



Symphony Learning Trust

Child Protection Policy

September 2025-2026

In relation to Foxtton Primary School



INTRODUCTION

Policy statement and principles

Foxton Primary School fully recognises the contribution it can make to protect children and support pupils in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive environment. We encourage children to talk about their worries and to report their concerns to us in a number of alternative ways. The pupils' welfare is of paramount importance.

This Child Protection Policy will be reviewed by the Senior Designated Safeguarding Lead (*George Norman*) on a regular basis to ensure it remains current and incorporates all revisions made to local or national safeguarding guidance. The school's responsibility for safeguarding the welfare of children goes beyond simply child protection. Our duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies and procedures, for instance:

- Pupil Behaviour Policy
- SLT Code of Conduct
- Racist incidents
- Anti-Bullying (including Cyberbullying)
- Physical Interventions/Restraint (DfE Guidance "Use of Reasonable Force" and "Screening, searching and confiscation")
- Special Educational Needs and Disability
- Trips and visits
- Work experience and extended work placements
- First aid and the administration of medicines
- Health and Safety
- Relationships Education, Relationships and Sex Education and Health Education Site Security
- Equal Opportunities
- Toileting/Intimate care
- Online safety
- Child-on-child abuse
- Extended school activities

The above list is not exhaustive but when undertaking development or planning of any kind the school will consider the implications for safeguarding and promoting the welfare of children. This policy will as a minimum be fully reviewed as a minimum once a year during the autumn term and provided to the Local for approval and sign-off at the first autumn term meeting.

Date of last review: 22nd August 2025

Date of next review: 1st September 2026

Role	Name	Contact Details
Headteacher/Principal	George Norman	01858 545328 head@foxton.leics.sch.uk dsl@foxton.leics.sch.uk
Designated Governor for Child Protection/Safeguarding	Rowan Mason	rmason@foxton.leics.sch.uk
Senior Designated Safeguarding Lead	George Norman	01858 545328 head@foxton.leics.sch.uk dsl@foxton.leics.sch.uk
Deputy Safeguarding Leads	Kate Frow Nikki Hancock	01858 545328 dsl@foxton.leics.sch.uk
Leicester and the Leicestershire and Rutland Safeguarding Children Partnerships Procedures Manual.	Report Your Concerns about a Child or Young Person	LCC report neglect or abuse
LA Safeguarding Children in Education Officer	Charlotte Davis	0116 3057750 Charlotte.davis@leics.gov.uk
LA Child Protection Contact/LADO	CFS-LADO@leics.gov.uk LADO service is available office hours only: Monday-Thursday, 8.30am - 5.00 pm and Friday,	Online LADO referral form: https://www.leicestershire.gov.uk/education-and-children/child-protection-and-safeguarding/report-a-childcare-worker-or-volunteer emails for referral forms. Outside of office hours, contact the Leicestershire First Response Children's Duty Team: 0116 305 0005

	8.30am - 4.30pm	
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

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

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 academy 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 HM Working Together to Safeguard Children, December 2023 are incorporated into this policy.

2. Child Protection and Safeguarding Statement

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

The procedures contained in this policy apply to all staff, supply staff, volunteers, and Governors, Trustees and Members and are consistent with those Leicester and the Leicestershire and Rutland Safeguarding Children Partnerships.

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

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

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

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

4. Safeguarding and promoting the welfare of children

Defined as:

- Providing help and support to meet the needs of children as soon as problems emerge.

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

5. Whole school approach to safeguarding:

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

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

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

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

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

Our senior designated safeguarding lead will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care, police, early help, and health 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.

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 on *the* school under the Equality act: will not unlawfully, discriminate against pupils or students based protected characteristics; we will carefully consider how we support pupils/students regarding particular protected characteristics; we will take positive action to deal with particular disadvantages affecting pupils or students (*as see 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.
- 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

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 form 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.

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

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

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

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

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

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

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

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

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

8. Online Safety

Our school approach to online safety, including appropriate filtering and monitoring on school devices and school networks is reflected in this Child Protection Policy including awareness of the ease of access to mobile phone networks. (See KCSiE 2025 Paragraph 138). Symphony Learning Trust use SENSO for internet filtering across all schools.

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

Our Local Governing Body will ensure they maintain oversight of the Online Safety Policy contained within our main child protection policy, and the arrangements put in place to ensure appropriate filtering and monitoring on school devices and school network. The appropriateness of any filtering and monitoring systems will in part be informed by the risk assessment required by the Prevent Duty as required by KCSiE 2025 paragraph 138 to 148 140-150.

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's* safeguarding need.

- review and discuss the standards with the leadership team, IT staff and service providers to ensure the school/college meets the standard published by the [Department for Education filtering and monitoring standards](#).

The Headteacher is responsible for reviewing and monitoring the requirements around online safety. This is detailed in our Online Safety Policy. Termly checks are completed of the school's filtering system, and weekly reports are analysed of websites accessed and attempted to be accessed. Real-time alerts are sent to the Headteacher by email informing him of child or staff attempts to access inappropriate content. These are dealt with via our usual safeguarding procedure (if child), and in conjunction with our staff Code of Conduct/Low-Level Concerns Procedure/Disciplinary Policy (if staff).

Our Governing body/trust will ensure a review is maintained to ensure standards. They will discuss with IT staff and service providers these standards and whether more needs to be done to support our school/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.

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

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

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

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

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

9. Identifying Concerns

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

Staff understand that abuse, neglect, 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](#)

The four main categories of child abuse are as follows:

- 1 Physical Abuse
- 2 Emotional Abuse
- 3 Sexual Abuse
- 4 Neglect

10. Indicators of abuse, neglect and exploitation:

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.**

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbations, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children to look at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual

abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and **all** staff should be aware of it and of their school or colleges policy and procedures for dealing with it.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to; provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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.

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:

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

All staff remain vigilant regarding changes in pupil's behaviour, however small and are encouraged to seek advice from the DSL or DDSLs regarding concerns they have. This includes pupil wellbeing and mental health issues.

Through the school's safeguarding and online safety culture, pupils are taught how to stay safe online, how threats may present themselves online and who as a trusted adult they can share concerns with. Online abuse is recognized as 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.

Foxton Primary School provides online guidance and support for parents and children to remain free from risk, exploitation, grooming or radicalisation. These are provided

electronically as well as through our school computing curriculum. Information on how to stay safe online for parents is also shared via the school monthly newsletter.

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 Symphony Learning Trust 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.

At Foxton Primary School, there is a culture of talking and sharing worries or concerns. Pupils share their views regularly in formal and informal ways such as school council voting or in class reward voting. This helps to reinforce that every view counts. The school has worry boxes in every classroom and in communal spaces. These are actively used and promoted by class teachers, in assemblies and by pupil ambassadors and our ELSA. Pupils formally share their views in many ways through regular surveys about how they are helped, who they can talk to and what more the school can do to help them to feel and be safe. All subject and governor monitoring also includes an element of pupil voice, which always covers a range of safeguarding topics.

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

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

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

12. Alternative providers and other agencies

Working effectively with other agencies is a critical aspect of the safeguarding agenda at Foxton. The school recognises how important flexibility is and therefore meetings can be arranged out of school hours, during holidays to support pupils and their families. The school welcomes professionals holding meetings on the school premises and 1:1 work with children. We engage in partnership forums and events with other professionals to keep up to date with best practice in partnership working.

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

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

Schools should also obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff.

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

The DSL or DDSLs share concerns, following the Trust Code of Conduct and GDPR policies and procedures, with external agencies in a timely manner. Permission will always be sought except in the case where doing so would knowingly place a child at risk. Such agencies may include (list not exhaustive): Social Services, Children and Family Wellbeing, Early Help, medical professionals such as GPs or Paediatricians, SENA, Leicestershire Educational Psychologists, the Police Service, CHANNEL.

The school does not let out the site to be used by outside organisations. Should it do so, it is the responsibility of the DSL or person in charge of the organization to pass to concern / allegation to the DSL at Foxtton Primary School related to an incident that happened when an individual or organisation was using the school/college premises for the purpose of running activities for children (e.g., community groups, sports associations, or service providers that run extra-curricular activities). Confirming as with any safeguarding allegation, the school/college will follow the safeguarding policies and procedures, including informing the LADO.

13. CPD, culture and ethos

The DSL and DDSLs at Foxtton Primary School ensure that all staff, volunteers and governors receive a thorough induction and safeguarding training relevant to their role. This is done on an annual basis for all existing staff and on a 1:1 as required basis for new staff starters, volunteers or students. This information is recorded on the school's SCR. The school checks they know how to report concerns through regular training and updates through regular safeguarding updates and newsletters.

The safer recruitment of all staff at Foxtton Primary School is of the highest priority and we have a culture of ongoing vigilance, including outside the workplace and online. The school follows the Trust's Safer Recruitment Policy and Procedures. There is a culture of professionalism in the school and staff are regularly reminded about professionalism inside and outside of work when working in a position of trust.

14. Responsibilities of the DSL/DSL Team

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

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

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

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

The school has a Designated Teacher (George Norman) who is responsible for liaising with the Virtual School, the pupil's Social Worker, their family and other agencies to support them academically and pastorally.

To further support pupils with SEND who have additional vulnerabilities, the SEND Code of Practice is a source of information. Support is available from specialist organisations including SENDIASS. Foxton Primary School outlines the specialist support available on the Local Offer and on the school's SEND padlet, both found on the school's website.

15. The seven main elements of our Child Protection Policy

There are seven main elements to our policy:

- Providing a safe environment in which children can learn and develop.
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse in and outside of school.
- Supporting pupils who have social care involvement in accordance with his/her child in need plan, child protection plan or are subject to Local Authority Care.
- Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe in and outside of school.
- Working in partnership with agencies and safeguarding partners in the 'best interest of the child.'

- Ensuring we have appropriate policies and procedures to deal with child-on-child sexual violence and sexual harassment, including those that have happened outside of the school or college premises and/or online, forms of harassment and harmful sexual behaviour.

16. Providing a safe environment

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

The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to and heard.
- Ensure children know that there are trusted adults in the school who they can approach if they are worried.
- Ensure that every effort is made to establish effective working relationships with parents, carers, and colleagues from other agencies.
- Include opportunities in the 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.
- Know 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 that 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, as set out in the school's Behaviour Policy.
- 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.

The response required by schools and safeguarding agencies to address any harm outside the home—also known as extra-familial harm—is crucial. Schools are places of protection where children and young people can share concerns, seek support, and feel safe. They are also environments where trusted and supportive relationships can be formed. By fostering a whole-school ethos and maintaining strong communication with safeguarding partners and services, schools can help children and young people feel confident that they will be listened to, heard, and supported. This enables them to share sensitive information and strengthens their resilience.

Equally important is our school/college ethos of working together with parents, carers, and external services to build strong and trusted partnerships. These partnerships advocate for trauma-informed and trauma-aware responses and provide the foundation for safe, supportive relationships. In turn, this helps to create safe places and spaces within the wider community, ensuring that children and young people know how to access safety outside of the school or college environment if needed.

Foxton Primary School can work with Harm Outside the Home (<http://www.childexploitationeastmidlands.org.uk>) and other support networks as required. Classroom staff have received recent trauma informed practice training. Support resources are shared with parents as required.

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

Foxton Primary School is an Operation Encompass school.

Operation Encompass is a partnership between schools and Leicestershire Police. When the police attend an incident of domestic abuse where a child from our school is present, they will inform us before the start of the next school day.

This information enables us to provide timely, sensitive, and appropriate support to the child and their family, helping to ensure they feel safe, secure, and supported following such an incident.

If you would like further information about Operation Encompass, please contact the school office and ask to speak to George Norman, our Operation Encompass Key Adult.

The teaching of safeguarding goes well beyond the written curriculum. It begins with an open culture of talking and sharing problems and worries at Foxton. It is embedded into school life: assemblies, celebrations, events, pupil surveys and in our approach to mental health and wellbeing. It is included in the teaching of the following subjects both explicitly and implicitly: PSHE, RSE (specifically Sex Education and detailed teaching about consent in UKS2), Science, Computing, RE and British Values.

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.

We also 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.

We ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school in order to:

- Promote pupil health and safety.
- Promote safe practice, and challenge unsafe practice.
- Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers, supply staff and contractors. KCSiE Part Four has two sections, the second section addresses low-level concerns.
- Provide first aid and meet the health needs of children with medical conditions.
- Ensure school site security.
- Address drugs and substance misuse issues.
- Support and plan for young people in custody and their resettlement back into the community.
- Work with all agencies regarding missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.

Everyone has 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

The school does not use any Alternative Provision and should it do so in the future, this policy would be reviewed in line with the latest KCSiE requirements.

The school uses a tiered system of support for pupil's mental health and wellbeing. Key staff are trained in Mental Health First Aid and report concerns to the safeguarding team regarding children with mental health problems. The DSL and safeguarding team take further action to support pupils and their families.

All children at Foxton Primary School can name at least one trusted adult they can talk to. Children who may be LGBT are no exception to this and have a trusted adult who they can be open with. All pupils are taught to be inclusive and discrimination is not accepted and will not be tolerated in our school towards those perceive to be LGBT.

Child abduction and community safety incidents: Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. Pupils are educated and given practical advice about not talking to strangers (including how to stay safe when walking independently to and from school in Year 5&6. Parents are alerted should any suspicious activity occur around the school or local area that raised concerns.

Foxton Primary School teaches about safety outdoors to help children build confidence and abilities to protect themselves or know how and where they can seek help and support. This is taught through the school's assembly themes and through the PSHE and RSE curriculum.

18. Procedures for identifying and reporting cases

We 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/college 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 body knows the name of the Senior Designated Safeguarding Lead, their deputies responsible for child protection, and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead, or to children's social care/police if a child is in immediate danger.
- Ensure all staff and volunteers are aware of the early help process and understand their role in making referrals or contributing to early help offers and arrangements.
- Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice, and that these concerns will be taken seriously.
- Ensure that there is a complaints system in place for children and families.
- Ensure that parents understand the responsibility placed on the school and staff for child protection and safeguarding by setting out its obligations in the school prospectus and on the school's website.
- Notify Children's Social Care if there is an unexplained absence for a child who is subject to a child protection plan and where no contact can be established with the child, or a parent or appropriate adult linked to the child.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral, and actions to safeguard.

- Ensure all records are kept securely; we use paper files which are confidential and kept separate from the main pupil file, in a locked cabinet in an office.
- 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

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

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

Our school will endeavour to support the pupil through:

- Developing the content of the curriculum, including regular reviews and adaptations to our PSHE and RSHE content based on cohort needs and issues.
- 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.

- Our school will address concerns in an age appropriate way, with the support of parents and multi-agency specialists where required. The school has an embedded pastoral support structure in place to offer bespoke support, where required.
- 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 by the DSL (or DDSL).
- 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 staff member if not the designated safeguarding lead) will be informed immediately, and actions taken in accordance with the school's child-on - child/sexual violence and sexual harassment between children in school policy.

20. Staff and Safe Recruitment

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

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

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

The school has in place recruitment, selection, and vetting procedures in accordance with KCSiE 2025 Part Three and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2025 Part Three paragraphs 206 to 351.

Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the School Employee Code of Conduct, which includes contact between staff and pupils outside the work context. Concerns regarding low-level concerns have been included in our Code of Conduct from 1 September 2024 in line with KCSiE Part Four Section two. Staff can access a copy of this through the School Office.

Newly appointed staff and volunteers will be informed of our arrangements for safer working practices through a thorough induction before beginning working and contact with pupils.

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

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

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

Induction of new staff, supply staff, volunteers, contractors, and visitors is led by the Headteacher and/or Office Manager. All adults receive a safeguarding, fire evacuation and health & safety induction. Further relevant policies and procedures are shared as appropriate.

Please Note: 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.

Schools should obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff.

This is the responsibility of the DSL to complete.

21. Links to other Local Authority policies

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

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

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

22. Raising Awareness - Roles and Responsibilities

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

Roles at Foxton include teachers, support staff, administrative staff as well as those involved in premises and catering.

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

All staff contribute to providing a safe environment in which children can learn by placing safeguarding as the most important thing in school. Regular training, updates and understanding of key policies and procedures are essential.

All staff contribute to enabling a safe environment both in and when out of schools on trips or extended learning opportunities through following risk assessments based on the school's safeguarding and health and safety policies.

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 who require support or need advice should speak to the class teacher, office team or a member of the safeguarding team for help. This will then be triaged to the appropriate member of staff for further, more detailed support.

The safeguarding team meet with social workers during the school day where required. Children subject to child protection plan, child in need plan and who are LAC have documents linked to their care that are recorded securely.

Foxton Primary School signposts children, parents/carers for support to the school's website, newsletters and to services of interest.

23. Safeguarding Training

All our staff are aware of systems within Foxton 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.

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

All our staff receive safeguarding and child protection training which is updated every three years. In addition, to this training all staff members receive child protection and safeguarding updates when required, but at least annually.

The school safeguarding team, using materials from the local authority and County Safeguarding, keep staff up to date with local or national changes to safeguarding guidance.

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.

Annual Staff training, regular staff meeting training and newsletters, help staff to understand their role and opportunities available, including any partnership work especially with social care and the local arrangements put in place by Leicestershire and Rutland Safeguarding Children Partnership (LRSCP). The staffroom noticeboard also has a safeguarding section which is updated regularly.

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

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 Symphony Learning Trust.
- Attend training to be aware of and alert to the signs of abuse.
- Maintain an attitude of "it could happen here" with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately a Deputy DSL should be informed.
- Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the LRSCP and take account of guidance issued by the DfE KCSiE 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 Behaviour Policy (or Code of Conduct), procedures relating to the

safeguarding response for children who go missing from education and the role of the DSL.

Foxton Primary School regularly engages in learning opportunities and partnership work with organisations such as the NSPCC and Police Community Support Officers (PCSOs) to enhance staff training and understanding.

25. Senior Leadership/Management Team responsibilities:

- Contribute to inter-agency working in line with HM Working Together to Safeguard Children 2018 (updated December 2020) guidance.
- Provide a co-ordinated offer of early help when additional needs of children are identified.
- Ensure all staff, supply staff and volunteers are alert to the definitions of abuse and indicators, and through access to regular training opportunities and updates.
- Ensure staff are alert to the various factors that can increase the need for early help.
- Working with Children's Social Care, support their assessment and planning processes including the school's attendance at conference and core group meetings as appropriate.
- Carry out tasks delegated by the governing body such as training of staff and volunteers, safer recruitment and maintaining of a single central register.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.
- Ensure that allegations or concerns against staff including low-level concerns are dealt with in accordance with guidance from Department for Education (DfE) KCSiE 2025 Part Four 'Allegations made against/Concerns raised in relation teachers including supply teachers, other staff, volunteers, and contractors in Sections One and Two.

26. 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.

Pupils who have LAC status at Foxton Primary School know who the school's designated teacher is and works closely with them on their PEP.

27. Designated Safeguarding Lead

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

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

All DDSL's have completed the required training and are overseen by the Snr Designated Safeguarding Lead who ensures the school fulfils its child protection responsibilities.

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

28. The Senior Designated Safeguarding Lead is expected to:

- 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 must be 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. **Note: This preventing radicalisation section remains under review, following the publication of a new definition of extremism on the 14 March 2024.**
 - The DSL and DDSL team to meet on a weekly basis so each is fully informed and able to respond to the needs of children subject

to safeguarding concerns. Meetings are daily when an active safeguarding concern arises. The DSL and DDSLs review the cases of children subject to safeguarding concerns and those who have areas of a safeguarding vulnerability at these meeting.

- Work with others:
 - Liaise with the headteacher/principal (where the Senior Designated Safeguarding Lead role is not carried out by the headteacher) to inform him/her of any issues and ongoing investigations.
 - 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/LADO Allegation Officer where there are concerns about a staff member.
 - Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies and acts as a source of support, advice, and expertise for other staff.
 - Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.
 - Liaise with the local authority and other agencies in line with Working Together to Safeguard Children, December 2023 and the local Leicestershire Safeguarding Children Partnership procedures and practice guidance.
 - The headteacher, designated safeguarding leads and governing body/trust are aware of the local arrangements put in place by Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) and know how to access the LRSCP website and training.
 - The school's safeguarding newsletters and regular training support the safeguarding team in providing feedback to staff about new information and helps to raise awareness about emerging threats and risks.
 - The safeguarding team contributes to developing the curriculum and learning experiences for children and staff. Through staff meetings, bulletins, staff notice board, briefings, and arranging additional classroom learning opportunities. We also facilitate annual NSPCC safeguarding training for staff and students, as well as maintain links with the local policing team who come in and provide support as required.
- Undertake training:
 - Formal Designated Safeguarding Lead training will be undertaken at least every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually.
 - The Senior Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training.
 - The Senior Designated Safeguarding Lead is also responsible for ensuring all other staff with designated safeguarding responsibilities access up to date and timely safeguarding training and maintains a register or data base to evidence the training.

- The training undertaken should enable the Designated Safeguarding Leads 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 2022 Part Two – The Management of Safeguarding and page 111 to 116 and 134, 136 142 to 144, 152 and 158].
 - Encourage a culture of protecting children, listening to children and their wishes and feelings.
 - Raise awareness:
 - Ensure that the child protection policies are known, understood, and used appropriately.
 - Ensure that the child protection policy is reviewed annually in consultation with staff members, and procedures are updated and reviewed regularly and implemented, and that the governing body is kept up to date and actively involved.
 - Work strategically to ensure policies and procedures are up to date and drive and support development work within the school.
 - Ensure that the child protection policy is available to parents and carers and uploaded to the school website and make parents/carers aware that referrals may be made about suspected abuse 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.

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

- for ensuring that when a child leaves the school or college their 'child protection,' 'child in need' file or 'confidential' file is transferred to the new school or college at the same time the child goes on roll of its new school or education provision.
- for keeping a record of the number of children open and subject to CP, CiN and LAC concerns is maintained and shared with the governing body annually.
- 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 DSL and DSL team ensure all concerns and incidents are reported, recorded, responded to. The DSL ensures schools there are management systems and the processes in place 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. This is through the paper based file.

Availability - During term time the Designated Safeguarding Lead (or a Deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. In the unlikely absence of the Designated Safeguarding Leads, a member of the senior leadership team will be nominated to provide cover.

33 Headteacher

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the governing body and trust, (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 Behaviour Policy/Code of Conduct Policy.

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 2022. If the allegation is against the Headteacher/Principal, then the Chair of the Governing Bod, Director of Primaries or CEO will manage the allegation – see below.

34 Governing Body and Multi- Academy Trust

We recognise our Governing body has a strategic leadership responsibility for our school's safeguarding arrangements and must ensure they comply with their duties under legislation and must have regard to KCSiE 2025, ensuring policies, procedures and training in our school are effective and always comply with the law.

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

- Ensuring there is an individual member of the governing body to take leadership responsibility for safeguarding and champion child protection issues in the school.
- Ensuring that the school has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children, December 2023) 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 166 to 170 and paragraphs 56 to 57, 115 to 121, 375, to 390, 476, 540 and 543 and page 158, the additional clarification about GDPR and withholding information.
- Ensuring cooperation with the local authority and other safeguarding partners.
- Appointing a Senior Designated Safeguarding Lead from the leadership team to take lead responsibility for child protection/safeguarding and that a Designated Teacher for Looked After Children is appointed and appropriately trained.
- Ensuring that all staff, supply teachers and governors read and fully understand at least KCSiE 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 body understands it is collectively responsible for the school's safeguarding arrangements, even though a governor will be nominated as the 'Safeguarding Governor' and person who will champion all safeguarding requirements.'
 - All members of the governing body will undertake safeguarding training to ensure they have the knowledge and information needed to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of robust 'safeguarding arrangements and act as the 'critical friend'. This training must focus on their strategic role and not on operational procedures.
 - The Chair of Governors and named Safeguarding Governor will access role specific training to enable them to comply and discharge their child

protection/ safeguarding responsibilities including should any allegations be made against the Headteacher/ Principal.

- The Governing body will collectively ensure there is a training strategy in place for all staff, including the headteacher, so that child protection training is undertaken and refreshed in line with KCSiE 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 schools premises are used for non-school/college activities the Governing body/trust will seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in place, and inspect them as needed, including liaising with the Headteacher/ trust. This will apply regardless of whether or not children who attend the provision are on the school or college roll.

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

35. 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. 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.

36. 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.

37 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.

38. Confidentiality

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

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

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

All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children. They are aware that the Data Protection Act 1998 should not be a barrier to sharing of information where failure to do so would

result in a child being placed at risk of harm. **Staff should refer to the DfE Data Protection guidance for schools (DfE, 2024b).**

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

39. Information Sharing

Effective sharing of information between practitioners and local organisations and agencies is essential for early identification of need, assessment, and service provision to keep children safe. Serious Case Reviews (SCRs) now known as Rapid Reviews (RRs) have highlighted that missed opportunities to record and thereby understand the significance of sharing information in a timely manner can have severe consequences for the safety and welfare and well-being of children (Working Together to Safeguard Children, **December 2023**).

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, December 2023 paragraphs 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 (NSCP) Policy and Practice Guidance.

40. Records and Monitoring [KCSiE 2025 paragraphs 68 to 70, Part Four, Part Five, Annex C]

The school uses a paper system to maintain good quality records which reflect the child's journey through the safeguarding system and engagement with statutory agencies, including Social Care, Early Help, Police, CAMHS, Health and other services. Behaviour and SEND records form part of this safeguarding journey and are stored separately. Concerns and records are monitored by the DSL and DDSLs.

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

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

and to support clarity for example of areas of injury, marks and bruising and or touching.

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

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

Safeguarding, child protection and welfare concerns will be recorded and kept in a separate secure file known as a 'concern' file (formerly referred to as a child protection file), which will be securely stored and away from the main pupil file.

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.

41. Why recording is important.

Our staff will be encouraged to understand why it is important that recording is comprehensive and accurate and what the messages from serious case reviews are in terms of recording and sharing information. It is often when a chronology of information is pieced together that the level of concern escalates or the whole or wider picture becomes known.

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.

42. 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].

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

- A referral to First Response/Children's Social Care.
- A number of minor concerns raised
- Any child open to social care.

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

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

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

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

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

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

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

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.

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

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.

44. Recording Practice

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

A recording of each and every incident or concern for the child will be made, including any telephone calls to other professionals. These will also be recorded on the chronology and kept within the child protection file for that child, as over time they are likely to help identify any patterns or emerging risks and needs. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed, and roles and responsibility of each agency will be clarified, and outcomes recorded.

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

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

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

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

Such robust practice across child protection and in safeguarding and promoting the welfare of children will assist the school and DSL team in the early identification of any concerns which may require addressing further and the prevention of future harm, risk, or abuse.

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

Educating Young People – Opportunities to teach safeguarding [KCSiE 2025 paragraphs 124 to 140, Annex A & Annex C Online Safety paragraph 140 to 150].

As a school we will teach children in an age-appropriate way about youth produced imagery, on-line risks associated with social networking to prevent harm by providing them with the skills, attributes, and knowledge to help them navigate risks, including covering online safety, remote learning, filters and monitoring, information security, cyber-crime, reviewing online safety platforms and use of mobile technology. We will ensure appropriate filters and monitoring systems in place and regularly review their effectiveness.

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

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

We will carefully consider mobile phone use and the new filtering and monitoring standard required by DfE and how this is managed in school and ensure it is reflected in our mobile and smart technology policy. This will include where children have

unlimited and unrestricted access to the internet via mobile phone networks (i.e., 3G, 4G and 5G).

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

Our school includes education about online safety and online bullying as part of the RSE, PSHE and Computing curriculum.

Parents are made aware of online safety to minimise the safeguarding risks technology can pose and where they can seek advice, help, and support through the school's website, curriculum sessions and newsletters.

45. Helplines and reporting

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

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

The school website includes a link to 'Happy Maps' for parents.

The following appendices are a part of this policy:

Appendix 1	<i>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.</i>
Appendix 2	<i>Template: Body Maps Guidance and Body Maps.</i>
Appendix 3	<i>Child-on-Child Abuse Procedure</i>
Appendix 4	<i>Low-level Concerns Procedure</i>
Appendix 5	<i>Online Safety Policy</i>

Appendix 1

**Name of School/Academy/AP 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, exploitation.

- 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.**

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.

lrsqb.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 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

Appendix 2

Body Map Guidance for Schools

Medical assistance should be sought where appropriate.

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

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

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

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

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

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

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

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

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

Ensure First Aid is provided where required and record.

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

BODYMAP

(This must be completed at time of observation)

Names for

Date of

Child:

Birth:

.....

.....

Name of

Agency:

Worker:

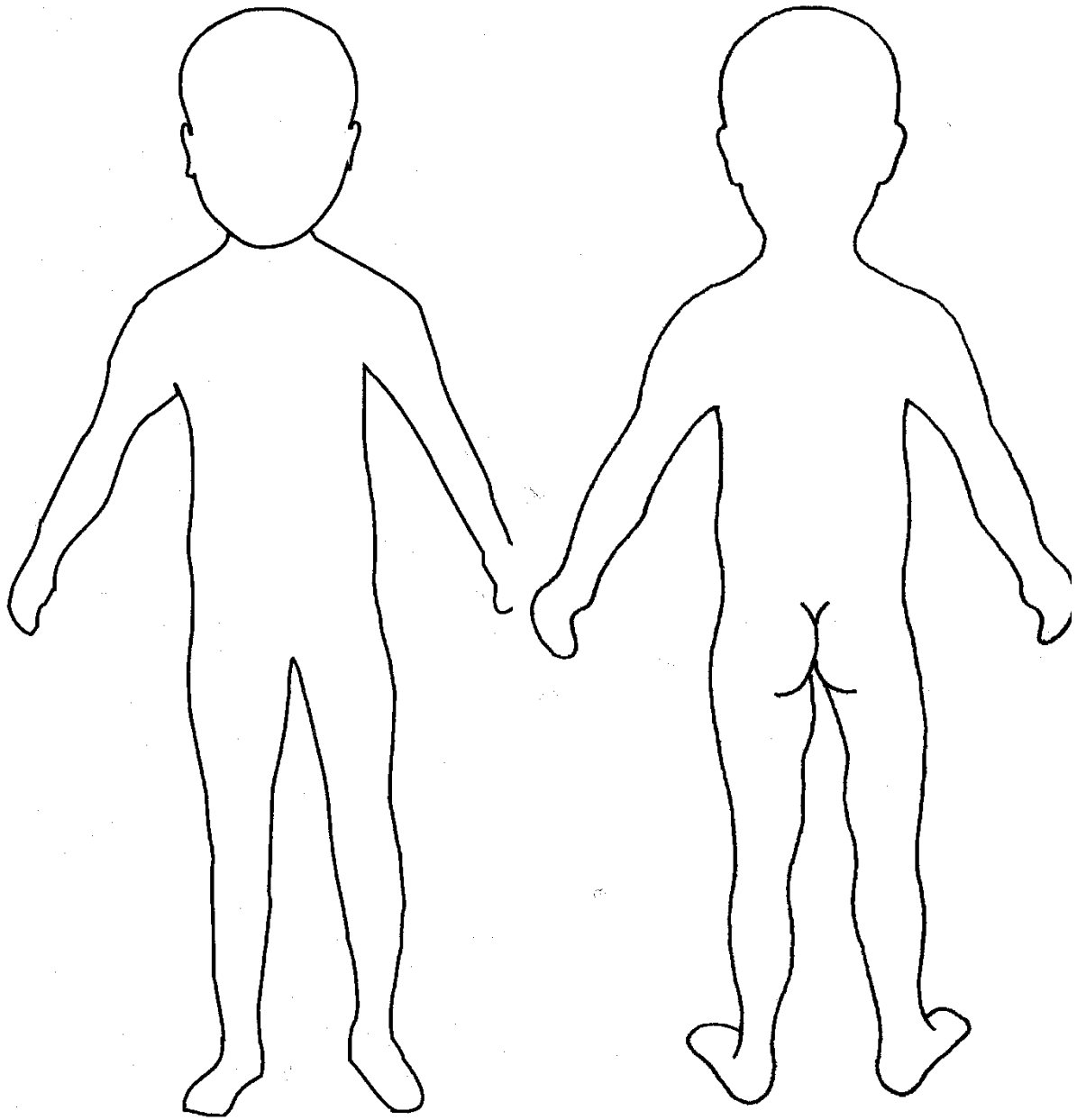
.....

.....

Date and time of

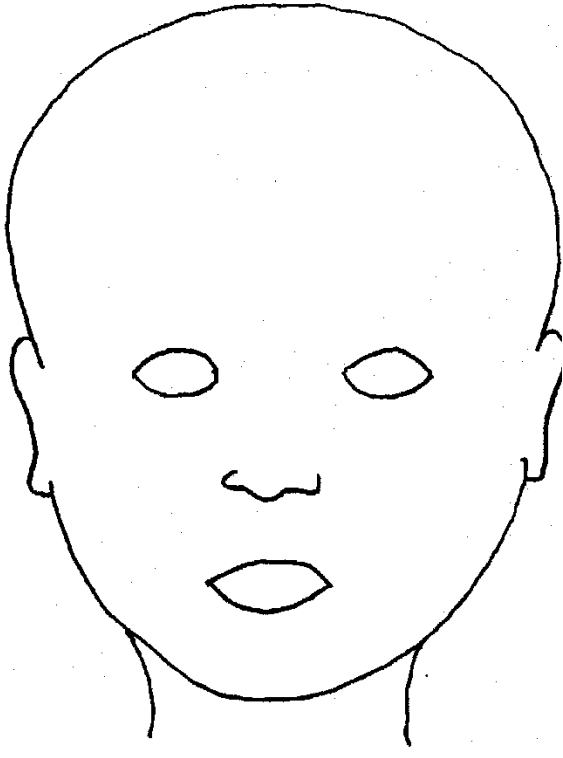
observation:

.....

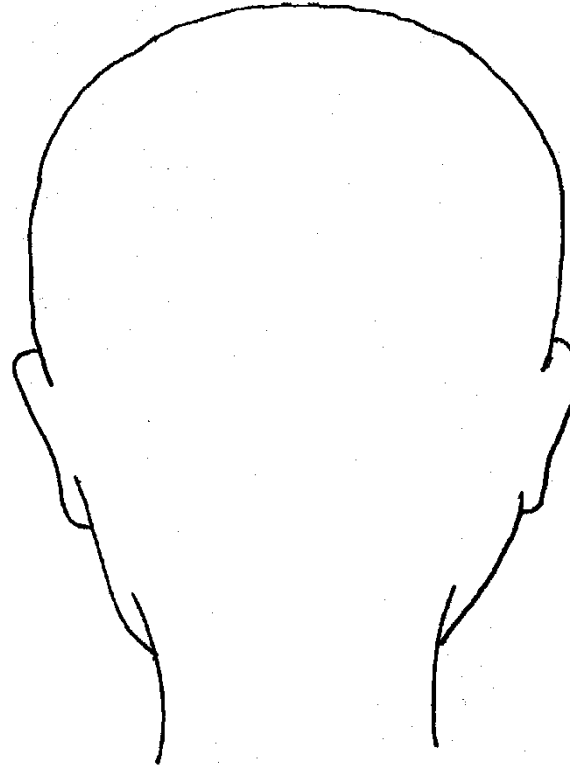


Name of
Child:

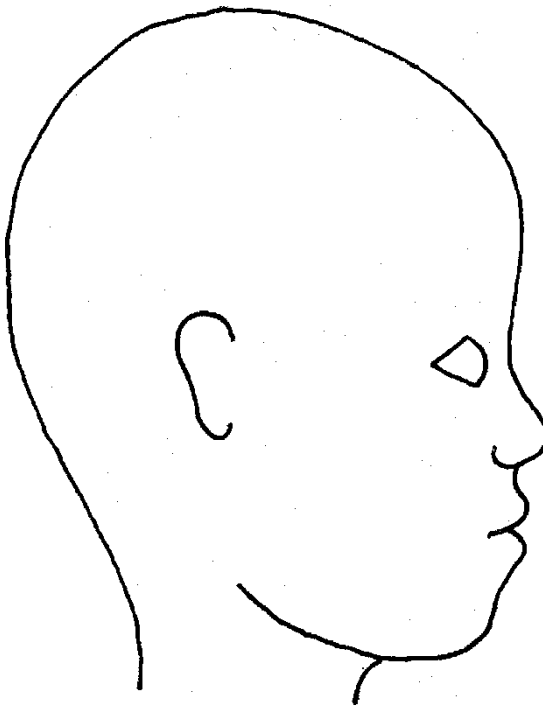
Date of
observation:



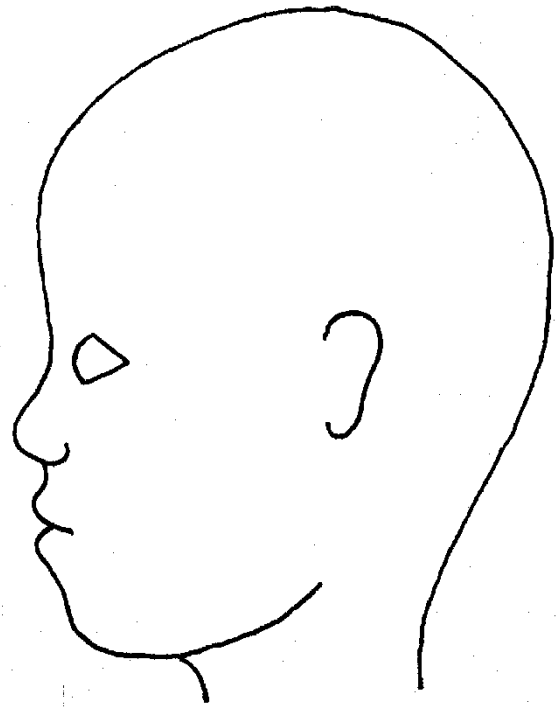
FRONT



BACK



RIGHT

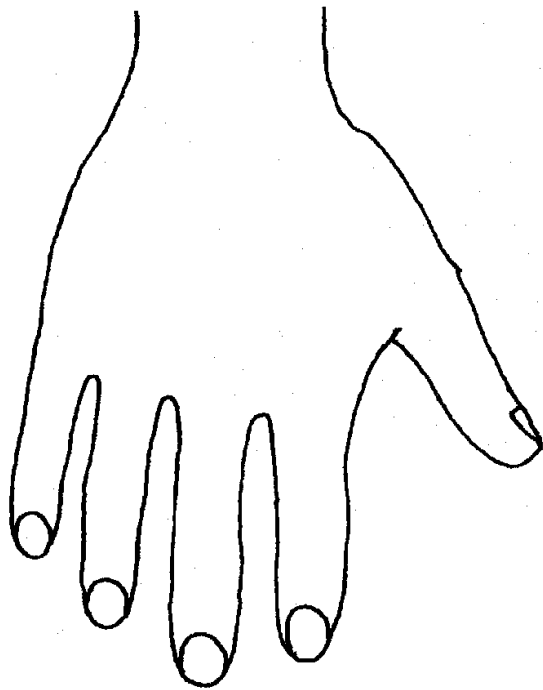


LEFT

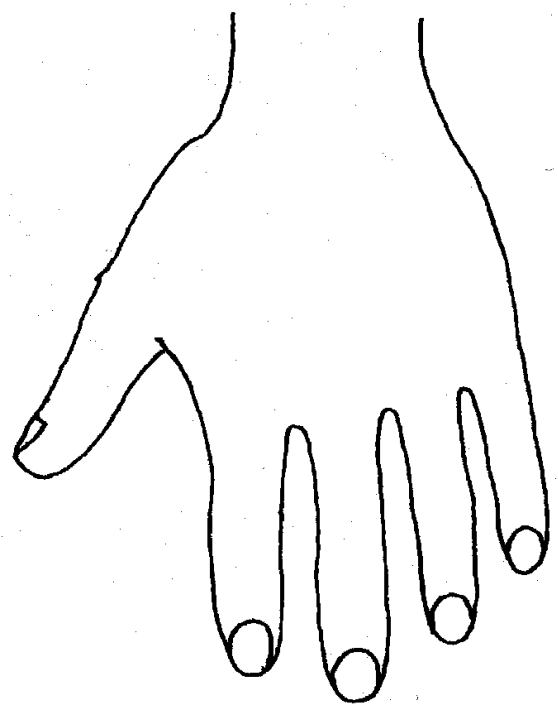
Name of Child:

Date of

observation:



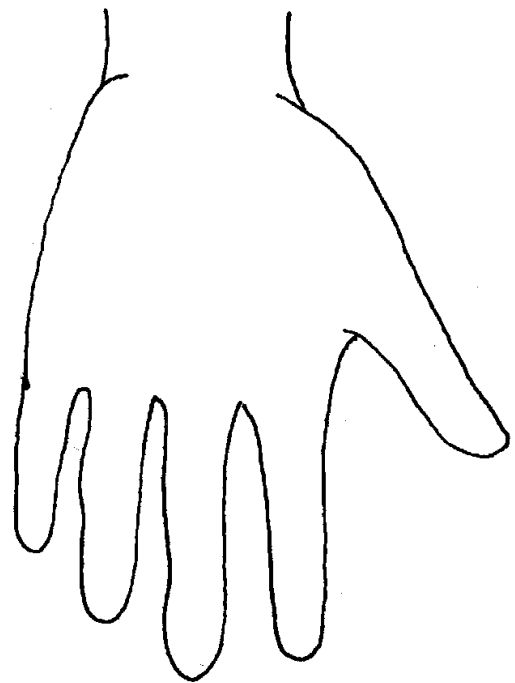
R
BACK



L



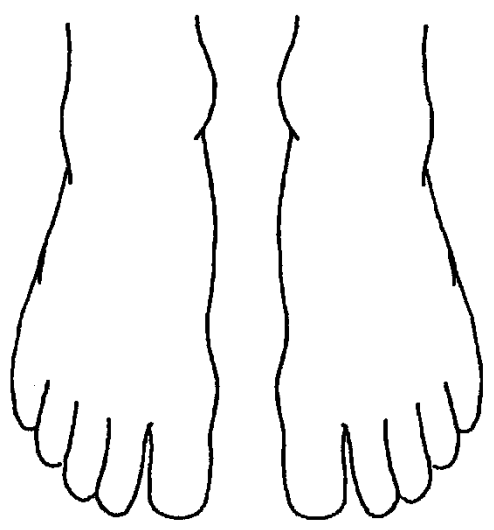
R
PALM



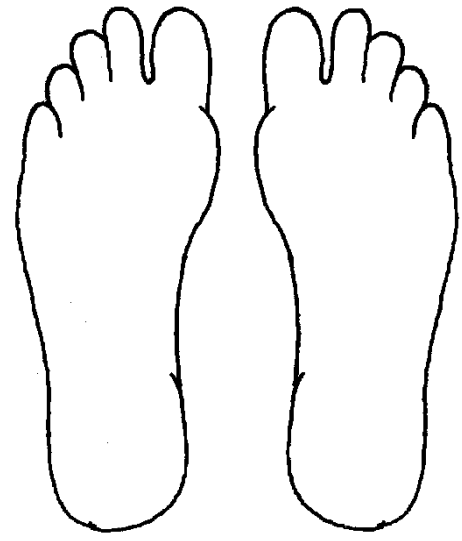
L

Name of
Child: _____

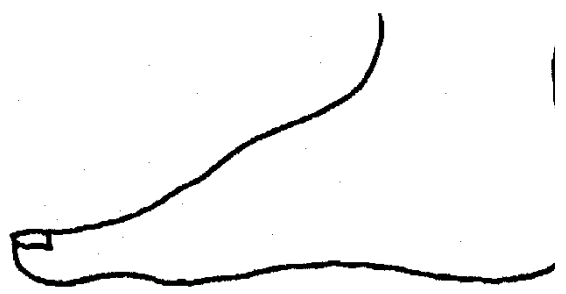
Date of
observation: _____



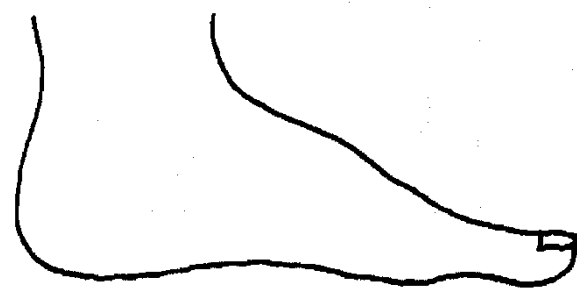
R TOP L



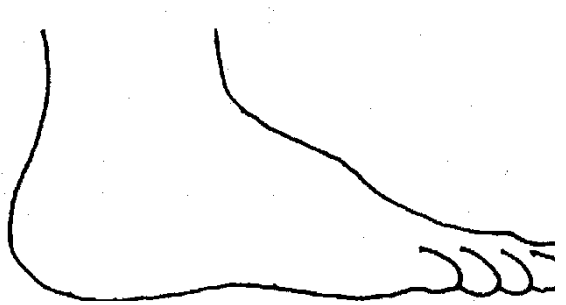
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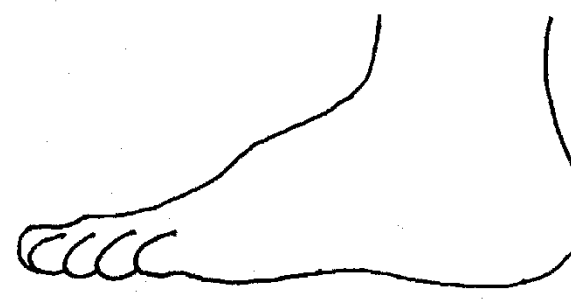
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Role of
Worker:

Other information:

Appendix 3

Child-on-Child Abuse Procedure

Introduction

Keeping Children Safe in Education 2025 states that;

- All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online.
- All staff should be clear as to the school's or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.
- All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy).
- It is essential that all staff understand the importance of challenging inappropriate behaviours between children....are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.' Guidance also highlights the importance of staff recognising the signs of child on child abuse and knowing how to respond to reports.

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

- Bullying (including cyberbullying, prejudice-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)
- Consensual image sharing, especially between older children of the same age, may require a different response. It might not be – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos.
- 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 and 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, and 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)

As part of Symphony Learning Trust, Foxton Primary School is committed to the prevention, early identification and appropriate management of child on child abuse, in particular ensuring that our school staff protect our children by, wherever possible being aware of the nature and level of risk that children are exposed to, having a clear and comprehensive strategy specific to that child's safeguarding context and having a whole school contextual safeguarding approach to preventing and responding to child on child abuse. This policy is preventative in its response to child on child abuse by raising awareness of issues, supporting staff in identifying them with children, and providing appropriate response and intervention that is followed consistently across the whole school workforce. This policy will also encourage parents to share information about any risk of harm to their child and be clear on the school's expectations of how this will be managed.

Purpose and Aim

'Research has shown that many children who present with harmful behaviour towards others, in the context of peer-on-peer abuse (now known as child-on-child abuse), are themselves vulnerable and may have been victimised by peers, parents or adults in the community prior to their abuse of peers' (Farrer and Co, 2019)

Children and young people may be harmful to one another in a number of ways which would be classified as child on child abuse. The purpose of this policy is to explore the many forms of child on child abuse and include a planned and supportive response to the issues.

Framework and Legislation

This policy is supported by the key principles of the Children's Act 1989 that the child's welfare is paramount. Another key document that focuses adult thinking towards the views of the child is Working Together To Safeguarding Children 2018, highlighting that every assessment of a child, should 'reflect the unique characteristics of the child within their family and community context' (Working Together To Safeguard Children, 2018). This is clearly echoed by Keeping Children Safe in Education 2022 through ensuring procedures are in place in schools and settings to hear the voice of the child and to be mindful of the contexts children live in.

Preventative Strategies for Schools and Settings Recognition

For all schools and settings, it is important to develop appropriate strategies in order to prevent the issue of child on child abuse rather than only manage the issues in a reactive way.

Firstly, and most importantly for schools and settings, is recognition that child on child abuse can and will occur on any site even with the most stringent of policies and support mechanisms. In such cases, it is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies in supporting young people to talk about any issues and through sharing information with all staff. This involves staff analysing any incidents for trends, patterns and identifying any areas around the setting that may appear to be 'less safe'. Staff should also have access to regular CPD and training to ensure a consistent approach to managing child

on child issues. The curriculum must have built in, long- term teaching and resources rather than reactionary practice.

A Safe Environment to share concerns alongside a ‘positive curriculum’

It is important that each school/setting has an open environment where young people feel safe to share information about anything that is upsetting or worrying them. This can be strengthened through a strong and positive PHSE/SMSC curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.

To enable such an open and honest environment it is necessary to ensure the whole workforce and governing body feels confident and enabled to talk about issues and challenge perceptions of young people including use of inappropriate language and behaviour towards one another. In order to create such an environment, it is necessary for whole staff training and CPD around abusive behaviours and talking to young people in a way that continues to create an open and honest environment without prejudice. It is incredibly important that staff do not dismiss issues as ‘banter’ or ‘growing up’ or compare them to their own experiences of childhood. It is necessary that staff consider each issue and each individual in their own right before taking action. If staff minimise the concerns raised it may result in a young person seeking no further help or advice. Staff must also feel enabled to discuss issues about online access and support and reinforce appropriate behaviours online including understanding why age limits are in place on social media platforms, encouraging children to share online concerns, talking about issues that have happened in an open forum and working closely with parents.

Signposting

It is important that signposting is available to young people in the event that they do not feel confident raising an issue to staff or a peer. It is useful to have a resource board with support services on a wide range of issues so young people can seek their own solutions should they wish to. In the same way external services or support programmes could be brought in to talk to young people about specific issues in support of the prevention of child on child abuse.

Forums for Children to Make Changes/Have Their Voice Heard

It is useful to ensure young people are part of changing their circumstances and that of the procedures within schools. Having a school council and pupil voice and encouraging young people to support changes and develop rules of acceptable behaviour will go far in helping to create a positive ethos in school and one where all young people understand the boundaries of behaviour before it becomes abusive.

Partnership Working

Multi-agency working can consolidate in-house procedures in schools/settings. By accessing advice, support and guidance, effective decisions can be made in collaboration to improve outcomes for children who may be at risk of harm. Seeking advice and guidance can act as a preventative measure so that the right course of action is taken at the earliest opportunity. It is also necessary that the school/setting actively refers concerns/allegations of child on child abuse where necessary to front door services/children's social care and the police where appropriate. This is particularly important because child on child abuse can be a complex issue, and even more so where wider safeguarding concerns exist. It is often not appropriate for one single agency (where the incident cannot be managed internally) to try to address the issue alone – it requires effective partnership working.

Schools which excel at tackling bullying (and peer abuse) have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. That culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest. (Preventing and Tackling Bullying 2017).

What is Child on child Abuse?

For these purposes, child on child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate), friendships and wider peer associations. Child on child abuse can take various forms, including: serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual

exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence. Children's experiences of abuse and violence are rarely isolated events, and they can often be linked to other things that are happening in their lives and spaces in which they spend their time. Any response to child on child abuse therefore needs to consider the range of possible types of child on child abuse set out above and capture the full context of children's experiences. This can be done by adopting a Contextual Safeguarding approach and by ensuring that our response to incidents of peer-on-peer abuse takes into account any potential complexity.

Abusive behaviour can happen to pupils in schools and settings and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm. This means adopting a whole school community contextual safeguarding approach by ensuring all staff: understand how a child's wider context may have an impact on them; contribute to creating a strong safeguarding culture in school by following policies that address child on child abuse and harmful attitudes; promote healthy relationships and attitudes to gender/sexuality; support the school by identifying 'less safe' areas in school; access training on bias and stereotyped assumptions; be alert to changes in children's behaviour and seek appropriate responses to concerns shared.

Research suggests that child on child abuse is one of the most common forms of abuse affecting children in the UK (Farrer and Co, 2019). Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (KCSIE 2019). Research suggests that child on child abuse may affect boys differently from girls, and that this difference may result from societal norms (particularly around power, control and the way in which femininity and masculinity are constructed) rather than biological make-up. Barriers to disclosure will also be different. As a result, schools need to explore the gender dynamics of child on child abuse within their settings and recognise that these will play out differently in single sex, mixed or gender imbalanced environments (Farrer and Co. 2019).

It is important to consider the forms abuse may take and the subsequent actions required.

Children with Special Educational Needs

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEN and disabilities particularly when investigating any form of child on child abuse.

Language

For the purposes of this policy the language used will refer to alleged victims and alleged perpetrators, this is to ensure that children are not given 'labels' about their behaviour unfairly and without any full and thorough conclusive investigation. The language used to children and parents in the reporting of any incidents that may have occurred could impact on any future rehabilitation of children and young people following any investigations that may occur. The use of words such as victim and perpetrator can be both inflammatory and distressing for children and their parents.

Types of Abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

- Physical Abuse e.g. (biting, hitting, kicking, hair pulling etc.) Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such

behaviour, including accidentally before considering the action or punishment to be undertaken.

- Sexually Harmful Behaviour/Sexual Abuse e.g. (inappropriate sexual language, touching, sexual assault etc.) Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another, sexual assault, rape or abuse.
- Sexual Violence Sexual violence refers to sexual offences under the Sexual Offences Act 2003 as described below:
 - Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
 - Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
 - Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- Sexual Harassment. Sexual harassment means 'unwanted conduct of a sexual nature' that can occur online and offline. In referencing sexual harassment, it is in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment

Sexual harassment can include:

- Sexual comments, such as; telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual 'jokes' or taunting;
- Physical behaviour, such as; deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature;
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

- Non-consensual sharing of sexual images and videos;
- Sexualised online bullying;
- Unwanted sexual comments and messages, including, on social media;
- Sexual exploitation; coercion and threats;
- Upskirting which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

Bullying (inclusive of all types)

The new definition of bullying is, 'a person who habitually seeks to harm or intimidate those who they perceive as vulnerable'.)

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour.

Online bullying

Online bullying is the use of phones; instant messaging, e-mail, chat rooms or social networking sites such as Facebook, WhatsApp and SnapChat to harass threaten or intimidate someone for the same reasons as stated above.

It is important to state that Online bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour.

If the behaviour involves the use of taking or distributing sexual images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

Sexting (Youth Involved Imagery)

'Youth Involved' includes children sharing images that they, or another child, have created themselves and 'imagery' covers both still photos and moving videos (and this is what is meant by reference to imagery throughout the policy), and a judgement of whether something is 'decent' is both a value judgement and dependent on context. The term 'sexual' is clearer than 'indecent'.

Sexting (more commonly known as) is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can occur in any relationship, to anyone, whatever their age, gender or sexual preference.

However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual) or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

Measuring the Behaviour

Simon Hackett's continuum of behaviour (taken from Farrer and Co. 2017) can be a useful guide to measure the behaviour that has occurred and consider the circumstances around the incident (s). The continuum looks at 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 and the child/children allegedly the subject of that power
- involves a misuse of power

Behaviour which is not abusive at first may potentially become abusive quickly or over time. Intervening early and addressing any inappropriate behaviour which may be displayed by a child is vital and could potentially prevent their behaviour from progressing on a continuum to become problematic, abusive and/or violent - and ultimately requiring (greater/more formal) engagement with specialist external and/or statutory agencies.

Expected action taken from all staff

All staff should be alert to the well-being of children and young people and to signs of abuse, and should engage with these signs, as appropriate, to determine whether they are caused by child on child abuse. However, staff should be mindful of the fact that the way(s) in which children will disclose or present with behaviour(s) as a result of their experiences will differ.

Although the type of abuse may have a varying effect on the alleged victim and alleged perpetrator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get a true, accurate account of the facts around what has happened, so that nothing is forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled.

In all cases of child on child abuse it is necessary that all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters.

Staff should also be mindful of contextual safeguarding and that wider safeguarding concerns may influence the child's account of the event(s). Alongside this peer pressure and the impact of sharing information about the incident(s) may also influence a child's account.

Gather the Facts

In cases specifically relating to Sexual violence and sexual harassment, two members of staff (preferably one being the Designated Safeguarding Lead) should be present to manage the report, where possible.

The most appropriate member of staff with the best relationship with the child should be the person alongside the child who wishes to disclose wherever possible.

However, staff should always be aware that children may choose to disclose to any member of staff that they feel most comfortable with and therefore all staff need basic training in managing disclosures. In any circumstance the member of staff must make clear to the child that they cannot maintain confidentiality if what is being shared has put or will put the child or another person at risk of harm.

In all circumstances, staff need to speak to all the young people involved separately, gain a statement of facts from them and use consistent language and open questions for each account. The easiest way to do this is not to have a line of questioning but to ask the young people to tell you what happened. Only interrupt the young person from this to gain clarity with open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?) A full and clear record of exactly what the young person has said in their own language should be made (and no individual interpretation of the facts made which could impact on the disclosure) all records are kept securely. Foxton Primary School uses a paper-based recording system.

- Consider the Intent (begin to Risk Assess)
- Has this been a deliberate or contrived situation for a young person to be able to harm another?
- Decide on your next course of action

If from the information that you gather you believe any young person to be at risk of significant harm you must make a safeguarding referral to social care immediately (where a crime has been committed the police should be involved also). This action would, in most circumstances be undertaken by the Designated Safeguarding Lead but in the event of their absence the referral can be made by another member of staff. If this is the case, once social care has been contacted and made a decision on what will happen next then you will be informed on your next steps.

If social care and the police intend to pursue this further they may ask to interview the young people in school or they may ask for parents to come to school to be spoken to also. It is important to be prepared for every situation and the potential time it may take.

It may also be that social care feel that it does not meet their criteria in which case you may challenge that decision, with that individual or their line manager. If on discussion however, you agree with the decision, you may then be left to inform parents.

Informing Parents

If, once appropriate advice has been sought from police/social care you have agreement to inform parents or have been allocated that role from the other services involved then you need to inform the parents as soon as possible. If services are not going to be involved then equally, this information may need to be shared with parents. Parents would not be informed if by doing so the child was put at further risk of significant harm.

In all circumstances where the risk of harm to the child is evident then the school should encourage the young person to share the information with their parent or even with them (they may be scared to tell parents that they are being harmed in any way). Where school can evidence they are acting in the best interests of the young person they would not be criticised, however this would be the case if they actively breached the rights and choices of the young person.

The best way to inform parents is face to face. Although this may be time consuming, the nature of the incident and the type of harm/abuse a young person may be suffering can cause fear and anxiety to parents whether their child is the child who was harmed or who harmed another.

Points to consider:

- What is the age of the children involved?
- How old are the young people involved in the incident and is there any age difference between those involved? (In relation to sexual exploration, children under the age of 5, in particular 1-4 year olds who are learning toileting skills may show a particular interest in exploration at around this stage. This, however should not be overlooked if other issues arise (see following)
- Where did the incident or incidents take place?
- Was the incident in an open, visible place to others? If so was it observed? If not, is more supervision required within this particular area?
- What was the explanation by all children involved of what occurred?

- Can each of the young people give the same explanation of the incident and also what is the effect on the young people involved? Is the incident seen to be bullying for example, in which case regular and repetitive? Is the version of one young person different from another and why?
- What is each of the children's own understanding of what occurred?
- Do the young people know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch? Is the young person's explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the young person have understanding of the impact of their behaviour on the other person?

In dealing with an incident of this nature the answers are not always clear cut. If you are concerned or unsure as to whether or not there is any risk involved, please seek advice from Children's Services Social Care.

Repetition

Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

Outcomes

The outcome of the investigation will follow your local threshold guidance. Therefore, either a referral has been made to either the police/social care for a full investigation (tier 4). It may have resulted in Children's Services undertaking a further assessment (Tier 3) or as a school/setting you may have identified additional services/intervention that are non-statutory and in which case completed an early help assessment (Tier 2). It may be that on investigation, a decision has been made to handle the incident (s) internally and which case the school may implement a risk assessment plan (Tier 1).

In any of the above outcomes, the school has a duty of care to manage the education needs of both children/young people in which case a risk assessment plan may be needed irrespective of the outcome.

Next Steps

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

For the young person who has been harmed (alleged victim)

What support they require depends on the individual. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends. In which case it is necessary that this young person continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people or some restorative justice work with all those involved may be required.

Other interventions that could be considered may target a whole class or year group for example a speaker on cyber bullying, relationship abuse etc. It may be that through the continued curriculum of PHSE that certain issues can be discussed and debated more frequently.

If the young person feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

For the young person who has displayed harmful behaviour (alleged perpetrator)

In this circumstance, it is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases, support such as one to one mentoring or counselling may also be necessary.

Particular support from identified services may be necessary through an early help referral and the young person may require additional support from family members.

Once the support required to meet the individual needs of the young person has been met, it is important that young person receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the young person

they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the young person to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing, it may be that this young person cannot be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education whilst off site.

Even following the conclusion of any investigation, the behaviour that the young person has displayed may continue to pose a risk to others in which case an individual risk assessment may be required. This should be completed via a multi- agency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour.

The school may also choose a punishment as a consequence such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the young person to reflect on their behaviour.

After Care

It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). In which case, regular reviews with the young people following the incident(s) are imperative.

Safety Planning

Safety planning is a positive way of supporting a child who may benefit from a planned approach; this may be either the alleged victim or the alleged perpetrator. Safety plans support the child by considering the behaviours that may be risky and plan ways to

manage triggers and to seek support from adults and peers. They are inclusive of parents and staff and are a planned intervention to support young people in feeling secure in the school/setting, helping young people identify behaviours that may leave them feeling anxious or at risk and have strategies that they can apply to keep themselves feeling safe. The language of safety planning is more positive than risk assessment and can give security to the child that a joined up approach is being followed by all in school.

Disciplinary Action

Finally and in some circumstances, the school/setting may need to consider whether disciplinary action may be appropriate for any child/children involved – any such action should address the abuse, the causes of it, and attitudes underlying it.

Disciplinary action may sometimes be appropriate, including (a) to ensure that the child/children take(s) responsibility for and realise(s) the seriousness of their behaviour; (b) to demonstrate to the child/children and others that child on child abuse can never be tolerated; and (c) to ensure the safety and wellbeing of other children. However, these considerations must be balanced against the child's/children's own potential unmet needs and any safeguarding concerns. Before deciding on appropriate action the School will always consider its duty to safeguard all children from harm; the underlying reasons for a child's behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the child on child abuse and the causes of it.

The school/setting will, where appropriate, consider the potential benefit, as well as challenge, of using managed moves or exclusion as a response, and not as an intervention, recognising that even if this is ultimately deemed to be necessary, some of the measures referred to in this policy may still be required. Exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of the other children in the School. Engaging in Fair Access Panel Processes to assist with decision-making associated to managed moves and exclusions can also be beneficial.

Review of Circumstances

Following any incident of harm, it is necessary for the school/setting to consider if anything could have been done differently. Use of PGSF proforma for internal lessons learnt, can support in identifying under the business model of PGSF what identified changes within the school/setting need to occur. This demonstrates how proactive the school is in continually reviewing its policies and systems in effectively keeping children safe.

Appendix 4

Low-level Concerns Procedure

Purpose

This policy sets out a framework whereby staff are expected to report concerns, no matter how small, about their own behaviour or that of another member of staff, volunteer, supply teacher, contractor or other person working in school. Its purpose is to help create and embed a culture of openness, trust and transparency in which the clear values and expected behaviour set out in the “Guidance for safer working practice for those working with children and young people in education settings” (May 2019) (sometimes called the safeguarding code of conduct) are lived, monitored, and reinforced.

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

Who does the policy apply to?

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

Definition of a low-level concern

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

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

Reporting low-level concerns

Where a low-level concern has been identified this will be reported as soon as possible to the headteacher. However, it is never too late to share a low level concern if this has not already happened. Where the head teacher is not available, the information will be reported to the Designated Safeguarding Lead or Deputy (ie the most senior

member of SLT acting in this role). Low-level concerns about the Designated Safeguarding Lead will be reported to the head teacher and those about the head teacher will be reported to the Chair of Governors who will liaise with the Symphony CEO. Where the low-level concern has been reported to the Designated Safeguarding Lead, they will inform the head teacher of the details as soon as possible.

Recording concerns

A summary of the low-level concern should be written down, signed, timed, dated and shared by the person bringing the information forward. Where concerns are reported verbally to the head teacher a record of the conversation will be made by the head teacher which will be signed, timed, and dated.

Responding to low-level concerns

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

- Speak to the person reporting the concern to gather all the relevant information
- Speak to the individual about the concern raised to ascertain their response, unless advised not to do so by the LADO or Police (HR advice may also need to be taken).
- Where necessary further investigation will be carried out to gather all relevant information. This may involve speaking to any potential witnesses.
- The information reported and gathered will then be reviewed to determine whether the behaviour,
 - i) is consistent with the “Guidance for safer working practice for those working with children and young people in education settings” (Feb 2022): no further action will be required,
 - ii) constitutes a low-level concern: no further action is required, or additional training/guidance/support may be required to rectify the behaviour via normal day to day management processes. The employee should understand that failure to improve or a repeat of the behaviour may lead to further action being taken, e.g. either via the Performance Management Policy or Disciplinary Policy.

- iii) is serious enough to consult with or refer to the LADO: a referral should be made to the LADO and advice taken from HR. In this case the school's Managing Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed.
- iv) when considered with any other low-level concerns that have previously been raised about the same individual, should be reclassified as an allegation and referred to the LADO or Police: a referral should be made to the LADO and advice taken from HR. In this case the school's Managing Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed.
- Records will be made of,
 - i) all internal conversations including any relevant witnesses,
 - ii) all external conversations eg with the LADO
 - iii) the decision and the rationale for it,
 - iv) any action taken

Can the reporting person remain anonymous?

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

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

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

Where behaviour is consistent with the "Guidance for safer working practice"

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

Should the low-level concerns file be reviewed?

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

References

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

What is the role of the Governing Body?

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

Appendix 5

Online Safety Policy

The aims of this policy are:

- To keep everyone safe online.
- To help develop a culture of openness about life online and how to stay safe.
- To guide staff, volunteers and governors in how to keep pupils safe online with regards to the curriculum and to internet filtering and monitoring.
- To comply with legislation regarding online safety.

Writing and reviewing the Online Safety Policy at Foxtton Primary School

- The Online Safety Policy relates to other policies including those for Behaviour, Anti-Bullying and Safeguarding.
- The Headteacher, Designated Safeguarding Leads and Computing Leader have the overview for Online Safety in the school.
- Our Online Safety Policy has been written by the school, building on best practice and government guidance. It has been agreed by senior leadership and approved by governors.
- This policy has been written following the most up to date guidance in Teaching Online Safety in Schools, DfE.

The Computing Leader and DSL/ Headteacher will:

- Take day to day responsibility for Online Safety issues and has a leading role in establishing and reviewing the school Online Safety policies/documents, in partnership with the school's DSL and DDSLs as required;
- Promote an awareness and commitment to online safety throughout the school community;
- Ensure that Online Safety education is embedded across the curriculum
- Liaise with school IT technical staff;
- Communicate regularly with the Governing body to discuss current issues, review incident logs and filtering/change control logs;

- Ensure that all staff are aware of the procedures that need to be followed in the event of an Online Safety incident;
- Provide parents guidance about current online issues.
- The DSL is responsible for ensuring the appropriate filtering and the monitoring of this is in place when pupils access the internet in school.

Teaching and learning

Being online is an essential element of life in the 21st century for education, business and social interaction. The school has a duty to deliver Online Safety content across the curriculum, which ensures pupils use the internet and technology in a safe, considered and respectful way, so that they can successfully positively participate in the online world. Pupils will also explore where to go for help and support when they have concerns about content they encounter online.

Being online is a part of the curriculum and a necessary tool for staff and pupils. The benefits of being online in education include:

- Access educational resources to enhance and enrich the taught curriculum
- Support to scaffold learning across the curriculum
- Educational and cultural exchanges world-wide
- Cultural, vocational, social and leisure use in and beyond the school setting
- Engagement in research and expertise in various curriculum areas
- Staff continuous professional development to stay up to date with current educational initiatives and practices
- provide a platform for smarter working practices to reduce workload
- Access to a broad range of professionals to enhance the curriculum, pupil wellbeing and safety

Online Safety Curriculum

- The school will deliver an Online Safety curriculum that is regularly reviewed and updated. This forms part of our Computing curriculum.
- The Online Safety curriculum will reflect current statutory and non-statutory guidance and good practice.

- The school will ensure that Online Safety curriculum is progressive, age-related and scaffolded where necessary, to meet the needs of all pupils.
- Staff will reinforce Online Safety messages in the use of IT across the curriculum.
- Pupils will be taught what being online includes and acceptable practices.
- Pupils will be taught what is not acceptable online and be given clear objectives for online activity.
- Pupils will be educated in applying effective strategies to engaging positively in life online.
- Pupils will be shown how to publish, present and share information appropriately to a wider audience.
- Pupils will be taught how to navigate, manage and evaluate online content, through explicit coverage of Online Safety strands.
- Pupils will be taught to identify potential harms and risks online.
- Pupils will be taught to be critically aware of the materials they read and they will be shown how to validate information before accepting its accuracy.
- Pupils will be taught how and when to report unpleasant online content e.g. older pupils may be taught to use the CEOP Report Abuse icon. All pupils will be taught to report online concerns to a trust adult without delay.
- Pupils will be taught to recognise techniques used online for persuasion.
- Pupils and staff will be taught / discuss how technology can affect wellbeing.
- Teachers will refer to relevant school documentation and the DfE's 'education for a connected world framework' and 'Project Evolve' to plan, deliver and resource Online Safety curriculum content.
- Pupils will be taught a 'stop, close, tell' approach.

Communicating and introducing the Online Safety Policy to pupils

- Appropriate elements of the Online Safety Policy will be shared with pupils.
- Pupils will be informed that network and online activity will be monitored.
- Curriculum opportunities to gain awareness of online issues and how best to deal with them will be provided for pupils.

Acceptable Use

Staff and Governors

- Use of school IT systems is governed by the Symphony Learning Trust IT Acceptable Use Policies, which ensure that all staff and pupils will be safe and responsible online users and of other digital technologies. These are available online.
- All staff will be expected to sign to say they have read the Online Safety Policy on an annual basis.
- All staff must read and sign their agreement to the IT Acceptable Use Policy for Staff and Volunteers as part of their induction, before using any school IT resource.
- Any person not directly employed by the school will only be allowed supervised access to the school's IT systems (other than trainee teachers).
- All volunteers will sign an IT acceptable use policy on induction.
- The school will maintain a current record of all staff and pupils who are granted access to school IT systems.
- Failure of staff to comply with the IT Acceptable Use Policy may result in disciplinary action.
- Staff who manage filtering systems or monitor IT use will be supervised by senior leadership and have clear procedures for reporting issues.

Pupils

- All pupils and parents will understand what is meant by *appropriate use* of our school IT systems. The Symphony Learning Trust 'Pupil Acceptable Use' document is explained and signed as part of our computing curriculum.
- Failure of pupils to use our IT systems appropriately will be dealt with in accordance with the school's Behaviour Policy.
- Cyber-bullying will be dealt with in accordance with the school's Anti-Bullying Policy.
- Pupils deemed as being 'vulnerable online' will be flagged to the Designated Safeguarding Lead, and tailored provision for using technology will be considered.

IT Systems

Information system security

- School IT system security will be reviewed regularly.
- Virus protection will be updated regularly.
- Security strategies will be discussed with Symphony Learning Trust and reviewed regularly.

Filtering

- The overarching responsibility for filtering systems in school lies with the school's DSL.
- Staff, volunteers and governors understand their duty to keep children safe online using the school's internet.
- Staff and governors are trained annually at a minimum to understand their statutory duties regarding online filtering, how the school keeps children safe online through filtering and also how this is monitored.
- Volunteers are trained when they are inducted.
- Staff, volunteers and governors understand that the internet is continually changing, and that vigilance is key.
- School internet access is provided by EKTE and includes filtering appropriate to the age of pupils.
- The school works in partnership with EKTE and Ark ICT to ensure systems to protect pupils are reviewed and improved.
- The school has two levels of filtering in place (a higher level for staff including social media for marketing of the school for teaching resources such as You Tube) to protect pupils. All pupil devices and any visitor devices are automatically set to pupil filtering.
- The school will perform regular checks to ensure that the filtering methods selected are appropriate, effective and reasonable.

Monitoring of filtering

- If staff or pupils come across unsuitable online materials, the it must be reported to the Designated Safeguarding Lead, which is investigated immediately and the device removed.
- Should there be a breach, appropriate action is taken to immediately report the incident to the DSL.
- Should a pupil be found to be searching for inappropriate materials in school, parents would be informed by the DSL, support and education offered to both parents and the pupil, and a log be made on the child's safeguarding record.
- EKTE alert the DSL to anything suspicious or concerning.
- The school engages in regular external filtering testing using the KCSIE recommended SWGFL Test Filtering and obtains a certificate of evidence.
- The school completes an Internet Filtering and Monitoring Standards for Schools and Colleges Check/Review on an annual basis to ensure the school meets its statutory duties.
- Governors understand their statutory duty to monitor filtering. The safeguarding governor checks the school's logs on a termly basis and as part of the annual safeguarding audit.

Accounts

- Staff will be provided with a local network account and an Office 365 account with a linked e-mail address (ending in @foxton.leics.sch.uk).
- Pupils will access the local network via a pupil account.
- Staff and pupils will be provided with additional accounts as determined by the school (e.g. to access online teaching and learning resources).
- Use of all school-related accounts will be in accordance with the IT Acceptable Use Policy.

E-mail

- Pupil access to e-mail will be restricted and monitored at all times.

- Accounts of pupils may be used on infrequent occasions by teachers and pupils in their class during the teaching of using emails safely. This will be closely supervised and restrictions will be reinstated after use.
- Incoming e-mail should be treated as suspicious and attachments not opened unless the author is known.

Social networking

- The school will control access to social networking sites, and consider how to educate pupils in their safe use e.g. use of passwords.
- All users will be advised never to give out personal details of any kind which may identify them, anybody else or their location.
- Pupils must not place personal photos on any social network space without permission.
- Pupils, parents and staff will be advised on the safe use of social network spaces (those appropriate for primary pupils).
- Pupils will be advised to use nicknames and avatars when using social networking sites.
- Pupils and parents will be reminded about relevant age restrictions when discussing use of social media.
- The use of social media is not permitted at Foxton and pupils attempting to access this will be in breach of the IT Acceptable use policy.

Devices

- School-managed technology will be used by staff and pupils in accordance with the IT Acceptable Use Policy.
- All school devices will be managed carefully and pupils' use of them will be for solely educational purposes.
- Use of personal devices in school will be in accordance with the IT Acceptable Use Policy (for adults only- pupils do not have access to the internet freely in school).

- Mobile phones and associated cameras will not be used during lessons or formal school time except as part of an educational activity.
- The sending of abusive, offensive or inappropriate material is forbidden.
- Staff should not share personal telephone numbers with pupils and parents. (A school phone will be provided for staff where contact with pupils is required).

Managing emerging technologies

- Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in school is allowed.

Use of personal data and copyright

Published content and the school website

- The contact details on the website are the school address, e-mail and telephone number. Staff or pupils' personal information will not be published. The 'contact us' page directs emails to the office email address.
- The Headteacher will take overall editorial responsibility and ensure that content is accurate, appropriate and compliant.

Publishing photographs, images and work

- Photographs that include pupils will be selected carefully and will only include pupils for whom permission has been granted by parents.
- Pupils' full names will not be published on the website, particularly in association with photographs.
- Parents should be clearly informed of the school policy on image taking and publishing, both on school and independent electronic repositories. Parents are reminded of this at key events where they may take photographs e.g. celebration events and assemblies.

Protecting personal data

- Personal data will be recorded, processed, transferred and made available according to the Data Protection Act 2018.

Copyright

- The school will seek to ensure that the use of internet-derived materials by staff and by pupils complies with copyright law.

Online Safety Incidents and Concerns

Assessing risks

- The school will take all reasonable precautions to prevent access to inappropriate material. However, due to the international scale and linked internet content, it is not possible to guarantee that unsuitable material will never appear on a school computer. Neither the school nor Symphony Learning Trust, can accept liability for the material accessed, or any consequences of internet access.
- The school will audit IT use to establish if the Online Safety Policy is adequate and that the implementation of the Online Safety Policy is appropriate and effective.

Addressing potential harms and risks

- The school Online Safety curriculum will address potential risks and harms in three key areas: how to navigate online environments and manage information, how to stay safe online, and pupil wellbeing.
- Curriculum content will be regularly reviewed to reflect the different risks that pupils face and remain up to date with current guidance and good practice.
- Teachers will tailor Online Safety lessons to the needs of their pupils in order to provide the most relevant learning experiences.

Monitoring and Reporting

- Online Safety incidents (including cyber-bullying behaviour) will be reported and monitored in line with school procedures, to the Head teacher/ DSL.
- Online Safety incidents of a child protection nature must be referred to the Designated Safeguarding Lead and dealt with in accordance with school safeguarding procedures.

Handling Online Safety Complaints

- Complaints of IT misuse will be dealt with by a senior member of staff.
- Any complaint about staff misuse must be referred to the Head teacher. If this complaint is about the Head teacher, then it must be referred to the school's Chair of Governors.
- Complaints of a child protection nature must be referred to the Designated Safeguarding Leader and dealt with in accordance with school child protection procedures.
- Parents will be informed of the complaints procedure.
- Pupils and parents will be informed of consequences for pupils misusing the internet.

Enlisting parents' support

- Parents' and carers' attention will be drawn to the school Online Safety Policy in newsletters, and on the school website.
- Parents and carers will from time to time be provided with additional information on current Online Safety issues.
- The school will ask all new pupils and parents to sign the Pupil Acceptable Use Policy when the pupil is registered with the school.
- The use of stereotypes will always be challenged.