to look for early solutions to low level absences. Our ELSA and Family & Mental Wellbeing Lead will work

directly with children when concerns are identified and liaise with parents and or other agencies to provide a package of pastoral support.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the designated safeguarding lead or a deputy. Alerts are made using our safeguarding software (Provision Map) which appear for DSL/DDSL acknowledgement and action immediately.

- 11.4 At St Botolph's C of E Primary School, children are at the centre of our 'safeguarding arrangements' and staff are trained to listen to and hear the child's voice and then respond appropriately. All staff receive training in safeguarding and staff communicate with each other if concerned about a child. We use staff briefings and meetings to share concerns and all concerns, even 'doubts', are logged on Provision Map and discussed with at least one of the designated safeguarding leads. As a school we work closely with external agencies and CAMHS to support the mental health of our pupils. We use our Nurture room as a safe space for children to talk and to have interventions as needed. Staff are aware of KCSiE 2025 and the updates this year. This document is also shared with governors and published on our school website. If any member of staff has concerns they are always shared with the Designated Safeguarding Leads and recorded using Provision Map. 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.
- 11.5 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.
- 11.6 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 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, Deputy DSLs or a member of the senior leadership team is informed as soon as possible.
- 11.7 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.
- 11.8 Where staff members have concerns about individuals vulnerable to extremism and radicalisation they will follow the procedures set out in the Radicalisation Policy for managing any concerns and referring to the Designated Safeguarding Lead as the first point of contact.

12. Alternative providers and other agencies

- 12.1 St Botolph's C of E Primary School works with other agencies including statutory safeguarding partners to support vulnerable children and has contact with social care and social workers. For example, holding regular meetings in school, taking part in partnership forums/events, accessing multi-agency training and hosting meetings for individual children and families in St Botolph's C of E Primary School (and also for review meetings for a pupil where appropriate).

- 12.2 Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider can meet the needs of the pupil.
- 12.3 Children who attend alternative education often have complex needs, it is important governing boards 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 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 St Botolph's C of E Primary School takes its responsibility for the safeguarding of any pupil who is attending alternative provision seriously. The school maintains regular daily contact with providers when children are attending alternative provision to ensure pupil attendance is known, share any concerns about the child and work together to achieve the outcomes of the provision implementation. The DSL in partnership will also regularly review the impact and continued suitability of the alternative provision to ensure it meets the pupils needs.
- 12.6 The Designated Safeguarding Lead or Headteacher, who are familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies.
- 12.7 The Designated Safeguarding Lead or Headteacher will seek advice from appropriate agencies (such as, Early Help, professionals' consultation line) as well as buying in support services HR as support.
- 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 Organisations or individuals using school premises:- Where individuals or organisations use our school premises for the purpose of running activities for children (for example service providers that run extra-curricular activities), and an incident or allegations occurs during the use of the school premises, as with any safeguarding allegation, we will follow our child protection and safeguarding policies and procedures, including informing the LADO, will be followed. Where our school premises is used outside of the extended school day (7:15am – 5:30pm Monday to Friday term time) by an external provider (for example community groups, sports associations, or service providers that run holiday clubs and activities for children in the local community) there are checks undertaken by the Headteacher or DSL on the providers own safeguarding procedures as part of the Lettings Policy to ensure any incidents or allegations that occur follow the procedures set out in KCSIE 2025, including informing the LADO. Appendix 6 details the 'External Provider Safeguarding Notification Return' document all external providers must complete following a period of hire to notify the Designated Safeguarding Lead in school of any safeguarding incidents that have taken place on the premises during hire including nil returns.

13. CPD, culture and ethos

- 13.1 The Head Teacher ensures staff, supply staff and volunteers receive appropriate safeguarding information during inductions and on a regular basis. There are also visual prompts and safeguarding information posters around school for staff, supply staff and volunteers to use and refer to.

13.2 The Head Teacher and Governors ensure the safe recruitment of all staff and maintain ongoing vigilance (see KCSiE 2025 paragraph 56) to ensure a culture, which considers matter inside and outside the workplace including online.

KCSiE 2025 has broadened the requirements placed on schools to keep children safe and ensure children are able to thrive and take the maximum benefit from their education or learning experiences.

14. Responsibilities of the DSL/DSL Team

The 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.

14.1 The Senior DSL along with the Designated Teacher can inform the Governing board 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. **This should include children under kinship care.**

14.2 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.

14.3 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.

New: - 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. There are a range of support services working within or available to support the children and families with SEND such as the school SENDCO, specialist teams such as the Education Psychologist, Oakfield Short Stay School, LA Inclusion team.

15. The seven main elements of our Child Protection Policy

15.1 There are seven main elements to our policy:

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

16. Providing a safe environment

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

16.2 The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to and heard.
- Ensure children know that there are trusted adults in the school who they can approach if they are worried.
- Ensure that every effort is made to establish effective working relationships with parents, carers, and colleagues from other agencies.
- Include opportunities in the RSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse by:
- Recognise and managing risks including online safety, radicalisation and extremism, sexual exploitation, child on child sexual violence and sexual harassment, the sharing of nude and semi - nude images which has replaced what was termed as sexting.
- Support the development of healthy relationships and awareness of domestic violence and abuse, recognising that Domestic Abuse can encompass a wide range of behaviours and may involve a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional harm and children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.
- Recognise how pressure from others and safeguarding vulnerabilities can affect their behaviour.
- Recognise the link between mental health, school attendance and children 'absent from education' and the impact on learning, progress, and educational attainment.
- Know 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.
- Ensure 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.
- Maintain an on-line safety policy which address statutory filtering and monitoring standards, which take into account remote learning, and use of mobile and smart technology and is reviewed regularly to take into account any new threats. Our policy also takes into account and refers to, the recently published DfE guidance for Generative Artificial Intelligence.
- The response required by schools and safeguarding agencies to address any 'harm outside the home' also known as 'extra familial harm.' Schools are a place of protection and where children and young people can share concerns and seek support and are place of safety and where children and young people can form safe and trusted relationships. Through creating a whole school ethos and sharing excellent communication with safeguarding partners and services, children and young people can feel assured they will be listened to, heard, and offered support to enable them share sensitive information and strengthen their resilience.
- Importance of our school 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 At St Botolph's C of E Primary School, we recognise that safeguarding is not just about protecting children from deliberate harm but also relates to the broader aspects of care and education and specifically to embed and teach safeguarding to our pupils both inside and outside the home. As a school we follow a robust, whole school approach to teaching a broad and balanced curriculum through PSHE/RSE lessons, as well as

assemblies and raising awareness days/weeks (such as Internet safety, anti bullying week). We use Cambridge PSHE for our curriculum resources and all staff in school have received relevant training. We use specific resources to deliver our RSE that are age appropriate, which we also share with parents (on our website/via Weduc regarding the delivery of the RSE materials). Safeguarding will be embedded through our taught curriculum, signage around school and incidental teaching. Each year we hold a dedicated safety week where we explore key safety topics. In addition to this, our Y6 pupils visit 'Warning Zone' yearly. We also use the NSPCC 'Stay Safe' project.

16.4 We will:

- Take all reasonable measures to ensure any risk of harm to children's welfare is minimised inside and outside of the school environment.
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies.
- Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school. Promote pupil health and safety.
- Promote safe practice, and challenge unsafe practice.
- Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers, supply staff and contractors. KCSiE 2025 Part Four has two sections, the second section addresses low-level concerns.
- Provide first aid and meet the health needs of children with medical conditions
- Ensure school site security.
- Address drugs and substance misuse issues.
- Support and plan for young people in custody and their resettlement back into the community.
- Work with all agencies regarding missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.
- Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended school activities, vocational placements, and alternative education packages.

17. Additional measures

- 17.1 For children who receive off- site education or have alternative learning experiences in place, appropriate checks are carried out and managed.
- 17.2 The DSL team and staff will support children with mental health problems via support in school with a trusted adult, the school senior mental health lead and making appropriate referral to support such as CAMHs as necessary.
- 17.3 The school has a responsibility to ensure children who may be LGBT have a trusted adult who they can be open with. KCSiE acknowledged that Children who are LGBT may be targeted and informs Homophobia, biphobia, and transphobia are not phobias, they are not fears; they are forms of discrimination of or hate towards LGBT people or those perceived to be LGBT and must not be tolerated. We note that guidance may change as the 'Children who are lesbian, gay, bisexual, or gender questioning' section is currently under review pending the outcome of the gender questioning children guidance consultation (DfE, 2023b).
- 17.4 Annex B page 150 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.
- 17.5 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.

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. School provides advice and guidance including using local PCSO's to support pupils with this and build their confidence

and abilities to protect themselves, as well as the knowledge of where they can go to for seeking help and support.

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 2025 to:

- Ensure we have a Senior Designated Safeguarding Lead (DSL), who is a member of the school/ leadership team, and a Deputy Safeguarding Lead for child protection/safeguarding who has received appropriate training and support for this role.
- The Designated Safeguarding Lead role is written into their job description and clarifies the role and responsibilities including as defined in KCSiE 2025, Annex C.
- Ensure we have a nominated governor responsible for child protection/ safeguarding.
- Ensure that we have a Designated Teacher for Looked After Children (LAC).
- Ensure every member of staff (including temporary, supply staff and volunteers) and the governing board knows the name of the Senior Designated Safeguarding Lead, their deputies responsible for child protection, and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead or to children's social care/police if a child is in immediate danger.
- Ensure all staff and volunteers are aware of the early help process and understand their role in making referrals or contributing to early help offers and arrangements.
- Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice, and that these concerns will be taken seriously.
- Ensure that there is a complaints system in place for children and families.
- Ensure that parents understand the responsibility placed on the school and staff for child protection and safeguarding by setting out its obligations in the school prospectus and on the school's website.
- Notify Children's Social Care if there is an unexplained absence for a child who is subject to a child protection plan and where no contact can be established with the child, or a parent or appropriate adult linked to the child.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral, and actions to safeguard.
- Ensure all records are kept securely; the school uses Provision Map to record all safeguarding incidents and access to these records is restricted to those with safeguarding responsibilities. Any paper notes are scanned and uploaded to the Provision Map system.
- Ensure that we follow robust processes to respond when children are missing from education or missing from home or care.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Apply confidentiality appropriately.
- Apply the LLRSCB escalation procedures if there are any concerns about the actions or inaction of social care staff or staff from other agencies.

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:

- Developing the content of the curriculum to ensure that it supports the pupils to acquire the knowledge that they need to raise their awareness about keeping safe and the importance of safety.
- Maintaining a school ethos which promotes a positive, supportive, and secure environment, and which gives pupils a sense of them being valued.
- The school behaviour policy, anti-bullying policy and child-on-child abuse policy which is kept up to date with national and local guidance and which is aimed at supporting vulnerable pupils in our school.
- Our school will proactively ensure that all children know that some behaviours are unacceptable and will need to be addressed but as members of our school they are valued and will be supported through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents.
- Liaison with other agencies that support the pupil such as Children's Social Care (in line with the [Thresholds for access to services](#), updated in September 2021); [Leicestershire Inclusion Service](#) and [Education Psychology Service](#), and the [Children and Family Wellbeing Service](#), etc.
- Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there have been wider safeguarding concerns, their information is transferred to the new school immediately or within **5 working days** and that the child's social worker is informed.
- Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully supported.
- 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.
- The Designated Safeguarding lead will be informed immediately, and actions taken in accordance with the school child-on -child policy.

20. Staff and Safe Recruitment

20.1 The leadership team and governing board of the school ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSiE 2025 Part Three.

20.2 School leaders, staff and members of the governing board 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 2025 Part Three (See Recruitment and Selection Policy) and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2025 Part Three paragraphs 209 to 351.

20.5 Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the Staff Code of Conduct, which includes contact between staff and pupils outside the work context. Concerns regarding

low-level concerns are included in our Code of Conduct from 1 September 2025 in line with KCSiE Part Four Section two as well as information being found in our Low Level Concerns Policy.

20.6 Newly appointed staff and volunteers will be informed of our arrangements for safer working practices in induction, before beginning working and contact with pupils.

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

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

20.9 Advice and support will be made available by the Safeguarding and Compliance Lead (SCL) within the Education Effectiveness Team at the LA, LADO and LCC HR where appropriate to the leadership team.

20.10 All new employees will be appropriately inducted to their role and a link to the Induction Checklist for Safer Recruitment can be accessed from HR's guidance section on LTS.

20.11 KCSiE 2025 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. St Botolph's C of E Primary School carries out checks on Alternative Provision providers and does not place any child until all checks have been completed (confirmation that appropriate safeguarding checks have been conducted on individuals working at the establishment) and we are satisfied the provider meets the needs of the child.

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).

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

- Accessibility Plan
- Anti-Bullying
- Attendance
- Behaviour
- Equality
- Central Record of Recruitment and Vetting Checks.
- Complaints' Procedure Statement
- Online Safety Policy.
- Freedom of Information.
- Radicalisation (inc. Prevent DFE School self-evaluation)
- Health and Safety
- Home-school Agreement
- Parental Contact
- Physical intervention/positive handling
- Register of Pupil Attendance
- SEND Policy
- Staff Discipline Conduct and Grievance
- School information published on a website.

- Visitors Policy
- Whistle Blowing Policy
- Guidance for NSPCC helpline and usage (KCSiE 2025 paragraph 466; when to call the police guidance from the NSPCC)
- LRSCP Neglect Toolkit

21.3 The arrangements in place to respond to any disclosures or incidents involving sexual violence and child sexual harassment are identified in the Child on Child Abuse Policy (Appendix 3).

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

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. All staff in school are responsible in keeping children safe. They all receive regular training and updates to this training to ensure they have the necessary knowledge in their role. At St Botolph's C of E Primary School there are three designated safeguarding leads and staff will refer to one of the DSL's. There is always a DSL who can be contacted at all times. Supply staff are briefed by the Safeguarding lead to ensure they have the information they 'need to know' and are able to refer to the DSL's if necessary.

All staff within our school are particularly important as they are able to identify concerns early and provide help to children to prevent concerns from escalating. All staff contribute to providing a safe environment in which children can learn. All our staff contribute to enabling a safe environment when both in and when out of school, such as on a school trip. Trips are always risk assessed and authorised by the EVC and the Head Teacher who have received the relevant training. The needs of individual pupils considered as part of the planning and preparation for the trip.

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.

Parents/ carers are always encouraged to come into school to seek support or advice and should do this through the class teacher or one of the DSL's or the Head Teacher.

As a school we acknowledge the importance of children and social workers meeting during the school day where required and DSLs 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.

The school uses the website, posters, newsletters and Weduc notices to signpost children, parents, and carers to support.

23. Safeguarding Training

23.1 All our staff are aware of systems within St Botolph's C of E 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 2025.

- 23.2 Our school utilises an induction checklist when staff are inducted which includes the above, but also other policy and procedural information as necessary to their role. All staff sign to confirm they have received an induction into school.
- 23.3 All our staff receive Local Authority 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 The Head Teacher, as well as other resources such as the NSPCC and the local authority, provides training and keeps staff up to date with any local or national changes to safeguarding guidance.
- 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 Advice is always sought to support staff from outside sources and staff are aware of how to access the Leicestershire and Rutland Safeguarding Children Partnership (LRSCP)
- 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

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

To achieve this, they will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Lead and ensure robust arrangements and procedures are in place to effectively manage and regularly monitor the school online safety, and specifically appropriate filtering and monitoring on school devices and school networks which are reflected in this Child Protection Policy, including awareness of ease of access to mobile phone networks. In agreement with the Governing board.
- Attend training to be aware of and alert to the signs of abuse.
- Maintain an attitude of "it could happen here" with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately a Deputy DSL should be informed.
- Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the LRSCP and take account of guidance issued by KCSiE 2025.
- Support pupils in line with their child protection plan, child in need plan, LAC Care Plan.
- Treat information with confidentiality but never promising to "keep a secret."
- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- Understand early help and be prepared to identify and support children who may benefit from early help, 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.
- Liaise with other agencies that support pupils and provide early help.

- Ensure they know who the DSL and Deputy DSLs are and know how to contact them.
- Have an awareness of the Child Protection Policy, the Behaviour Policy, the Staff Code of Conduct, procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.

Senior Leadership/Management Team responsibilities:

- Contribute to inter-agency working in line with HM Working Together to Safeguard Children 2025 guidance.
- Provide a co-ordinated offer of early help when additional needs of children are identified.
- Ensure all staff, supply staff and volunteers are alert to the definitions of abuse and indicators, and through access to regular training opportunities and updates.
- Ensure staff are alert to the various factors that can increase the need for early help.
- Working with Children's Social Care, support their assessment and planning processes including the school's attendance at conference and core group meetings as appropriate.
- Carry out tasks delegated by the governing board such as training of staff and volunteers, safer recruitment and maintaining of a single central register.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.
- Ensure that allegations or concerns against staff including low-level concerns are dealt with in accordance with guidance from Department for Education (KCSiE 2025 Part Four 'Allegations made against/Concerns raised in relation teachers including supply teachers, other staff, volunteers, and contractors in Sections One and Two).
- Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) and Leicestershire County Council (LCC).

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. St Botolph's C of E Primary School recognises the importance of working with social care and agencies to address safeguarding and child protection concerns.

Teachers (including ECTs) and Headteachers – Professional Duty

- The Teachers Standards 2012 (updated 13 December 2021) remind us that teachers, newly qualified teachers and headteachers should safeguard children and maintain public trust in the teaching profession as part of our professional duties.
- The Children and Social Work Act of 2017, places responsibilities for Designated Teacher to have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England and Wales.

Designated Safeguarding Lead

- We have a Designated Safeguarding Lead who takes lead responsibility for safeguarding children and child protection who has received appropriate training and support for this role. The Designated Safeguarding Lead is the Headteacher and the DSL responsibilities are explicit in their job description.
- We also have Deputy Safeguarding Leads, who will provide cover for the Designated Safeguarding Lead when they are not available. Our Deputy Safeguarding Leads have received the same training as our 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 Designated Safeguarding Lead in managing referrals, attending child protection conferences, reviews, core group meetings and other meetings of a safeguarding and protection nature to support the child/children.
- We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils. Our Designated Safeguarding Lead will ensure there is a structured procedure within the school, which will be followed by all the members of the school community in cases of suspected abuse.

The Designated Safeguarding Lead is expected to:

24.1 Manage Referrals:

- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Support staff who make referrals to children's social care and other referral pathways.
- Refer cases where a person is dismissed or left due to risk/harm to a child and will make a referral to the Disclosure and Barring Service. 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. This is a legal duty and failure to refer when the criteria are met is a criminal offence (paragraphs 154 and 348).
- Ensure arrangements are in place year-round for all staff and volunteers to seek advice, support and inform of safeguarding concerns, or incidents and disclosures that inform children are at risk of harm, or abuse, harm or bullying or sexual harm or harassment has occurred.
- Ensure appropriate systems are in place to manage and address online safety, access to mobile phone networks, especially for those children who are potentially at greater risk of harm, abuse, and exploitation and refer concerns where required linked to the PREVENT duty.
- Arrangements in place for the DSL and Deputy DSLs to meet on a regular basis so each is fully informed and able to respond to the needs of children subject to safeguarding concerns.

Please Note: Should children be subject of safeguarding concerns the DSL remains responsible for oversight of any child on placements or alternative education arrangements. From September 2022 Ofsted will inspect these arrangements as part of 'the child's journey' and form a judgement regarding the safeguards in place. See KCSiE 2025 Annex C for clarity on the role and responsibilities of the DSL and team.

24.2 Work with others

- Liaise with the headteacher (where the Designated Safeguarding Lead role is not carried out by the headteacher) to inform him/her of any issues and ongoing investigations.
- As required, liaise with the 'case manager' (as per Part Four of KCSiE 2025) and the LADO where there are child protection concerns/allegations that relate to a member of staff.
- Liaise with the case manager and the LADO where there are concerns about a staff member.
- Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies and acts as a source of support, advice, and expertise for other staff.
- Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.
- Liaise with the local authority and other agencies in line with Working Together to Safeguard Children 2025 and the local Leicestershire Safeguarding Children Partnership procedures and practice guidance.
- The headteacher, designated safeguarding leads and governing board 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.
- The DSL's feeds back to staff to raise awareness of emerging threats and risks through sharing the termly safeguarding updates provided by the LA.
- The DSL/ staff team contributes to developing the curriculum and learning experiences for children and staff through staff meetings, bulletins, staff notice board, pupil noticeboard briefings, and arranging additional classroom learning opportunities. This includes links with agencies such as the NSPCC, local PCSO/Police.

24.3 Undertake training

- Formal Designated Safeguarding Lead training will be undertaken at least every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually.
- The Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training.
- The 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.

- The Designated Safeguarding Lead will arrange whole school training for all staff to undertake. This may include leading whole school awareness training set out by the LA themselves or arranging for an external provider to deliver the training or deliver the LA primary training to all staff and volunteers in school to update them.

24.4 The training undertaken should enable the Designated Safeguarding Lead to:

- Understand the assessment process for providing early help and intervention through the Thresholds to access to services.
- Have a working knowledge of how the Leicestershire and Rutland Safeguarding Children Partnership operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure that each member of staff has access to the child protection policy and procedures.
- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers.
- Be able to keep detailed, accurate, secure written records of concerns, decisions and referrals.
- Understand the Prevent Duty and provide advice and support to staff on protecting and preventing children from the risk of radicalisation and being grooming into extremist behaviours and attitudes (KCSiE 2025 Annex A and B).
- Understand the reporting requirements for FGM.
- Understand and support children to keep safe when online and when they are learning at home [KCSiE 2025 Part Two – The Management of Safeguarding and paragraph 134-143].
- Encourage a culture of protecting children, listening to children and their wishes and feelings.

24.5 Raise awareness

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

24.6 Child Protection file

The Designated Safeguarding Lead is responsible:

- for ensuring that when a child leaves the school or college their 'child protection,' 'child in need' file or 'confidential' file is transferred to the new school or college at the same time the child goes on roll of its new school or education provision.
- 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 board annually.
- 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.
- Our school will maintain, keep and storing records, where a concern about a child has been identified in accordance with statutory guidance in KCSiE 2025.

The DSLs ensure all concerns and incidents are reported, recorded, responded to using Provision Map. The school has clear processes in place for the transfer of information and individual case files, should a child move school or leave to go to either Elective Home Education, alternative education placement, or college.

24.7 Availability

During term time the Designated Safeguarding Lead (or a Deputy) will always be available (during extended school hours) for staff in the school to discuss any safeguarding concerns. In the absence of the Designated Safeguarding Leads a member of the senior leadership team will be nominated to provide cover. [Appropriate arrangements are also in place all year round for any out of school hours' activities in line with the guidance contained in DfE KCSiE 2025 Part Two and Annex C].

25. Headteacher

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the governing board, (particularly those concerning referrals of cases of suspected abuse, neglect and exploitation), are understood, and followed by **all** staff.
- The school maintains an up-to-date Single Central Record (SCR) which is reviewed regularly and is compliant with statutory guidance.
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- The Headteacher will ensure all staff including supply teachers and volunteers have access to and read and understand the requirements placed on them through: - the school Child Protection Policy; the Staff Code of Conduct.
- 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 2025.
- Where there is an allegation made against a member of staff (either paid or unpaid, including volunteers) that meets the criteria for a referral to the LADO, then the headteacher or principal will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four: Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers, and contractors in KCSiE 2025. If the allegation is against the Headteacher/Principal, then the Chair of the Governing Board will manage the allegation – see below.

26. Governing Board

- We recognise our Governing board has a strategic leadership responsibility for our school's safeguarding arrangements and must ensure they comply with their duties under legislation and must have regard to KCSiE 2025, ensuring policies, procedures and training in our school are effective and always comply with the law.
- The governing board will be collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices by:
 - Ensuring there is an individual member of the governing board to take leadership responsibility for safeguarding and champion child protection issues in the school.
 - Ensuring that the school has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2025) as well as with local LRSCP guidance and monitors the school's compliance with them.
 - Ensuring that safeguarding policies and procedures are in place for appropriate action to be taken in a timely manner to promote a child's welfare.
 - Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSiE 2025 Annex C **page 172 to 1703** and paragraphs 56 to 57, 115 to 121, 375, to 390, 476, 540 and **544** and page 158, the additional clarification about GDPR and withholding information.
 - Ensuring cooperation with the local authority and other safeguarding partners.
 - Appointing a Senior Designated Safeguarding Lead from the leadership team to take lead responsibility for child protection/safeguarding and that a Designated Teacher for Looked After Children is appointed and appropriately trained.

- Ensuring that all staff, supply teachers and governors read and fully understand at least KCSiE 2025 Part One and or Annex A as a minimum and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as required within the guidance.
- Ensuring that the governing board understands it is collectively responsible for the school's safeguarding arrangements, even though a governor will be nominated as the 'Safeguarding Governor' and person who will champion all safeguarding requirements.'
- All members of the governing board will undertake safeguarding training to ensure they have the knowledge and information needed to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of robust 'safeguarding arrangements and act as the 'critical friend'. This training must focus on their strategic role and not on operational procedures.
- The Chair of Governors and named Safeguarding Governor will access role specific training to enable them to comply and discharge their child protection/ safeguarding responsibilities including should any allegations be made against the Headteacher/ Principal.
- The Governing board 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 2025 and LRSCP guidance.
- Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated to ensure that safeguarding remains a priority.
- Ensuring that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities
- Ensuring there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of dealing with a complaint KCSiE 2025 Part Four Section One.
- Ensuring that arrangements/procedures are in place to manage and provide clarity on the process for sharing 'low level' concerns, which should be referred to within the school/college Staff Code of Conduct, (Allegations and concerns about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO).
- Ensuring a response if there is an allegation against the headteacher by liaising with the LADO or other appropriate officers within the local authority.
- Ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual exploitation and going missing in future.
- Be aware of the issues involving the complexity of serious violence and sexual violence and sexual harassment between children and ensure the school has policy, procedures and staff are trained (including the DSL and Senior Leadership) to recognise and respond to incidents and resources to manage actions and support for those involved.
- Be alert and respond to harmful online challenges and hoaxes, including providing information and advice to parents and carer and informing where to get help and support.
- Be alert to the growing concerns involving knife crime and ensure the school works closely with the police and safeguarding partners to raise awareness of the impact of such crime and adopt proactive practice to address concerns locally and within the community.
- Ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum.
- Giving staff the opportunities to contribute and shape safeguarding arrangements and child protection policy.
- When the school's premises are used for non-school/college activities the Governing board will seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in place, and inspect them as needed, including liaising with the Headteacher. This will apply regardless of whether or not children who attend the provision are on the school roll.
- 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 (KCSiE 2025 paragraph 377).
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required.
- Ensure at least one person on an interview panel has completed safer recruitment training.

- Inform any new prospective employees' candidate that our school will carry out online checks (KCSiE 2025 Part Three Safer Recruitment).
- Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.
- Be open to accepting that child abuse and incidents can happen within the school and be available to act decisively upon them.

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

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

Our school responds to the children's needs and in accordance with local LRSCP procedures and KCSiE 2025 paragraph 189 to 200.

28. **Children with Special Educational Needs**

- We recognise that children with special educational needs (SEN) and or disabilities can face additional safeguarding challenges on and offline. Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs, which may make it difficult to tell others what is happening.
- All staff are aware that additional barrier can exist when recognising abuse, 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. 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.
- Our policy reflects the fact that additional barriers can exist when recognising abuse, neglect and exploitation in this group of children which include:
 - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
 - children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming their ability to disclose incidents or the risk of harm they feel subject to,
 - addressing individual behaviour concerns and incidents considering the child's SEN and disabilities.
 - recognising and having in place additional support for example to teach, advise, mentor and support children with SEND from online harms, hoaxes, bullying, grooming and radicalisation and enable them to have confidence and the ability to stay safe online, either in schools or outside the school environment.

29. Acting where concerns are identified

- Our staff recognise the difference between concerns about a child and a child in immediate danger.
- If staff have concerns about a child, they will need to decide what action to take. A discussion should take place with the Senior Designated Safeguarding Lead, to agree a course of action.
- If a child is in immediate danger or risk of harm a referral will be made immediately to First Response and/or immediately to the police if at imminent risk of harm by the member of staff if required, with the Designated Safeguarding Lead being informed of the referral.
- If a child chooses to tell a member of staff about alleged abuse, there are several actions that staff will undertake to support the child:
- The key facts will be established in language that the child understands, and the child's words will be used in clarifying/expanding what has been said
- No promises will be made to the child, e.g., to keep secrets.
- Staff will stay calm and be available to listen.
- Staff will actively listen with the utmost care to what the child is saying.
- Where questions are asked, this should be done without pressurising, and only using open questions.
- Leading questions should be avoided as much as possible
- Questioning should not be extensive or repetitive
- Staff will not/ should not put words in the child's mouth but will subsequently note the main points carefully.
- A full written record will be kept by the staff duly signed and dated, including the time the conversation with the child took place, outline what was said, comment on the child's body language etc.
- It is not appropriate for staff to make children write statements about abuse that may have happened to them or get them to sign the staff record.
- Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on.
- The Designated Safeguarding Lead will be immediately informed unless the disclosure has been made to them.
- Information should be shared with children's social care without delay, either to the child's own social worker or to First Response. Children's Social Care will liaise with the police where required, which will ensure an appropriate police officer response rather than a uniformed response.
- The Police would only therefore be contacted directly in an emergency or if a child is in immediate risk of harm, abuse, or danger.

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

30. Confidentiality

- 30.1 We recognise that all matters relating to child protection are confidential; however, a member of staff must never guarantee confidentiality to children; children will not be given promises that any information about an allegation will not be shared.
- 30.2 Where there is a child protection concern it will be passed immediately to the Designated Safeguarding Lead and/or to children's social care. When a child is in immediate danger children's social care/the police will be contacted.
- 30.3 The Headteacher or 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.
- 30.4 All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children. They are aware that the Data Protection Act 1998 should not be a barrier to

sharing of information where failure to do so would result in a child being placed at risk of harm. Staff should refer to the DfE Data Protection guidance for schools (DfE, 2025b).

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

31. Information Sharing

- 31.1 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 2025).
- 31.2 We will adopt the information sharing principles detailed in statutory safeguarding guidance contained within:
- DfE KCSiE 2025 has several sections which provide clarity on information sharing processes and GDPR including within Annex C which makes clear the powers to hold and use information when promoting children's welfare.
 - Working Together to Safeguard Children 2025 Paragraph 28 to 33 and on pages 18 - 20.
 - Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents, and carers (which has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018.
 - Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) Policy and Practice Guidance.
- Staff training records show those staff who have completed GDPR training including information sharing training.

32. Records and Monitoring [KCSiE 2025 paragraphs 66 to 68, Part Four, Part Five, Annex C]

- 32.1 Any concerns about a child will be recorded in writing within 24 hours using Provision Map. 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.
- 32.2 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. As well as keeping records of concerns, discussions and decisions, designated safeguarding leads should keep record of the rationale for any decisions made.
- 32.3 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. Where we make referrals or engage with statutory agencies including Social Care, Early Help, Police, CAMHS, Health and other services, this must be added on the information on Provision Map to reflect the child's journey through the safeguarding system.
- 32.4 The DSL team undertake regular reviews of the children's safeguarding information to ensure that the monitoring of cases is carried out in a timely way, with clear end points of monitoring shown and concerns 'closed' when appropriate.

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

33. Why recording is important

33.1 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.

33.2 St Botolph's C of E Primary School uses Provision Map for all reporting of safeguarding incidents.

33.3 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.

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

[KCSiE 2025 Annex C pages 166 to 170 and paragraphs 68, 102, 122, 123, 540 and 543].

34.1 Our 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 on Provision Map.

34.2 Provision Map is set up to record in accordance with statutory guidance.

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

34.4 The electronic Provision Map file can be active or closed 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 chronology of incidents. If future concerns arise, they can be re-activated and indicated as such on the child's chronology as new information arises.

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

35.1 Our school will adopt the file transfer guidance contained in KCSiE 2025 and ensure when a child moves school/education provision their child protection file is sent securely to their new educational setting when the child starts/ leaves the school.

35.2 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.

35.3 Our 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.

35.4 In accordance with KCSiE 2025 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.

35.5 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 2025 Annex C]

36. Recording Practice

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

36.2 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 Provision Map system and kept within the child protection records 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.

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

36.4 Further detailed recording will be added to Provision Map system. 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.

36.5 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.

36.6 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.

36.7 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.

36.8 The DSL team will have a systematic means of monitoring children known or thought to be at risk of harm (through the monitoring and reporting section of Provision Map software and through an ongoing dialogue with key staff). They will ensure that we contribute to assessments of need and support multi-agency plans for those children.

37. Educating Young People – Opportunities to teach safeguarding

[KCSiE 2025 paragraphs 124 to 139, Annex A & Annex C Online Safety paragraph 144 to 148].

37.1 As a school we will teach children in an age-appropriate way about youth produced imagery, on-line risks associated with social networking to prevent harm by providing them with the skills, attributes, and knowledge to help them navigate risks, including covering online safety, remote learning, filters and monitoring, information security, cyber-crime, 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

- 37.2 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.
- 37.3 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
- 37.4 We will carefully consider mobile phone use and the new filtering and monitoring standard required by DfE and how this is managed in school and ensure it is reflected in our mobile and smart technology policy. This will include where children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G).
- 37.5 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/college, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (via large chat groups) and view and share pornography and other harmful content.
- 37.6 Through RSHE and PSHE lessons, we educate our children about online safety. We also recognise national events, such as Internet Safety week and use assemblies to promote this and raise awareness.
- 37.7 To support families, we share resources via our whole-school Weduc system, and school website.
- 37.8 Our school's response to identifying, responding to, and managing concerns, incidents, or disclosures regarding child on child abuse and sexual violence between children in school is included in the Child on Child Abuse Policy (Appendix 3).
- 37.9 Children and parents are made aware of online safety to minimise the safeguarding risks technology can pose. This will be delivered to pupils in lessons, assemblies and, for example, when recognising national awareness days/events. The pupils are also signposted to help and support including the use of an online safety newsletter shared in class by teachers and on Weduc with parents.

38. Helplines and reporting

- 38.1 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/>
- 38.2 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

The following appendices are a part of this policy:

- APPENDIX 1: LCC LA Flow Chart 2025-2026 'What to do if you are worried a child is being abused or at risk of harm, neglect, or online harm'
- APPENDIX 2: Concerns about staff behavior – Allegations and low-level concerns
- APPENDIX 3: Child-on-Child Abuse (Appendix A & B)
- APPENDIX 4: Summary Policy for the use of cameras and mobile phones
- APPENDIX 5: Safeguarding pupils who are vulnerable to extremism and radicalisation
- APPENDIX 6: Parental contact policy

St Botolph's CE Primary School Child Protection & Safeguarding Flow Chart
'What to do if you are worried a child is being abused, at risk of harm or neglect'

Actions where there are concerns about a child's welfare in and outside of school

- Be alert to signs of abuse, question unusual behaviour or changes to presentation.

Where a child discloses abuse, neglect, sexual violence, sexual harassment, online harm

- Listen to what they say, keep calm, reassure they are right to tell, and you will take action to help keep them safe.
- Inform them you need to share the information and what you are going to do next
- Do not promise confidentiality, you will need to share/ report the information to appropriate services.
- DO NOT DELAY, take any immediate necessary action to protect the child and ensure the Designated Safeguarding Lead is informed or member of SLT in the DSL's absence.
- Do not question further or inform the alleged abuser.

Discuss concerns with the Designated/Named Safeguarding Lead

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

Still have concerns - Refer to First Response (MARF)

Have child/families' personal details to hand and be clear about concern/allegations. Complete referral form.

Safeguarding concern Resolved /no longer held

Support has been agreed, record decisions and any follow up needed/actions.

First Response 0116 305 0005

Where safe consider **Early Help Service**

If the child is at immediate risk dial 101 and ask for assistance

Record all decisions and actions, working to agreed outcomes and within timescales. Escalate any emerging threats/concerns by adopting Leicestershire and Rutland Safeguarding Children Partnership procedures.

<https://lrschb.proceduresonline.com/index.htm>

NSPCC Whistle blowing

Tel: 0800 028 0285

Police Tel:101

Unmet needs identified

Decide what actions are needed to support the child.

Consult with the child young person, family, and relevant agencies:

Agree support, refer to LRSCP guidance Thresholds for access to services (September 2021)

Contacts: For any allegations/concerns regarding an adult who works with (in either paid/voluntarily) employment with children contact the LA Designated Officer (LADO) CFS-LADO@leics.gov.uk Allegations Line: 0116 305 4141 Monday-Thursday, 8.30am - 5.00 pm and Friday, 8.30am - 4.30pm Outside of office hours, contact the First Response Children's Duty Team: 0116 305 0005 LA Safeguarding and Compliance Lead Charlotte.Davis@leics.gov.uk 0116 305 6314

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

Appendix 2

CONCERNS ABOUT STAFF BEHAVIOUR – Allegations/Low-level concerns

Allegations or concerns about an adult working in the school whether as a teacher, supply teacher, other staff, volunteers or contractors.

At St Botolph's CE Primary School we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the headteacher without delay; any concerns about the headteacher should go to the Chair of Governors who can be contacted by email: ecoleman@st-botolphsprimary.org

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

The headteacher has to decide whether the concern is an allegation or low-level concern (see flowchart following). The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO) (see below).

Allegations

It is an allegation if the person* has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school).

*(*Person could be anyone working in the school, including supply teachers, volunteers and contractors.)*

Allegations should be reported to the LADO 'without delay'.

Before contacting the LADO, schools should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school or college, or a combination of these.

Low-level Concerns

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

At St Botolph's CE Primary School we:

- ensure their staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others;
- empower staff to share any low-level safeguarding concerns with the designated safeguarding lead (or a deputy);
- address unprofessional behaviour and supporting the individual to correct it at an early stage;
- provide a responsive, sensitive and proportionate handling of such concerns when they are raised; and,
- help identify any weakness in the school's safeguarding system. If the concern has been raised via a third party, the headteacher should collect as much evidence as possible by speaking:
 - directly to the person who raised the concern, unless it has been raised anonymously;
 - to the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing, using the school form, and should include:

- name* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

(* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

Records must be kept confidential, held securely and comply with the Data Protection Act 2018. Schools and colleges should decide how long they retain such information, but it is recommended that it is kept at least until the individual leaves their employment.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO. Allegations that may meet the harms threshold:

This part of the guidance is about managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school or college. This guidance should be followed where it is alleged that anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or

- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The records' review might identify that there are wider cultural issues within the school or college that enabled the behaviour to occur. This might mean that policies or processes could be revised or extra training delivered to minimise the risk of it happening again.

Appendix 3:

Child-on-child Abuse Policy

Introduction

At St Botolph's CE Primary School we have a zero-tolerance approach to all forms of child-on-child abuse including sexual violence, sexual harassment (SVSH) and harmful sexual behaviour (HSB).

We believe that child-on-child abuse is never acceptable, and it will not be tolerated. It will never be passed off as "banter," "just having a laugh," "a part of growing up" or "boys being boys." We will respond to all signs, reports, and concerns of child-on-child abuse, including those that have happened outside of our school premises, and/or online.

We recognise that children are vulnerable to and capable of abusing their peers, we take such abuse as seriously as abuse perpetrated by an adult. We recognise that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.

We acknowledge that children who have allegedly abused their peers or displayed harmful sexual behaviour are themselves vulnerable. We are committed to a whole school approach to ensure the prevention, early identification, and appropriate management of child-on-child abuse within our school and beyond.

In cases where child-on-child abuse is suspected or identified we will follow our Child Protection procedures, taking a contextual, trauma-informed, and strengths-based approach to support all children who have been affected by the situation including the victim and alleged perpetrator.

Policy Development

This policy has been developed to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance (1 September 2025).

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

Aims

The policy will: -

- Set out our strategies for preventing, identifying and managing peer on peer abuse
- Take a contextual approach to safeguarding all children and young people involved.

Acknowledging that children who have allegedly abused their peers or displayed harmful sexual behaviour are themselves vulnerable and may have been abused by peer, parents or adults in the community.

Understanding child on child abuse

Sexual violence and sexual harassment can occur between two children of any age and sex or a group of children sexually assaulting or sexually harassing a single child or group of children. The impact of this behaviour on children can be very distressing and have an impact on academic achievement and emotional health and wellbeing. Sexual harassment and sexual violence may also occur online and offline.

The Context

All behaviour takes place on a spectrum. Understanding where a child's behaviour falls on a spectrum is essential to being able to respond appropriately to it. In this policy we recognise the importance of distinguishing between problematic and abusive sexual behaviour (Harmful Sexual Behaviour HSB) and children's naturally inquisitive age appropriate behaviour. We are adopting the NSPCC definition of HSB as: - "Sexual behaviours expressed by children that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child...or adult." We will also use Simon Hackett's

continuum model to demonstrate the range of sexual behaviours. (Appendix A) and the Brook Traffic Lights (Appendix B).

Roles and Responsibilities

All staff working with children maintain an attitude of 'it could happen here,' and this is especially important when considering child-on-child abuse.

The Head teacher, has overall responsibility for the policy and its implementation and liaising with the Governing body, parents/carers, LA (Local Authority), and outside agencies.

Safeguarding is the responsibility of all however all staff, parents/carers and pupils need to be aware of who to report to and how to report any safeguarding concerns. The Designated Safeguarding Leads (DSL) and their Deputies in our school are:

Emma Pepper– Headteacher

Allison Lawley– Deputy Headteacher

Nicola Robe– Family & Mental Wellbeing Lead

The nominated Governor with responsibility for child-on-child abuse is Michelle Whelband.

Definitions

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudiced-based and discriminatory bullying)
- Abuse in intimate personal relationships between children, (sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- 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
- Consensual and non-consensual sharing of nude or semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, 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
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse, or humiliation used as a way of initiating a person into a group and may also include an online element). This may also be an indicator of wider exploitation such as Child Sexual Exploitation (CSE) and/or Child Criminal Exploitation (CCE) and/or County Lines.

Recognising

At St Botolph's CE Primary School we recognise that behaviours associated with child-on-child abuse take place on a spectrum. Understanding where a child's behaviour falls on this spectrum is essential to being able to respond appropriately to it.

We recognise that all children grow and develop at their own pace. We will use our professional judgement and knowledge of child development when responding to child-on-child abuse.

Vulnerable groups

We recognise that all children can be at risk however we acknowledge that some groups are more vulnerable. This can include: experience of abuse within their family; living with domestic violence; young people in care; children who go missing; children with additional needs (SEN and/or disabilities); children who identify or are perceived as LGBT and/or have other protected characteristics under the Equalities Act 2010.

Whilst research tells us girls are more frequently identified as being abused by their peers and, girls are more likely to experience unwanted sexual touching in schools this is not confined to girls. Boys are less

likely to report intimate relationship abuse and may display other behaviour such as antisocial behaviour.

Boys report high levels of victimisation in areas where they are affected by gangs. We recognise that both boys and girls experience child on child abuse, but they do so in gendered ways.

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in 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.

Reporting and Responding

At St Botolph's Primary we want children, parents/carers, staff, and visitors to confidently report abuse, knowing their concerns will be treated seriously. We recognise that our school's initial response to a report of child-on-child abuse is incredibly important - how we respond to a report can encourage or undermine the confidence of future victims to report or come forward. As a school we will also respond to reports of alleged child-on-child abuse that have occurred online or outside of school. These reports will be treated seriously, and the school remains committed to supporting and safeguarding all parties including the victim, alleged perpetrator, and any other child(ren) who may be affected.

We will make decisions on a case-by-case basis, with the Designated Safeguarding Lead (or a deputy) taking the leading role and using their professional judgement, supported by other agencies, such as the Local Authority, Children's Social Care, and the Police as appropriate. We will ensure that we reference and follow other school policies and procedures as appropriate.

We have clear reporting systems for each group of our school community, the effectiveness of these reporting systems is reviewed throughout the academic year and may be expanded to meet the needs of all members of our community.

Children (including bystanders)

It is important to understand that a victim may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. We recognise that in some instances another child may report on another child's behalf. All children will know how to report concerns or incidents of child-on-child abuse. We ask that all children report any concerning behaviour to a member of school staff – this can be any member of teaching or non-teaching staff, including a class teacher, a TA, the Head teacher, a lunchtime supervisor, or a member of the office team. We talk about trusted adults regularly in class and in assemblies to remind our children of who they can report concerns to.

The member of staff will listen to the child and make an initial note of their concerns, they will then discuss next steps with them and reassure them that they will be supported. In line with the statutory guidance provided in KCSiE 2025, we will never promise a child that we will not tell anyone about a report of any form of abuse, as this may not be in the best interests of the child. The member of staff will make a formal record of the concern/report on the school's recording system (Provision Map Safeguard software) and other relevant members of staff (DSLs) will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a child is considered at risk.

Parents/carers

We understand that parents and carers may well struggle to cope with making or receiving a report that their child has been the victim of or is an alleged perpetrator of child-on-child abuse. In line with the statutory guidance provided in KCSiE we will seek advice and support from other services as decided on a case-by-case basis. All decisions and actions taken by the school will consider the needs of the individual children involved, and the wider school community.

We ask that if parents/carers have concerns about their child experiencing or allegedly perpetrating child-on-child abuse, that they contact the school's Designated Safeguarding Lead/Deputy or their child's class teacher (either in person, via WeChat, telephone call or via email) to explain their concerns.

The Designated Safeguarding Lead/Deputy will take an initial note of the concerns but may ask to schedule a meeting to allow for more time to discuss the concerns in detail. Following the report and/or the meeting, the Designated Safeguarding Lead/Deputy will make a formal record of the report on the school's electronic recording system and other relevant members of staff will be alerted. The Designated Safeguarding Lead/Deputy will seek advice from Statutory Services if the report is deemed urgent or if a pupil is considered at risk.

We ask that parents/carers to come directly to the school with their concerns rather than discussing them with other members of the school community in person or online.

Our school remains committed to supporting pupils and their families in all instances of child-on-child abuse. We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR (General Data Protection Regulations) and ongoing investigations by statutory services. This may mean, at times, that we are not able to provide or share information or updates.

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website and on request from the school office.

Staff

Our staff work closely with our children and therefore may notice a change in a child's behaviour or attitude that might indicate that something is wrong before receiving a report from a child or a member of the school community. If staff have any concerns about a child's welfare or are concerned that a child is displaying behaviours that may show they have been the victim of or that they are perpetrating child-on-child abuse, they should act on them immediately rather than wait to be told.

We ask that staff report their concerns to a Designated Safeguarding Lead/Headteacher. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the report on the school's electronic recording system and other relevant staff members will be alerted. The Designated Safeguarding Lead/Deputy will seek advice from Statutory Services if the report is deemed urgent or if a pupil is considered at risk.

Visitors

We ensure that all visitors to our school are aware of our Child Protection and Safeguarding procedures and which staff member they should report any concerns to. We ask that if a visitor to our school has any concerns about child-on-child abuse that they have witnessed, or have been told about, that they report their concerns at the earliest opportunity in person to the school's Designated Safeguarding Lead/the Head teacher/a member of the Senior Leadership Team. We ask that visitors report their concerns in person by the end of the school day. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the concerns on the school's recording system and other relevant staff members will be alerted. The Designated Safeguarding Lead/Deputy will seek advice from Statutory Services if the report is deemed urgent or if a child is considered at risk.

Responding to Alleged Incidents of sexual violence and sexual harassment

All reports of child on child abuse will be made on a case by case basis with the designated safeguarding lead or their deputy taking a leading role using their professional judgement and supported by other agencies such as social care or the police as required.

The immediate response to a report

- St Botolph's Primary will take all reports seriously and will reassure the victim that they will be supported and kept safe.
- All staff will be trained to manage a report.
- Staff will not promise confidentiality as the concern will need to be shared further (for example, with the designated safeguarding lead or social care) staff will however only share the report with those people who are necessary to progress it.

- A written report will be made as soon after the interview as possible recording the facts as presented by the child. These may be used as part of a statutory assessment if the case is escalated later. • Where the report includes an online element, the school will follow advice on searching, screening and confiscation. The staff will not view or forward images unless unavoidable and only if another member of staff (preferably the DSL) is present.
- The DSL will be informed as soon as possible.

Risk Assessment

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs' assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

The risk and needs' assessment should consider:

- The victim, especially their protection and support;
- The alleged perpetrator; and
- All the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them;

Risk assessments will be uploaded to the Safeguard software, be shared with all relevant staff and be kept under review.

Action following a report of sexual violence and/or sexual harassment

Following an incident, we will consider

- The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment;
- The nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- The ages of the children involved;
- The developmental stages of the children involved;
- Any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern of abuse;
- Are there ongoing risks to the victim, other children, adult students or school or college staff; and other related issues and wider context?

Follow up Actions

Children sharing a classroom:

Whilst the school establishes the facts of the case and starts the process of liaising with children's social care and the police:

- The perpetrator will be removed from any classes they share with the victim.
- We will consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school premises and on route to and from the school

These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

Options to manage the report:

Manage internally

In some cases of sexual harassment, for example, one-off incidents, we may decide that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising the behaviour and bullying policies and by providing pastoral support. This decision will be made based on the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All decisions, and discussions around making these decisions will be recorded by the designated safeguarding leads and stored on Provision Map Safeguard software.

In line with the above, we may decide that the children involved do not require statutory interventions but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address nonviolent harmful sexual behaviour and may prevent escalation of sexual violence.

Where a child has been harmed, is at risk of harm, or is in immediate danger, we will make a referral to First Response, following locally agreed protocols. Where statutory assessments are appropriate, the designated safeguarding lead or a deputy will be working alongside, and cooperating with, the relevant lead social worker.

Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support.

Reporting to the Police

Any report to the police will generally be made through First Response as above. The designated safeguarding lead (and their deputies) will follow local processes for referrals.

Where a report of rape, assault by penetration or sexual assault is made, at the starting point this will be passed on to the police.

Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.

Where a report has been made to the police, the school will consult the police and agree what information can be disclosed to staff and others, the alleged perpetrator and their parents or carers. They will also discuss the best way to protect the victim and their anonymity.

Where there is a criminal investigation, we will work closely with the relevant agencies to support all children involved (especially potential witnesses). Where required, advice from the police will be sought in order to help us.

Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator, we will work closely with the police (and other agencies as required), to ensure any actions the school or college take do not jeopardise the police investigation.

The end of the criminal process

If a child is convicted or receives a caution for a sexual offence, the school will update its risk assessment, ensure relevant protections are in place for all children.

We will consider any suitable action following our behaviour policy.

If the perpetrator remains in school we will be very clear as to our expectations regarding the perpetrator now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions we think are reasonable and proportionate about the perpetrator's timetable.

Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other pupils in the school. We will ensure all children involved are protected, especially from any bullying or harassment (including online).

Where cases are classified as "no further action" (NFA'd) by the police or Crown Prosecution Service, or where there is a not guilty verdict, we will continue to offer support to the victim and the alleged perpetrator for as long as is necessary.

A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. We will continue to support all parties in this instance.

Support for Children Affected by Sexual-Assault

Support for victims of sexual assault is available from a variety of agencies (see Appendix C). We will support the victim of sexual assault to remain in school but if they are unable to do so we will enable them to continue their education elsewhere. This decision will be made only at the request of the child and their family.

If they are moved, we will ensure the new school is aware of the ongoing support they may need. The DSL will support this move.

Where there is a criminal investigation the alleged perpetrator will be removed from any shared classes with the victim and we will also consider how best to keep them a reasonable distance apart on the school premises or on school transport. This is in the best interest of the children concerned and should not be perceived to be a judgement of guilt before any legal proceedings.

We will work closely with the police. Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, we may take suitable action, if we have not already done so.

In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the same school would seriously harm the education or welfare of the victim (and potentially other pupils or students).

Where a criminal investigation into sexual assault leads to a conviction or caution, we may, if we have not already done so, consider any suitable sanctions using our behaviour policy, including consideration of permanent exclusion.

Where the perpetrator is going to remain at the school, the principle would be to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school premises. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

Reports of sexual assault and sexual harassment will, in some cases, not lead to a report to the police (for a variety of reasons). In some cases, rape, assault by penetration, sexual assault or sexual harassment are reported to the police and the case is not progressed or are reported to the police and ultimately result in a not guilty verdict. None of this means the offence did not happen or that the victim lied. The process will have affected both victim and alleged perpetrator. Appropriate support will be provided to both as required and consideration given to sharing classes and potential contact as required on a case-by-case basis.

All the above will be considered with the needs and wishes of the victim at the heart of the process (supported by parents and carers as required). Any arrangements should be kept under review.

Physical Abuse

While a clear focus of child on child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive. These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police. The principles from the anti-bullying policy will be applied in these cases, with recognition that any police investigation will need to take priority. When dealing with other alleged behaviour which involves reports of, for example, emotional and/or physical abuse, staff can draw on aspects of Hackett's continuum (Appendix A) to assess where the alleged behaviour falls on a spectrum and to decide how to respond. This could include, for example, whether it:

- is socially acceptable
- involves a single incident or has occurred over a period of time
- is socially acceptable within the peer group
- is problematic and concerning
- involves any overt elements of victimisation or discrimination e.g. related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability
- involves an element of coercion or pre-planning

- involves a power imbalance between the child/children allegedly responsible for the behaviour
- involves a misuse of power

Online Behaviour

Many forms of child on child abuse have an element of online behaviour including behaviours such as cyberbullying and sexting. Policies and procedures concerning this type of behaviour can be found in the anti-bullying policy, online safety policy and child protection policy.

Recording and evaluating

We will ensure a written report is made as soon after the disclosure as possible recording the facts as presented by the child. These may be used as part of a statutory assessment if the case is escalated. We will ensure the Designated Safeguarding Lead (or deputy) will be informed as soon as possible, if they were not involved in the initial report. At St Botolph's Primary all concerns are reported on the electronic system Provision Map. We will ensure that details of decisions made and reasons for decisions are recorded as well as any outcomes.

We will ensure that any 'safety plans' are recorded electronically and kept under review. 'safety plans' will be uploaded to Provision Map.

Strategies for Prevention

St Botolph's CE Primary School actively seeks to raise awareness of and prevent all forms of child-on-child abuse by:

- Educating all Governors, Senior Leadership Team, staff and volunteers, pupils and parents about this issue. This will include training all Governors, Senior Leadership Team, staff and volunteers on the nature, prevalence and effect of child on child abuse, and how to prevent, identify and respond to it at least annually as part of our safeguarding training with on-going training and support throughout the year.

This includes:

- Contextual safeguarding
- Identification and classification of specific behaviours
- Making it clear there is a zero-tolerance approach to child-on-child abuse (especially in relation to SVSH) that it is never acceptable and will not be tolerated. Ensuring it is never passed off as "banter," "just having a laugh," "a part of growing up" or "boys being boys."
- Recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported
- Challenging physical behaviours (potentially criminal in nature) such as grabbing bottoms, breasts, and genitalia, pulling down trousers, flicking bras and lifting up skirts
- Challenging the attitudes that underlie such abuse (both inside and outside of the classroom)
- Responsibilities of the Governing body / proprietors / management committee – they must be aware of their statutory safeguarding responsibilities (effective child protection policy – child-on-child abuse policy)
- Ensuring that all child-on-child abuse issues are fed back to the safeguarding lead/team so that they can spot and address any concerning trends and identify those children who may need additional support

Information for children - this includes:

- Promoting our St Botolph's values at all times including through assemblies and our behaviour policy.
- Creating an ethos and culture in which all children feel able to share their concerns openly, in a non-judgemental environment, and have them listened to
- All children are frequently told what to do if they witness or experience any form of child-on-child abuse, the effect that it can have on those who experience it and the possible reasons for it
- They are regularly informed about the school's approach to all forms of child-on-child abuse, including the school's zero-tolerance approach towards all forms of child-on-child abuse, the process for reporting their concerns of child-on-child abuse and where to go for further help, support, and advice
- Educating all children about the nature and prevalence of child-on-child abuse via a well embedded RSHE curriculum, PSHE curriculum, computing curriculum and wider curriculum
- Challenging the attitudes that underlie such abuse (both inside and outside of the classroom)

Information for parents/carers – this includes:

- Talking to parents, both in groups and one-to-one
- Providing opportunities for parents to be involved in the review of school policies and lesson plans;
- Regularly sharing information on safeguarding and policies via newsletters
- Challenging the attitudes that underlie such abuse
- child abuse – in school and/or the wider community
- Ensuring parents /carers are aware of the ethos and culture of the school or college

RSHE curriculum

- The school has a clear set of values and standards, upheld, and demonstrated throughout all aspects of school life, which is supported by a planned programme of evidence based RSHE curriculum
- Our RSHE/PSHE programme is fully inclusive and developed to be age and stage of development appropriate

We will, through our RHE/RSHE/PSHE programme promote:

- ✓ Healthy and respectful relationships
 - ✓ Boundaries and consent
 - ✓ Equality and raise awareness of stereotyping and prejudice
 - ✓ Body confidence and self-esteem
 - ✓ How to recognise an abusive relationship, including coercive and controlling behaviour
 - ✓ The concepts of, and laws relating to – sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, teenage relationship abuse (intimate personal relationships between children), and how to access support, and
 - ✓ What constitutes sexual harassment and sexual violence and why these are always unacceptable
-
- Ensuring that all child on child abuse issues are fed back to the School's safeguarding team and reported on Safeguard Software so that they can spot and address any concerning trends and identify pupils who maybe in need of additional support. This is done as a standing agenda item for SLT meetings at which all concerns about pupils (including child on child abuse issues) are discussed];
 - Challenging the attitudes that underlie such abuse (both inside and outside the classroom);
 - Working with Governors, Senior Leadership Team, staff and volunteers, pupils and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the School community;
 - Creating conditions in which our pupils can aspire to and realise safe and healthy relationships;
 - Creating a culture in which our pupils feel able to share their concerns openly, in a non-judgmental environment, and have them listened to; and
 - Responding to cases of child-on-child abuse promptly and appropriately.

Multi-agency working

The School actively engages with its local partners in relation to child-on-child abuse, and works closely with, Leicestershire and Rutland Safeguarding Children Partnership (LRSCP), First Response, children's social care, and/or other relevant agencies, and other schools.

The relationships the school has built with these partners are essential to ensuring that the school is able to prevent, identify early and appropriately handle cases of child on child abuse.

They help the School

- (a) To develop a good awareness and understanding of the different referral pathways that operate in local area, as well as the preventative and support services which exist;
- (b) To ensure that our pupils can access the range of services and support they need quickly;
- (c) To support and help inform our local community's response to child on child abuse;
- (d) To increase our awareness and understanding of any concerning trends and emerging risks in our local area to enable us to take preventative action to minimise the risk of these being experienced by our pupils.

The School actively refers concerns or allegations of Child on Child abuse where necessary to First Response. In cases involving children who are subject to risk, harm and abuse and who have LAC status, the children's social worker must be informed and a coordinated approach to address any incidents or concerns will be required.

Breaches / Complaints

Breaches to this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head teacher and Governing Body.

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website, and on request from the school office.

Links with other policies

You may find it helpful to read this child-on-child abuse policy alongside the other following school policies:

- Safeguarding Policy
- Behaviour Policy
- Anti-Bullying policy
- Online Safety /E-Safety/ Acceptable Use Policies
- Equalities Policy
- RSHE / PSHE Policy
- Complaints Policy

Monitoring and Review

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

Date to be reviewed: September

Appendix A

Simon Hackett (2010) has proposed a continuum model to demonstrate the range of sexual behaviours presented by children and young people, from those that are normal, to those that are highly deviant:

Normal	Inappropriate	Problematic	Abusive	Violent
Developmentally expected	• Single instances of inappropriate sexual behaviour	• Problematic and concerning behaviours	• Victimising intent or outcome	• Physically violent sexual abuse
Socially acceptable	• Socially acceptable behaviour within peer group	• Developmentally unusual and socially unexpected	• Includes misuse of power	• Highly intrusive
Consensual, mutual, reciprocal	• Context for behaviour may be inappropriate	• No overt elements of victimisation	• Coercion and force to ensure victim compliance	• Instrumental violence which is physiologically and/or sexually arousing to the perpetrator
Shared decision making	• Generally consensual and reciprocal	• Consent issues may be unclear	• Intrusive	• Sadism
		• May lack reciprocity or equal power	• Informed consent lacking, or not able to be freely given by victim	
		• May include levels of compulsivity	• May include elements of expressive violence	

Appendix B: Please refer to the guidance tool:

https://proceduresonline.com/trixcms2/media/22154/brook_traffic_light_tool.pdf

Appendix C

Useful Publications and Websites Government Publications Sexual harassment and sexual violence in schools:

www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges

Keeping Children safe in Education –

www.gov.uk/government/publications/keeping-children-safe-in-education

Preventing youth violence and gang involvement

www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence

Preventing and tackling bullying in schools

www.gov.uk/government/publications/preventing-and-tackling-bullying

Other useful documents:
Sexting in schools and colleges-Responding to incidents and safeguarding young people

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

Child-on-child abuse Farrer & Co - Child-on-child abuse toolkit, guidance on peer-on peer abuse policy and template child-on-child abuse policy www.farrer.co.uk/Global/Peer-on-peer%20abuse%20toolkit%2014.pdf

Anti-bullying alliance There are some useful links on the section on sexual bullying:- Sexual bullying:

developing effective anti-bullying practice- A guide for school staff and other professional

www.antibullyingalliance.org.uk

/sites/default/files/field/attachment/Sexual%20bullying%20%20antibullying%20guidance%

20for%20teachers%20and%20other%20professionals%20-

%20Feb17_1.pdf

Preventing abuse among children and young people-guidance from Stop it Now

www.stopitnow.org.uk

<http://www.stopitnow.org/ohc-content/what-is-age-appropriate> NSPCC-Harmful sexual behaviour

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/harmful-sexual-behaviour/> NCB

Harmful sexual behaviour [https://www.ncb.org.uk/resources-](https://www.ncb.org.uk/resources-publications/resources/workforce-perspectives-harmful-sexual-behaviour)

[publications/resources/workforce-perspectives-harmful-sexual-behaviour](https://www.ncb.org.uk/resources-publications/resources/workforce-perspectives-harmful-sexual-behaviour) NSPCC –Is this sexual abuse?

<https://www.nspcc.org.uk/globalassets/documents/research-reports/nspcc-helplines-report-peer-sexual-abuse.pdf>

Online sexual harassment Project deSHAME- Digital Exploitation and Sexual Harassment Amongst Minors in Europe Understanding, Preventing, Responding <https://www.childnet.com/our-projects/project-de shame>

Sexism It's Just Everywhere- a study on sexism in schools –and how we tackle it

<https://ukfeminista.org.uk/wp-content/uploads/2017/12/Report-Its-just-everywhere.pdf>

• Relationship Education , Relationship and Sex Education HMSO

www.gov.uk/government/news/relationships-education-relationships-and-sex

APPENDIX 4

Summary Policy for Staff re the use of Cameras and Mobile Phones

To ensure the safety and welfare of the children in our care this policy outlines the protocol for the use of personal mobile phones and cameras in the school.

- All staff must ensure that their mobile phones, personal cameras and recording devices are stored securely during working hours on school premises or when on outings. (This includes visitors, volunteers and students)
- Mobile phones must not be used in any teaching area in school or within toilet or changing areas
- Only school equipment should be used to record classroom activities. Photos should be put on the school system as soon as possible and not sent to or kept on personal devices
- During school outings nominated staff will have access to a mobile which can be used for emergency or contact purposes only
- All telephone contact with parents or carers must be made on the school phone and a log kept on Provision Map
- Parents or carers are permitted to take photographs of their own children during a school production or event. The school protocol requires that photos of other people's children are not published on social networking sites such as Facebook.

Employees must not:

- use their personal mobile phone or devices to contact pupils or their parent/carers;
- use their personal mobile phone or devices to retain personal information regarding the pupils at the School, see information below about taking photographs of pupils;
- give out their personal phone numbers or contact details, including personal email addresses to pupils or their parent/guardians;
- keep inappropriate or illegal content on the device.

Where there is a need to deviate from any of the above (e.g. in an emergency situation) employees must inform the Head Teacher immediately or as soon as practically possible.

The above points aim not only to protect pupils but also to protect employees from allegations of misconduct or inappropriate behaviour.

APPENDIX 5

Safeguarding pupils who are vulnerable to extremism and radicalisation

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

These include:

- Assessing the risk of pupils being drawn into terrorism (**see separate document DFE Risk assessment for schools, April 2025**)
- Working in partnership with relevant agencies, including making referrals, under the Safeguarding Children Partnership procedures,
- Appropriate staff training
- Appropriate online filtering and monitoring

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

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

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

APPENDIX 6: Parental Contact Policy

NB. For the purposes of this policy, the term 'parent' refers to legal parent (with PR – parental responsibility and named on the birth certificate)/carers/guardians

Aims

Through this policy we aim to ensure the health, safety and happiness of our children and the rights of all parents.

1. Parents should ensure that school always has up to date information regarding a child's home contacts and who can be contacted in an emergency and in what priority order. This enables us to contact someone immediately in the event of an emergency.
2. Children are only allowed out of school if a parent makes a previous arrangement and comes to collect them. All parents must report to the school office when they arrive in order to collect a child.
3. A child will only be released into the care of a third party if this has been previously arranged.
4. Only the headteacher has the authority to agree that the parent of a sick child be contacted.
5. All parents should make sure the school has up to date information on whether their Year 6 child walks to school accompanied or alone.

Split/Estranged Families

A parent should always be referred to the headteacher if they seek reassurance regarding the estranged partner's access to the child. The headteacher would explain the following:

- If a parent has been legally denied parental access, the custodial parent should show the headteacher the relevant Court Order.
- Whichever parent brings a child to school in the morning will have that child returned to their care at 3:15p.m, unless that parent advises us otherwise.
- Should the other parent come to collect their child, the parent who brought the child to school would be contacted to confirm if this was agreed and is acceptable. If not, the child would not be released until the parent who brought the child to school arrived.
- It is important that the headteacher has up to date information on relationship breakdown or a mended relationship. This is in the child's best interests and ensures a child's safety and happiness.
- The school will supply independent advice to a Court Welfare Officer, if asked.
- A school has a duty to report in writing about a child's educational achievement to each child's parents. Neither parent can override that duty to report. The school can only discharge this responsibility if it has a current address for both parents. The absent parent would normally be asked to give the classteacher an email address or mobile number so that all school correspondence can reach them without delay.
- Classteachers are happy to arrange individual parent evening appointments for separated parents.
- If a parent changes a child's name, the child would be known by the new name, but the child's legal name must still remain on the school register, which is a legal document.
- Each parent is entitled to stand for election as a school governor and neither can exclude the other

