

Trustwide Child Protection Policy – including Low Level Concerns procedures

September 2025-26



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This policy applies to:

All Trust settings and any school converting into the trust since the last review and approval of this policy.

Where this policy states ‘school’ this means any of our educational establishments and the wider Trust.

Where this policy states ‘Headteacher’ this also includes ‘Head of School’ and ‘Centre Manager’.

1. Key School Personnel

Ab Kettleby		
Designated Safeguarding Lead:	Andrea Brown	Contact - admin@abkettleby.org
Deputy Designated Safeguarding Lead/s	Cloe Barlow Alex Bray	
Designated Teacher for Children in Care	Andrea Brown	

Brownlow		
Designated Safeguarding Lead:	Vicky Sellars	Contact - admin@brownlowprimary.org
Deputy Designated Safeguarding Lead/s	Sarah Child Hannah Adams Lisa Bunting Hannah Cunningham Rachael Smith	
Designated Teacher for Children in Care	Sarah Child	

Buckminster		
Designated Safeguarding Lead:	Julia Orridge	Contact - admin@buckminsterprimary.org
Deputy Designated Safeguarding Lead/s	Taylor Craven Nicky Wright	
Designated Teacher for Children in Care	Julia Orridge	

The Grove		
Designated Safeguarding Lead:	Hayley Cheeseman	Contact - admin@meltongrove.org
Deputy Designated Safeguarding Lead/s	Sarah Evans, Emma French Tracey Cook	
Designated Teacher for Children in Care	Hayley Cheeseman	

Iveshead		
Designated Safeguarding Lead:	Sophie McNally	Contact - info@ivesheadschool.org
Deputy Designated Safeguarding Lead/s	Jenna Buck Nathan James Julie Pearson-Neal	
Designated Teacher for Children in Care	Sophie McNally	

John Ferneley College

Designated Safeguarding Lead:	Kat Russell	Contact – office@johnferneley.org
Deputy Designated Safeguarding Lead/s	Claire Gladwell Paula Oates Zoe Sutherland Jennie Herbert Kaylee Shotton Sammy Costello Kate Hodges Phil Kruse Danielle Hibbitt Dipen Kacchela	
Designated Teacher for Children in Care	Kat Russell	

Oasis

Designated Safeguarding Lead:	Maria Twitney	Contact – admin@oasiscentre.org.uk
Deputy Designated Safeguarding Lead/s	Katie Pollione	
Designated Teacher for Children in Care	Hayley Cheeseman	

Sherard

Designated Safeguarding Lead:	Helena Blumfield	Contact – admin@sherardschool.org
Deputy Designated Safeguarding Lead/s	Charlee Croxall Victoria Wood Jessica Watson Charlotte Akred Rebecca Oliver Sharon Parker Mandy Whitelocks Emma Sharpe Sam Snodin Amanda Ramli	
Designated Teacher for Children in Care	Helena Blumfield	

Sommerby		
Designated Safeguarding Lead:	Andrea Brown	Contact – admin@sommerby.org.uk
Deputy Designated Safeguarding Lead/s	Rachel Sida	
Designated Teacher for Children in Care	Andrea Brown	

Trust personnel		
CEO	Louise Lee	Contact - info@mowbrayeducation.org
Safeguarding Link Trustee	Linda Arnold	
Chair of Trustees	Drew Richard-Walsh	

2. Purpose and Aims

- 2.1 Our policy applies to all staff, governors and volunteers working in the trust and takes into account statutory guidance provided by the Department for Education and local guidance issued by the Leicestershire Safeguarding Children Partnership.
- 2.2 We will ensure that all parents/carers are made aware of our responsibilities regarding child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this school child protection policy. These duties and responsibilities, as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2025 and HM Working Together to Safeguard Children 2023 are incorporated into this policy.

3. Child Protection and Safeguarding Statement

- 3.1 We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We will endeavour to provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse, neglect and exploitation and follow our procedures to ensure that children receive effective support, protection, and justice.
- 3.2 The procedures contained in this policy apply to all staff, supply staff, volunteers, and trustees and are consistent with those Leicester and the Leicestershire and Rutland Safeguarding Children Partnerships.

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

- 4.1 Everyone who works at Mowbray Education 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.

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

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

5. Safeguarding and promoting the welfare of children.

5.1 Defined as:

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

6. Whole trust approach to safeguarding:

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

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

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

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

7. Definitions

Safeguarding is not just about protecting children from deliberate harm.

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

- Pupils' health and safety and emotional well-being, and their mental and physical health or development.
- Meeting the needs of children with special educational needs and/or disabilities.
- Meeting the legal duties on the school under the Equality act: will not unlawfully discriminate against pupils or students based protected characteristics; we will carefully consider how we support pupils/students regarding particular protected characteristics; we will take positive action to deal with particular disadvantages affecting pupils or students.
- Where a child receives elective home education and has an EHCP, the LA should review the plan working with parents and carers.
- The use of reasonable force.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits and off- site education.
- Alternative Provision placements
- Intimate care and emotional wellbeing.
- On-line safety and associated issues including filtering and monitoring in accordance with DfE monitoring standards.
- Appropriate arrangements to ensure school security, considering the local context.
- Keeping children safe from risks, harm, exploitation and sexual violence and sexual harassment between children: KCSiE 2025 Annex A.

8. Safeguarding can involve a range of potential issues.

8.1 Such as:

- Neglect, physical abuse, sexual abuse, emotional abuse and exploitation.
- Contextualised, also known as extra-familial abuse.
- Bullying, including online bullying (by text message, on social networking sites, and prejudice-based bullying and being aware of the ease of access to mobile phone networks.
- The approach to online safety including appropriate filtering and monitoring on school devices and school networks for home use.
- Going frequently missing and who are 'absent from education' going 'missing from care or home' and the risks this poses on repeat occasions and for prolonged periods.
- Domestic Abuse including teenage relationship abuse.
- Domestic Abuse including where they see, hear or experience its effects.
- Racist, disability- based, homophobic, bi-phobic, or transphobic abuse.
- Gender based violence/violence against women and girls.
- Risk of extremist behaviour and/or radicalisation and susceptible to being at risk of being drawn into terrorism.
- Child sexual exploitation, human trafficking, modern slavery, sexual or criminal exploitation.
- A young carer.
- Has a mental health need and has an effect on school attendance and progress.
- Has special educational needs (whether or not they have a statutory Education Health and Care Plan (EHCP).
- Privately fostered.
- Has returned home to their family from care.
- Has a family member in prison or is affected by parental offending.
- Child-on-Child Abuse (broadened by KCSiE 2025 to include children abusing other children, other varying 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.
- The impact of generative artificial intelligence
- Exposure to misinformation, disinformation (including fake news) and conspiracy theories
- Issues which may be specific to a local area or population, is showing signs of being drawn into anti-social or criminal behaviour, including gang activity or involvement and associations with organised crime groups or county lines.
- In possession of a knife and or involved in knife crime, youth violence, criminal child exploitation (CCE).

- Family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse/harm.
- 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).

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

8.3 Our staff recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. Children may also feel embarrassed, humiliated, or could be being threatened not to tell, so they do 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.

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

- 8.5 As a trust 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).
- 8.6 **All** staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of our school environment.
- 8.7 All our staff have received information and training regarding the risks that can take place outside the child's family. This is known as extra-familial harm, and these can take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.
- 8.8 Our staff are aware that technology offers many opportunities but is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.
- 8.9 All our staff have 'an understanding of the expectations applicable to their roles and responsibilities in relation to filtering and monitoring' of ICT systems and regular monitoring of school's equipment and networks.

9. Online Safety

- 9.1 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 2023 Paragraph 138).
- 9.2 Our Senior DSL and the DSL team has the lead responsibility in this area, which is overseen and regularly reviewed through safeguarding audits, 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.
- 9.3 Our Trust Board will ensure they maintain oversight of the Online Safety Policy, and the arrangements are put in place to ensure appropriate filtering and monitoring on school devices and school network. The appropriateness of any filtering and monitoring systems will in part be informed by the risk assessment required by the Prevent Duty as required by KCSiE 2025 paragraph 140-150.

9.4 This will include:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet the schools safeguarding need.
- review and discuss the standards with the leadership team, IT staff and service providers to ensure the school/college meets the standard published by the Department for Education filtering and monitoring standards.

9.5 The trust's Online safety Policy can be accessed via the IAM compliant or on the Trust website where details of the filtering and monitoring procedures and requirements are listed.

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

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

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

9.9 All forms of abuse or harassment will be reported in accordance with national safeguarding guidance, and we will take a 'zero tolerance' approach to harassment and abuse as informed in KCSiE 2025.

9.10 As a trust, 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.

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

10. Identifying Concerns

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

Indicators of abuse, neglect and exploitation:

- 10.4 **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.
- 10.5 **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

- 10.6 **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 as far as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectation being imposed on children. These may include interactions that are beyond a child's developmental capability as well as over protection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- 10.7 **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbations, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children to look at, or in the production of sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and **all** staff should be aware of it and of their school or colleges policy and procedures for dealing with it.
- 10.8 **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to; provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- 10.9 **Child Criminal Exploitation:** occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child

or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual.

Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology. Criminal exploitation often happens alongside sexual or other forms of exploitation.

Child Criminal Exploitation is broader than just county lines and includes for instance children forced to work on cannabis farms, to commit theft, shoplift or pickpocket, or to threaten other young people.

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

11. Safeguarding issues:

- 11.1 All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, deliberately missing education unexplainable and/or persistent absences from education and consensual and non-consensual sharing of nudes and semi-nude images and/or videos can be signs that children are at risk.
- 11.2 All staff and Trustees receive annual safeguarding and child protection training to ensure their knowledge and skills are current. Regular updates and briefings are provided to staff throughout the academic year to maintain the most up to date guidance, information and practices. Staff have access to all the relevant policies and legislation including KCSIE 2024, MET CP Policy, MET Code of Conduct, MET Behaviour Policy and Working Together to Safeguard Children (2023). All staff have access to the electronic safeguarding reporting system, and a DSL is always available during school working hours for support and guidance.
- 11.3 Our trust 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 The Mowbray education 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.
- 11.4 The trust's priority is always the child. Staff will endeavour to capture the child's voice and advocate, focusing on their best interest and safety.
- 11.5 Our schools are led by senior members of staff and 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.

- 11.6 Where staff members have concerns about a child (as opposed to a child being in immediate danger) they will decide what action to take in conjunction with the Snr Designated Safeguarding Lead. Although we advocate that any staff member can make a referral to children's social care or First Response, especially where a child is identified as being in immediate danger, they should, however, ensure that the Designated Safeguarding Lead (DSL), or a member of the senior leadership team is informed as soon as possible.
- 11.7 We also ensure that all our staff are clear that whilst they should discuss and agree with the DSL any actions to be taken, they are able to escalate their concerns and contact First Response, First Response Consultation Line or social care to seek support for the child if despite the discussion with the DSL their concerns remain. Staff are also informed of the trusts whistle blowing procedures and the contact details for the Local Authority LADO and NSPCC helpline.

12. Alternative providers and other agencies

- 12.1 The Trust works in partnership with other agencies including statutory safeguarding partners to support vulnerable children. Regular communication, meetings in school, taking part in partnership forums/events, and accessing multi-agency training are all examples of inter-partnership collaboration. The schools offer to facilitate meetings for individual children and families in school/college to support easier local access and involvement by children, parents and or carers.
- 12.2 Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider can meet the needs of the pupil.
- 12.3 Children who attend alternative education often have complex needs, it is important governing bodies/trusts and designated safeguarding leads ensure children are fully always supported, and the alternative setting is aware of any additional risks of harm that pupils may be vulnerable to. Information sharing for pupils who receive education provision outside of a mainstream setting is vital to support the child and ensure the learning environment where they are placed has all necessary information for the child before they access the provision. The working together principles are key to keep the child safe and understanding the vulnerabilities needing to be supported. This should include up to date contact details for the professionals working with the child and family.

- 12.4 Schools should also obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff.
- 12.5 Annual quality assurance checks and audits should take place, along with random spot and planned visits. All students on the school's roll have their attendance checked daily, absences are followed up using the Trusts attendance policy and procedures. Progress and attainment are closely monitored and reviewed. Regular contact with parents must be maintained and at least half-termly visits must be completed by the schools to seek ongoing assurance with regards to the student's safety.
- 12.6 The Senior Designated Safeguarding Lead (DSL) and DSL team will review all information shared with other professionals and agencies and adhere to the trust data sharing policies and national legislation.
- 12.7 Schools should always know where a child is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend.
- 12.8 When services are provided under the direct management of the Trust/school, the Trust's safeguarding and child protection procedures apply. When the school sites/facilities are being used by outside organisations, the school seeks assurances that the provider has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as required) and ensure that there are arrangements in place for the provider to liaise with the academy on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll. Providers will be asked to adhere to the requirements of Keeping Children Safe in Out-of-School Settings. Safeguarding arrangements are included in all letting or hire agreements. Failure to comply with this would lead to termination of the agreement. For any concerns or allegations raised during these times, the trusts safeguarding procedures will be followed and appropriate actions will be taken, including informing the LADO.

13. CPD, culture and ethos

- 13.1 All staff, including supply staff, contractors and volunteers receive appropriate safeguarding training and information during inductions. This includes a copy of Safer Working Practice (2023) instructions on how to report concerns or disclosures and details of the DSL and deputies.

13.2 The Trust recognises that safe recruitment practices are an essential part of creating a safe environment for children and young people. Consequently, we will ensure that staff and volunteers working within the Trust are suitable and do not pose any kind of risk to our students. The Trust will ensure that its recruitment and selection procedures include clear systems to vet all applicants including online checks before they are in the schools. Details can be found in the Safer Recruitment Policy. The Head Teacher/Executive Trust Leaders will ensure that members of the SLT team have received training in Safer Recruitment and that all interview panels have a trained member of staff. Where the Trust recruits temporary or supply staff through an agency, the Trust will ensure that assurance is sought from the agency that all relevant pre-employment checks have been conducted and their ID verified on arrival at the school site.

14. Responsibilities of the DSL/DSL Team

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

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

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

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

15. The seven main elements of our Child Protection Policy

15.1 There are seven main elements to our policy:

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

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

16.2 The trust will therefore:

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

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

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

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

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

16.2.6 Support the development of healthy relationships and awareness of domestic violence and abuse, recognising that Domestic Abuse can encompass a wide

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

- 16.2.7 Recognising how pressure from others and safeguarding vulnerabilities can affect their behaviour.
- 16.2.8 Recognising the link between mental health, school attendance and children 'absent from education' and the impact on learning, progress, and educational attainment.
- 16.2.9 Knowing that as a trust we will act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.
- 16.2.10 Ensuring our behaviour policy includes measures to prevent bullying, including cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying and use of social media platforms and networks.
- 16.2.11 Maintain an on-line safety policy which address statutory filtering and monitoring standards, which consider remote learning, and use of mobile and smart technology and is reviewed regularly to take into account any new threats.
- 16.2.12 The response required by schools and safeguarding agencies to address any 'harm outside the home' also known as 'extra familial harm.' Schools are a place of protection, and where children and young people can share concerns and seek support and are place of safety and where children and young people can form safe and trusted relationships. Through creating a whole trust ethos and sharing excellent communication with safeguarding partners and services, children and young people can feel assured they will be listened to, heard, and offered support to enable them share sensitive information and strengthen their resilience.
- 16.2.13 Importance of our trust ethos of working together with parents, carers, and external services to form strong and trusted partnerships which can advocate trauma informed and trauma aware responses and where trusted relationships can be formed and go on to create safe places and spaces within the

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

- 16.3 The Trust will follow procedures outlined by their local Safeguarding Partnership when responding to concerns about child exploitation and harm outside the home. This will include making use of available screening tools to identify and respond to potential risks and liaising with other agencies to ensure that the appropriate support is in place.
- 16.4 Each school across the Trust commits to teaching safeguarding as part of the broad and balanced RSHE curriculum in line with the Departments for Education guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education. This information is shared via an annually reviewed and approved policy and shared on each school website.
- 16.5 We will take all reasonable measures to ensure any risk of harm to children's welfare is minimised inside and outside of the school environment.
- 16.6 Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies.
- 16.7 Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school.
- 16.8 Promote pupil health and safety.
- 16.9 Promote safe practice and challenge unsafe practice.
- 16.10 Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers, supply staff and contractors. KCSiE Part Four has two sections, the second section addresses low-level concerns.
- 16.11 Provide first aid and meet the health needs of children with medical conditions.
- 16.12 Ensure school site security.
- 16.13 Address drugs and substance misuse issues.
- 16.14 Support and plan for young people in custody and their resettlement back into the community.

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

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

17. Additional measures

17.1 KCSiE acknowledged that Children who are LGBT may be targeted and informs Homophobia, biphobia, and transphobia are not phobias, they are not fears; they are forms of discrimination of or hate towards LGBT people or those perceived to be LGBT and must not be tolerated. Guidance may change as the 'Children who are lesbian, gay, bisexual, or gender questioning' section is currently under review pending the outcome of the gender questioning children guidance consultation (DfE, 2023b). All schools will have a designated trusted adult available to support

17.2 KCSiE 2025 Annex B page 150 Child abduction and community safety incidents – Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers. 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. If any such incidents occur the DSL/safeguarding team is to notified to review and risk assess the situation. Relevant agencies such as local Police may be contacted if deemed an appropriate response.

18. Procedures for identifying and reporting cases.

18.1 We will follow the procedures set out by the Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) and take account of guidance issued by the DfE in Keeping Children Safe in Education 2025 to:

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

18.1.2 The Designated Safeguarding Lead role is written into their job description and clarifies the role and responsibilities including as defined in KCSiE 2025 Annex C.

- 18.1.3 Ensure we have a nominated governor responsible for child protection/safeguarding.
- 18.1.4 Ensure that we have a Designated Teacher for Looked After Children (LAC).
- 18.1.5 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.
- 18.1.6 Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead, or to children's social care/police if a child is in immediate danger.
- 18.1.7 Ensure all staff and volunteers are aware of the early help process and understand their role in making referrals or contributing to early help offers and arrangements.
- 18.1.8 Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice, and that these concerns will be taken seriously.
- 18.1.9 Ensure that there is a complaints system in place for children and families.
- 18.1.10 Ensure that parents understand the responsibility placed on the school and staff for child protection and safeguarding by setting out its obligations in the school prospectus and on the school's website.
- 18.1.11 Notify Children's Social Care if there is an unexplained absence for a child who is subject to a child protection plan and where no contact can be established with the child, or a parent or appropriate adult linked to the child.
- 18.1.12 Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- 18.1.13 Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral, and actions to safeguard.

- 18.1.14 Ensure all records are kept securely; all safeguarding records are stored electronically through our management and recording system (My Concern/CPOMS). Historical child protection and confidential paper files are kept separate from the main pupil file, in a locked cabinet the DSL office (not a classroom) or whether you use an electronic management and recording system.
- 18.1.15 Ensure that we follow robust processes to respond when children are missing from education or missing from home or care.
- 18.1.16 Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- 18.1.17 Ensure safe recruitment practices are always followed.
- 18.1.18 Apply confidentiality appropriately.
- 18.1.19 Apply the LLRSCB escalation procedures if there are any concerns about the actions or inaction of social care staff or staff from other agencies.

19. Supporting children and working in partnership

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

19.3 Our trust will endeavour to support the pupil through:

- 19.3.1 Developing the content of the curriculum, staff will ensure that children receive a preventative education that teaches them how to keep themselves and others safe, including online, and prepares them for adult life. This includes creating a culture of zero tolerance for sexism, misogyny/misandry, homophobic, biphobia and sexual violence and harassment.
- 19.3.2 Maintaining a trust ethos which promotes a positive, supportive, and secure environment, and which gives pupils a sense of them being valued.
- 19.3.3 The school behaviour policy, 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 within our trust.
- 19.3.4 Our trust will proactively ensure that all children know that some behaviours are unacceptable and will need to be addressed but as members of our trust they are valued and will be supported through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents.
- 19.3.5 All schools in the Trust have behaviour, pastoral and well-being teams in place to support. Details of the resources and processes are listed in the MET Behaviour Policy.
- 19.3.6 Liaison with other agencies that support the pupil such as Children's Social Care (in line with the Thresholds for access to services, updated in September 2021); Leicestershire Inclusion Service and Education Psychology Service, and the Children and Family Wellbeing Service, etc.
- 19.3.7 Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there have been wider safeguarding concerns, their information is transferred to the new school immediately or within **5 working days** and that the child's social worker is informed.
- 19.3.8 Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully support
- 19.3.9 Where a child discloses a concern or informs of an incident that has involved them in an incident involving sexual violence and or sexual harassment the staff member will ensure the child (victim) is taken seriously, kept safe and

never be made to feel like they are creating a problem for reporting abuse, sexual violence, or sexual harassment.

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

20. Staff and Safe Recruitment

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

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

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

20.4 The trust 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 209 to 351.

20.5 Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the School Employee Code of Conduct, which includes contact between staff and pupils outside the work context. Concerns regarding low-level concerns will be included in our Code of Conduct from 1 September 2025 in line with KCSiE Part Four Section two. Staff can access a copy of this through their safeguarding documentation library.

20.6 Newly appointed staff and volunteers will be informed of our arrangements for safer working practices by the DSL/safeguarding team before beginning working and contact with pupils.

20.7 In the event of any complaint or allegation against a member of staff, the headteacher (or the Designated Safeguarding Lead) if the headteacher is not present, will be notified immediately. If it relates to the headteacher, the chair of trustees will be informed without delay. We will respond to all allegations robustly and

appropriately in collaboration with the Local Authority Designated Officer (LADO), LADO Allegation Officers or HR Service.

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

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

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.

20.10 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. 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.

21. Links to other policies

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

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

- MET Behaviour Policy
- MET Safer Recruitment Policy
- MET Anti-bullying Policy
- MET ICT and Acceptable Use Policy
- MET SEND Policy
- MET Online Safety Policy
- MET Data protection policy

21.3 Sexual violence and sexual harassment are examples of harmful sexual behaviour and can occur between two or more children of any age and sex and may occur through a group. The Trust adopts a zero-tolerance approach to sexual violence and

sexual harassment. Staff will not dismiss incidents as “banter”, as this could lead to an unsafe environment, or a culture that normalises abuse, leading to no reporting. Staff are expected to challenge and report all forms of sexual violence and sexual harassment. All staff must adopt an attitude of “it could happen here” and understand that even if there are no reports in their academy, this does not mean it is not happening and may indicate that incidents are not being reported.

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

22. Roles and Responsibilities

22.1 Raising Awareness - Roles and Responsibilities

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

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

22.1.3 All our staff are aware of the early help process and understand their role in this. This includes being able to identify emerging problems to recognise children who may benefit from early help. Staff know in the first instance to discuss their concerns with the Designated Safeguarding Lead and understand they may be required to support other agencies and professionals in assessments for early help.

22.1.4 The Trust recognises the importance of children and social workers meeting during the school day where required. The DSLs work with social care and safeguarding partners to ensure children who are subject to child protection, child in need and LAC plans are kept safe, and the child’s needs are met.

22.1.5 The DSL/school staff will sign post children, parents, and carers to for support, in school and through your website, posters, newsletters and during meetings.

22.2 Safeguarding Training

22.2.1 All our staff are aware of systems within the trust and the individual education settings, 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.

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

22.2.3 All our staff receive safeguarding and child protection training which is updated every three years. In addition, to this training all staff members

receive child protection and safeguarding updates when required, but at least annually.

22.2.4 The DSL/safeguarding team will provide the staff safeguarding training, this is continued throughout the year during CPD and includes relevant updates to local issues, national changes to safeguarding guidance and legislation.

22.2.5 All our staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act (1989) and understand the role they may have in these assessments.

22.2.6 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.

22.3 Staff responsibilities

22.3.1 All staff have a key role to play in identifying concerns and provide early help for children. To achieve this, they will:

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

22.3.3 Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.

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

22.3.5 Lead and ensure robust arrangements and procedures are in place to effectively manage and regularly monitor the trust 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 Trust Board.

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

22.3.7 Maintain an attitude of "it could happen here" with regards to safeguarding.

22.3.8 Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately a Deputy DSL should be informed.

22.3.9 Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.

22.3.10 Follow the allegations procedures if the disclosure is an allegation against a member of staff.

22.3.11 Follow the procedures set out by the LRSCP and take account of guidance issued by the DfE KCSiE 2025.

- 22.3.12 Support pupils in line with their child protection plan, child in need plan, LAC Care Plan.
- 22.3.13 Treat information with confidentiality but never promising to “keep a secret.”
- 22.3.14 Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- 22.3.15 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.
- 22.3.16 Liaise with other agencies that support pupils and provide early help.
- 22.3.17 Ensure they know who the DSL and Deputy DSLs are and know how to contact them.
- 22.3.18 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.
- 22.3.19 The DSL and safeguarding team engage in learning opportunities or partnership work with agencies such as the NSPCC, Police Community Support Officers (PCSOs), and health professionals etc.

22.4 Senior Leadership/Management Team responsibilities

- 22.4.1 Contribute to inter-agency working in line with HM Working Together to Safeguard Children guidance 2023.
- 22.4.2 Provide a coordinated offer of early help when additional needs of children are identified.
- 22.4.3 Ensure all staff, supply staff and volunteers are alert to the definitions of abuse and indicators, and through access to regular training opportunities and updates.
- 22.4.4 Ensure staff are alert to the various factors that can increase the need for early help.
- 22.4.5 Working with Children’s Social Care, support their assessment and planning processes including the school’s attendance at conference and core group meetings as appropriate.
- 22.4.6 Carry out tasks delegated by the trust board such as training of staff and volunteers, safer recruitment and maintaining of a single central register.
- 22.4.7 Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.

- 22.4.8 Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.
- 22.4.9 Ensure that allegations or concerns against staff including low-level concerns are dealt with in accordance with guidance from Department for Education (DfE) KCSiE 2025 Part Four 'Allegations made against/Concerns raised in relation teachers including supply teachers, other staff, volunteers, and contractors in Sections One and Two.
- 22.4.10 Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) and Leicestershire County Council (LCC).

22.5 Teachers (including ECTs) and Headteachers – Professional Duty

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

22.6 Designated Safeguarding Lead

- 22.6.1 We have a Senior Designated Safeguarding Lead who takes lead responsibility for safeguarding children and child protection who has received appropriate training and support for this role. The Snr Designated Safeguarding Lead is a senior member of the school leadership team, and their responsibilities are explicit in their job description.
- 22.6.2 We also have at least two Deputy Safeguarding Lead, who will provide cover for the Senior Designated Safeguarding Lead when they are not available. Our Deputy Safeguarding Lead has received the same training as our Senior Designated Safeguarding Lead. They will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the school ethos and that specific duties are discharged. They will assist the Senior Designated Safeguarding Lead in managing referrals, attending child protection conferences, reviews, core group meetings and other meetings of a safeguarding and protection nature to support the child/children.
- 22.6.3 All members of the safeguarding team have completed the required training and are overseen by the DSL in each setting, to ensure the schools child

protection responsibilities to meet the needs of the children/ young people on roll.

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

22.7 The Senior Designated Safeguarding Lead is expected to:

22.7.1 Manage Referrals:

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

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

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

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

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

22.7.1.6 Regular meetings are held in the schools, with all member of the safeguarding team present so each is fully informed and able to respond to the needs of children subject to safeguarding concerns.

22.7.2 Work with others:

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

22.7.2.2 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.

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

- 22.7.2.4 Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies and acts as a source of support, advice, and expertise for other staff.
 - 22.7.2.5 Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.
 - 22.7.2.6 Liaise with the local authority and other agencies in line with Working Together to Safeguard Children 2023 and the local Leicestershire Safeguarding Children Partnership procedures and practice guidance.
 - 22.7.2.7 The headteacher, designated safeguarding leads and governing body/trust are aware of the local arrangements put in place by Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) and know how to access the LRSCP website and training.
- 22.7.3 Undertake training:**
- 22.7.3.1 Formal Designated Safeguarding Lead training will be undertaken at least every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually.
 - 22.7.3.2 The Senior Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training.
 - 22.7.3.3 The Senior Designated Safeguarding Lead is also responsible for ensuring all other staff with designated safeguarding responsibilities access up to date and timely safeguarding training and maintains a register or data base to evidence the training.
- 22.7.4 The training undertaken should enable the Designated Safeguarding Lead to:**
- 22.7.4.1 Understand the assessment process for providing early help and intervention through the Thresholds to access to services.
 - 22.7.4.2 Have a working knowledge of how the Leicestershire and Rutland Safeguarding Children Partnership operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
 - 22.7.4.3 Ensure that each member of staff has access to the child protection policy and procedures.
 - 22.7.4.4 Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes.
 - 22.7.4.5 Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers.

- 22.7.4.6 Be able to keep detailed, accurate, secure written records of concerns, decisions and referrals.
 - 22.7.4.7 Understand the Prevent Duty and provide advice and support to staff on protecting and preventing children from the risk of radicalisation and being grooming into extremist behaviours and attitudes (KCSiE 2025 Annex A and B).
 - 22.7.4.8 Understand the reporting requirements for FGM
 - 22.7.4.9 Understand and support children to keep safe when online and when they are learning at home.
 - 22.7.4.10 Encourage a culture of protecting children, listening to children and their wishes and feelings.
- 22.7.5 Raise awareness:**
- 22.7.5.1 Ensure that the child protection policies are known, understood, and used appropriately.
 - 22.7.5.2 Ensure that the child protection policy is reviewed annually in consultation with staff members, and procedures are updated and reviewed regularly and implemented, and that the governing body is kept up to date and actively involved.
 - 22.7.5.3 Work strategically to ensure policies and procedures are up to date and drive and support development work within the school.
 - 22.7.5.4 Ensure that the child protection policy is available to parents and carers and uploaded to the school website and make parents/carers aware that referrals may be made about suspected abuse or neglect
 - 22.7.5.5 Ensure all staff receive induction training covering child protection before working with children and can recognise and report any concerns immediately as they arise.
- 22.7.6 Child Protection file - The Senior Designated Safeguarding Lead is responsible:**
- 22.7.6.1 For ensuring that when a child leaves the school or college their 'child protection,' 'child in need' file or 'confidential' file is transferred to the new school or college at the same time the child goes on roll of its new school or education provision.
- 22.7.7 For keeping a record of the number of children open and subject to CP, CiN and LAC concerns is maintained and shared with the governing body annually.
 - 22.7.8 For keeping a record or data on the cohort of children having or have had a social worker and social care involvement will be maintained.
 - 22.7.9 Our trust will maintain, keep and storing records, where a concern about a child has been identified in accordance with statutory guidance in KCSiE 2025.
 - 22.7.10 The Senior DSL and DSL team ensure all concerns and incidents are reported, recorded, and responded to at the earliest opportunity. The school

operate electronic recording system (My Concern/CPOMS). All file transfers including historical paper files are transferred in line with legislation and guidance, within the 5-day time frame. This is the case should a child move school, mid-year transfers or leave to go to either Elective Home Education, alternative education placement, or college.

22.7.11 Availability - During term time the Senior Designated Safeguarding Lead (or a Deputy/member of the safeguarding team) will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.

22.8 Headteacher

22.8.1 The Headteacher of the school will ensure that:

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

22.8.1.2 The schools maintains an up-to-date Single Central Record (SCR) which is reviewed regularly and is compliant with statutory guidance.

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

22.8.1.4 All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.

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

22.8.1.6 The Headteacher will ensure there are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in KCSiE 2025.

22.8.1.7 Where there is an allegation made against a member of staff (either paid or unpaid, including volunteers) that meets the criteria for a referral to the LADO, then the headteacher or principal will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four: Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers, and contractors in KCSiE 2025. If the allegation is against the

Headteacher/Principal, then the Chair of Trustees will manage the allegation – see below.

22.9 Trust Board and the Multi-Academy Trust

- 22.9.1 We recognise our Trust has a strategic leadership responsibility for our trusts 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 trust are effective and always comply with the law.
- 22.9.2 The Trust board will be collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day-to-day safeguarding practices by:
- 22.9.2.1 Ensuring there is an individual member of the Trust Board to take leadership responsibility for safeguarding and champion child protection issues in the schools.
 - 22.9.2.2 Ensuring that each school has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2023) as well as with local LRSCP guidance and monitors the school's compliance with them.
 - 22.9.2.3 Ensuring that safeguarding policies and procedures are in place for appropriate action to be taken in a timely manner to promote a child's welfare.
 - 22.9.2.4 Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSiE 2025 Annex C page **172 to 173** and paragraphs 56 to 57, 115 to 121, 375, to 390, 476, 540 and **544** and page 158, the additional clarification about GPDR and withholding information.
 - 22.9.2.5 Ensuring cooperation with the local authority and other safeguarding partners.
 - 22.9.2.6 Appointing a Senior Designated Safeguarding Lead from the leadership team of each school to take lead responsibility for child protection/safeguarding and that a Designated Teacher for Looked After Children is appointed and appropriately trained.
 - 22.9.2.7 Ensuring that all staff, supply teachers, local governors and trustees 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.
 - 22.9.2.8 Ensuring that the board of trustees understands it is collectively responsible for the school's safeguarding arrangements, even though a

trustee will be nominated as the 'Safeguarding trustee' and person who will champion all safeguarding requirements.'

- 22.9.2.9 All members of the local governing committees and Trust board will undertake safeguarding training to ensure they have the knowledge and information needed to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of robust 'safeguarding arrangements and act as the 'critical friend'. This training must focus on their strategic role and not on operational procedures.
- 22.9.2.10 The Chair of Trustees and named Safeguarding trustee 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.
- 22.9.2.11 The Trust Board will collectively ensure there is a training strategy in place for all staff, including the headteacher, so that child protection training is undertaken and refreshed in line with KCSiE 2025 and LRSCP guidance.
- 22.9.2.12 Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated to ensure that safeguarding remains a priority.
- 22.9.2.13 Ensuring that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.
- 22.9.2.14 Ensuring there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of dealing with a complaint KCSiE 2025 Part Four Section One.
- 22.9.2.15 Ensuring that arrangements/procedures are in place to manage and provide clarity on the process for sharing 'low level' concerns, which should be referred to within the school/college Staff Code of Conduct, (Allegations and concerns about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO).
- 22.9.2.16 Ensuring a response if there is an allegation against the headteacher by liaising with the LADO or other appropriate officers within the local authority.
- 22.9.2.17 Ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual exploitation and going missing in future.

- 22.9.2.18 Be aware of the issues involving the complexity of serious violence and sexual violence and sexual harassment between children and ensure the trust 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.
- 22.9.2.19 Be alert and respond to harmful online challenges and hoaxes, including providing information and advice to parents and carer and informing where to get help and support.
- 22.9.2.20 Be alert to the growing concerns involving knife crime and ensure the schools 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.
- 22.9.2.21 Ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum.
- 22.9.2.22 Giving staff the opportunities to contribute and shape safeguarding arrangements and child protection policy.
- 22.9.2.23 When the trust premises are used for non-school activities the 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 and central departments of the Trust. This will apply regardless of whether or not children who attend the provision are on the school or college roll.
- 22.9.2.24 Any safeguarding concerns involving outside organisations will be addressed through our schools safeguarding policies and procedures and in line with Leicestershire Safeguarding Children Partnership procedures.
- 22.9.2.25 Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required.
- 22.9.2.26 Ensure at least one person on an interview panel has completed safer recruitment training.
- 22.9.2.27 Inform any new prospective employee candidate that the Trust will carry out online checks (KCSiE 2025 Part Three Safer Recruitment).
- 22.9.2.28 Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.
- 22.9.2.29 Be open to accepting that child abuse and incidents can happen within the Trust and be available to act decisively upon them.

23. Looked After Children – The Role of Designated Teacher

- 23.1 A teacher is appointed who has responsibility for promoting the educational achievement of children who are looked after. They have the appropriate training. The Designated Teacher will work with the Virtual School to ensure that the progress of the child is supported. The Designated Safeguarding Lead will also have details of the child's social worker and the name of the Head of the Virtual School. The Designated Safeguarding Lead will work closely with the Designated Teacher, as we recognise that children may have been abused or neglected before becoming looked after. We will ensure their ongoing safety and wellbeing as well as supporting their education, through linking with their social worker, carers, and parents where appropriate.
- 23.2 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's pastoral system. As a trust 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.
- 23.3 The Head of the Virtual school includes responsibility for promoting the educational achievement of children in kinship care. Therefore, schools should recognise that these children may require additional support to be successful in school.

24. Children with Special Educational Needs

- 24.1 We recognise that children with special educational needs (SEN) and or disabilities can face additional safeguarding challenges on and offline. Children with SEN and/or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.
- 24.2 All staff are aware that additional barrier can exist when recognising abuse, neglect and exploitation for children with SEND and be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. They may not always show outward signs and may have communications barriers and difficulties in reporting challenges, especially involving exploitation or incidents involving child- on -child harm, abuse, or harassment and particularly where that harassment or harm is of a sexual nature. Our staff's vigilance will be a supporting factor to keeping all children safe.
- 24.3 Staff should consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place. Further information can be found in the DfE:

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

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

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

24.4.2 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,

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

24.4.4 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.

25. Acting where concerns are identified.

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

25.2 If staff have concerns about a child, they will need to decide what action to take. A discussion should take place with the Senior Designated Safeguarding Lead, to agree a course of action.

25.3 If a child is in immediate danger or risk of harm a referral will be made immediately to First Response and/or immediately to the police if at imminent risk of harm by the member of staff if required, with the Designated Safeguarding Lead being informed of the referral.

25.4 If a child chooses to tell a member of staff about alleged abuse, there are several actions that staff will undertake to support the child:

25.4.1 The key facts will be established in language that the child understands, and the child's words will be used in clarifying/expanding what has been said.

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

25.4.3 Staff will stay calm and be available to listen.

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

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

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

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

26. Confidentiality

- 26.1 We recognise that all matters relating to child protection are confidential; however, a member of staff must never guarantee confidentiality to children; children will not be given promises that any information about an allegation will not be shared.
- 26.2 Where there is a child protection concern it will be passed immediately to the Designated Safeguarding Lead and/or to children's social care. When a child is in immediate danger children's social care/the police will be contacted.
- 26.3 The Headteacher or Senior Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff, including the level of involvement of other agencies, only on a 'need to know' basis.
- 26.4 All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children. They are aware that the Data Protection Act 1998 should not be a barrier to the 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).

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

27. Information Sharing

- 27.1 Effective sharing of information between practitioners and local organisations and agencies is essential for early identification of need, assessment, and service provision to keep children safe. Serious Case Reviews (SCRs) now known as Rapid Reviews (RRs) have highlighted that missed opportunities to record and thereby understand the significance of sharing information in a timely manner can have severe consequences for the safety and welfare and well-being of children (Working Together to Safeguard Children, December 2023).
- 27.2 We will adopt the information sharing principles detailed in statutory safeguarding guidance contained within:
- 27.2.1 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.
- 27.2.2 Working Together to Safeguard Children 2023 paragraphs 28 to 33 and on pages 18 -20.
- 27.2.3 Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents, and carers (which has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018.
- 27.2.4 Leicestershire and Rutland Safeguarding Children Partnership (NSCP) Policy and Practice Guidance.
- 27.2.5 All staff within the trust have completed GDPR Information Sharing training, this is reviewed and updated regularly.

28. Records and Monitoring

- 28.1 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.
- 28.2 At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person; this type of behaviour could lead to the staff member being taken into managing allegations procedures. The body maps should be used in accordance with recording guidance and to support clarity for example of areas of injury, marks and bruising and/or touching.

- 28.3 Any concerns should be reported and recorded without delay to the appropriate safeguarding services e.g., First Response or the child's social worker if already an open case to social care.
- 28.4 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.
- 28.5 Our trust 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.

29. Why recording is important.

- 29.1 Our staff will be encouraged to understand why it is important that recording is comprehensive and accurate and what the messages from serious case reviews are in terms of recording and sharing information. It is often when a chronology of information is pieced together that the level of concern escalates or the whole or wider picture becomes known.
- 29.2 Our trust uses CPOMs/My Concerns for electronic safeguarding recording.
- 29.3 We acknowledge without information being recorded it can be lost. This could be crucial information, the importance of which is not always necessarily apparent at the time. On occasions, this information could be crucial evidence to safeguard a child or be evidence in future criminal prosecutions.

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

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

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

All 'child protection' or 'confidential' file should contain the A front sheet.

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

- 30.2 The school will keep electronic records of concerns about children even where there is no need to refer the matter to First Response/Children's Social Care (or similar) immediately, but these records will be kept within the separate concerns file.
- 30.3 Records will be kept up to date and reviewed regularly by the Snr Designated Safeguarding Lead, to evidence and support actions taken by staff in discharging their

safeguarding arrangements. Original notes will be retained (but clearly identified as such) as this is a contemporaneous account; they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.

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

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

- 31.1 Our trust 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.
- 31.2 For those children subject of social care and safeguarding agency involvement will ensure the file is able to evidence the child's journey and include key information as described in KCSiE 2025 should a child subject to social care involvement transfer schools, college, or education provider we will ensure the child's child protection or confidential file move is transferred within 5 days as required by KCSiE.
- 31.3 Our Senior DSLs will liaise directly with the receiving school, college or alternative placement and hold a discussion to share important information to support the child's transfer to ensure the child remains safeguarded, has any 'reasonable adjustments' agreed, and put in place and to ensure the changes experienced by the child are as smooth as possible to enable a positive integration experience and engagement with new staff and learning.
- 31.4 In accordance with KCSiE 2025 we will maintain information on cohorts of children who have been open to social care, have had a social worker or who are closed to social care and may have returned to the family home. This information will only be considered for sharing 'if appropriate' with the new school or provider in advance of the child leaving to allow for the new school to continue supporting the children who have had a social worker or been victims of abuse, including those who are currently receiving support through the 'Channel' programme.
- 31.5 When a child attends Alternative Provision the safeguarding file will remain with the child's school, the DSL must share relevant information to allow the Alternative Provision to safeguard the child.

32. Recording Practice

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

- 32.2 A recording of each and every incident or concern for the child will be made, including any telephone calls to other professionals. These will also be recorded on the chronology and kept within the child protection file for that child, as over time they are likely to help identify any patterns or emerging risks and needs. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed, and roles and responsibility of each agency will be clarified, and outcomes recorded.
- 32.3 The chronology will be brief and log activity; the full recording will be on the record of concern.
- 32.4 Further detailed recording will be added to the record of concern and will be signed and dated. Records will include an analysis of the event or concerns and will take account of the holistic needs of the child, and any historical information held on the child's file.
- 32.5 Support and advice will be sought from social care, or early help whenever necessary. In this way a picture can emerge, and this will assist in promoting an evidence-based assessment and determining any action(s) that needs to be taken.
- 32.6 This may include no further action, whether an Early Help Assessment should be undertaken, or whether a referral should be made to First Response/Children's Social Care in-line with the Threshold for access to services published September 2021, or any later edition made available by Leicestershire and Rutland Safeguarding Children Partnership.
- 32.7 Such robust practice across child protection and in safeguarding and promoting the welfare of children will assist the school and DSL team in the early identification of any concerns which may require addressing further and the prevention of future harm, risk, or abuse.
- 32.8 The Designated Safeguarding Lead will have a systematic means of monitoring children known or thought to be at risk of harm (through the concern file and through an ongoing dialogue with pastoral staff). They will ensure that we contribute to assessments of need and support multi-agency plans for those children.

33. Educating Young People – Opportunities to teach safeguarding

- 33.1 As a trust we will teach children in an age-appropriate way about youth produced imagery, on-line risks associated with social networking to prevent harm by providing them with the skills, attributes, and knowledge to help them navigate risks, including covering online safety, remote learning, filters and monitoring, information security, cyber-crime, fake news, disinformation and conspiracy theories, reviewing online safety platforms and use of mobile technology. We will ensure appropriate filters and monitoring systems are in place and regularly review their effectiveness.
- 33.2 The education we provide for online safety will take into account the need for children to learn using online technologies **to include generative artificial intelligence** in a safe environment whether that be in school, in the home or in a community

environment. This will also be taught as part of a wider RSHE programme, as well as through other subject areas and ICT.

- 33.3 We will ensure a whole school approach is in place to promote giving children the space to explore key issues in a sensitive way and the confidence to seek the support of adults should they encounter problems or online harms, hoaxes or harassment including involving incidents of sexual violence and sexual harassment between children.
- 33.4 We will carefully consider mobile phone use and the new filtering and monitoring standard required by DfE and how this is managed in school and ensure it is reflected in our mobile and smart technology policy. This will include where children have unlimited and unrestricted access to the internet via mobile phone networks (i.e., 3G, 4G and 5G).
- 33.5 Our arrangements will be regularly reviewed to address this additional area of safeguarding as technologies change on a regular basis and having access to smart technology could mean some children, whilst at school/college, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (via large chat groups) and view and share pornography and other harmful content.
- 33.6 RSHE policy and curriculum arrangement for teaching safeguarding - See 16.4.

34. Helplines and reporting

- 34.1 Children can talk to a Child Line counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at <https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/>
- 34.2 Where staff members feel unable to raise an issue with their employer, or feel they have a genuine concern that is not being addressed we acknowledge they may wish to consider whistleblowing channels. Likewise, if parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0800 028 028 0295, or by emailing help@nspcc.org.uk

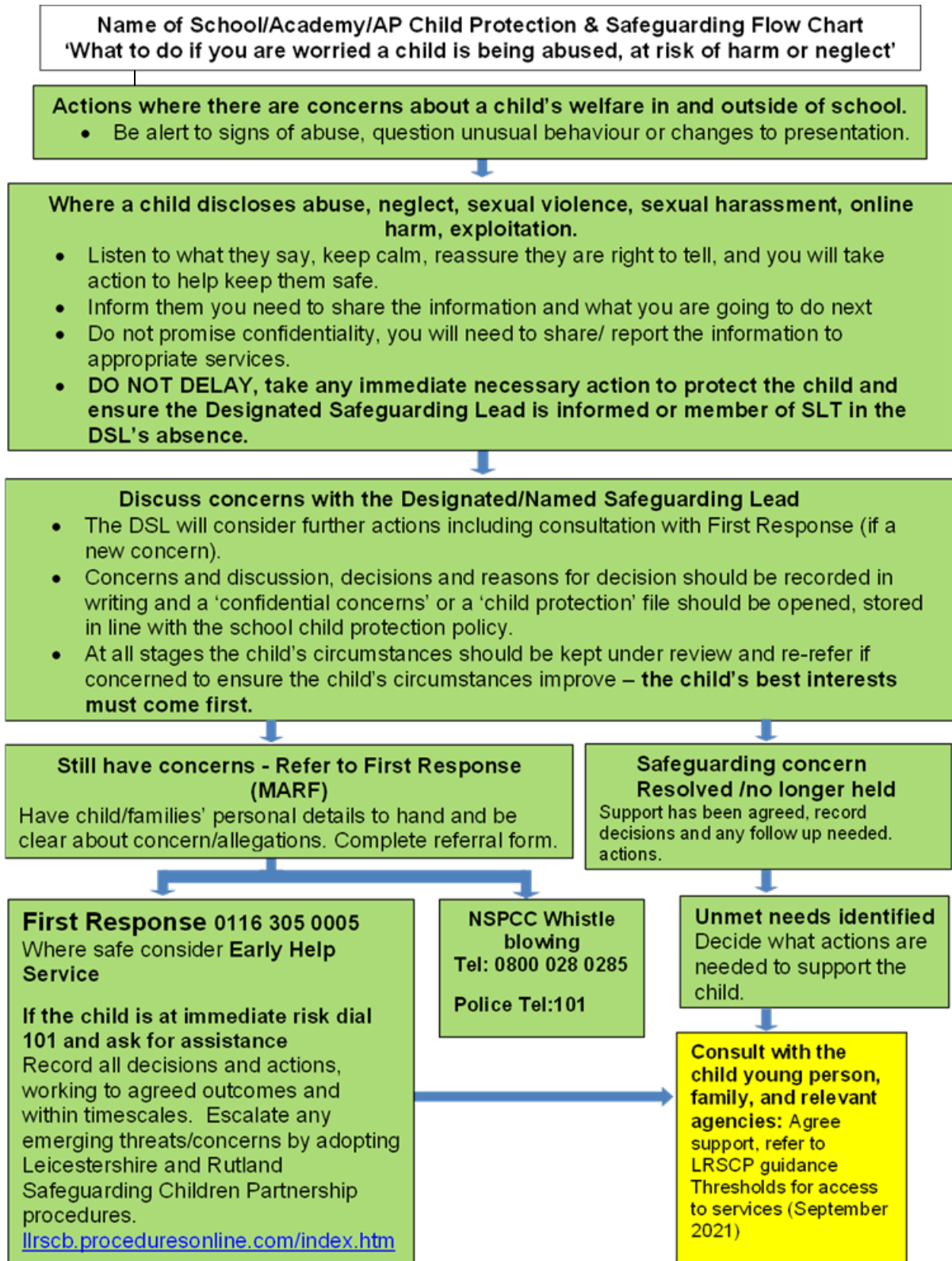
35. Monitoring arrangements

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

1. Appendix 1 – External contacts

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

2. Appendix 2. Decision making flowchart.



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

LA Safeguarding and Compliance Lead Charlotte.Davis@leics.gov.uk 0116 305 7750

3. Appendix 3. 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)

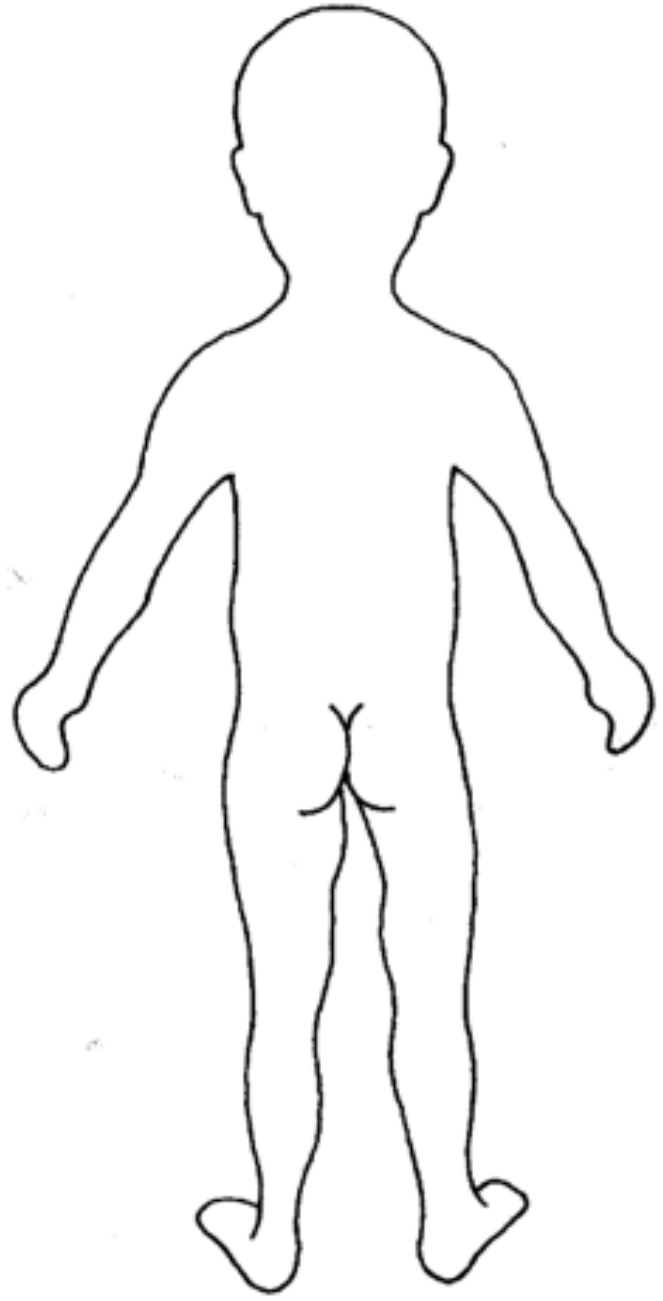
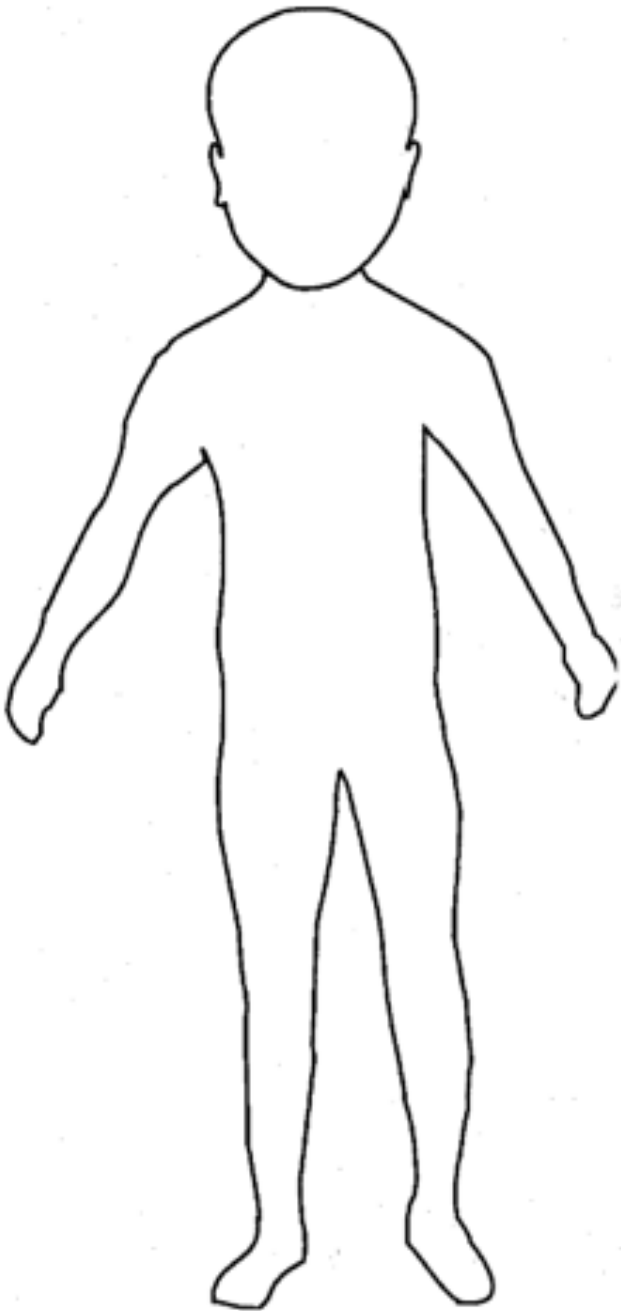
Names for Child:

Date of Birth:

Name of Worker:

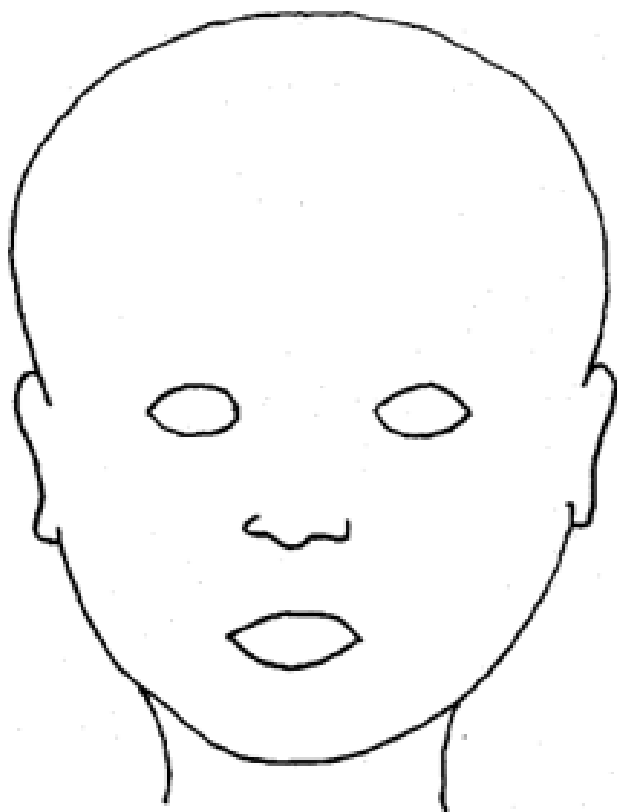
Agency:

Date and time of observation:

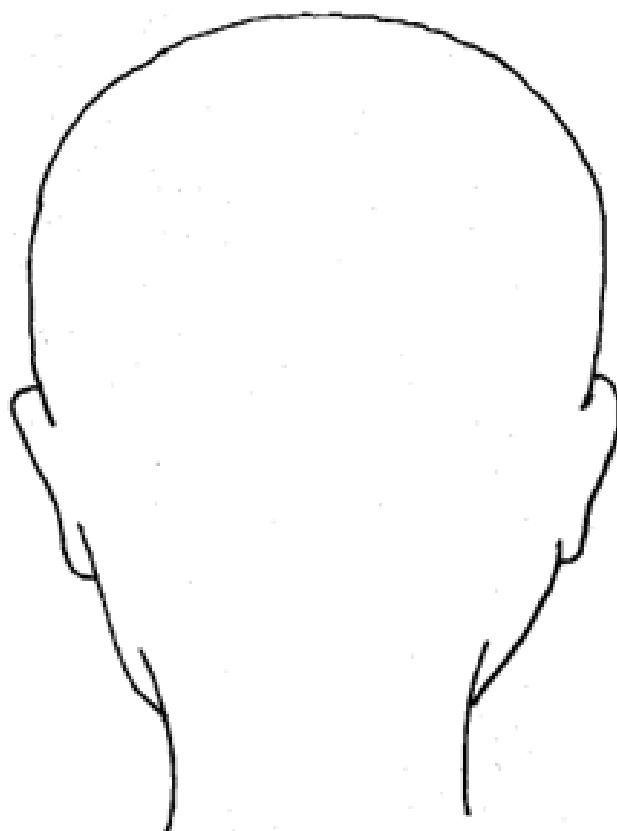


Name of Child:

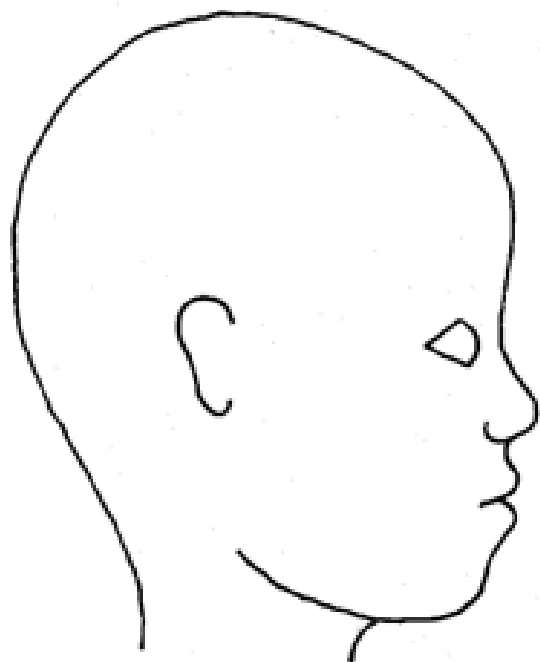
Date of observation:



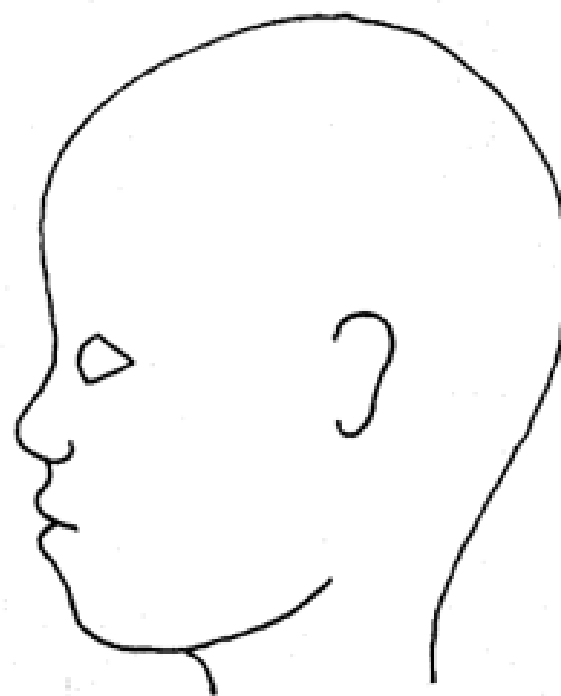
FRONT



BACK



RIGHT



LEFT

Name of Child:

Date of observation:



R
BACK



L



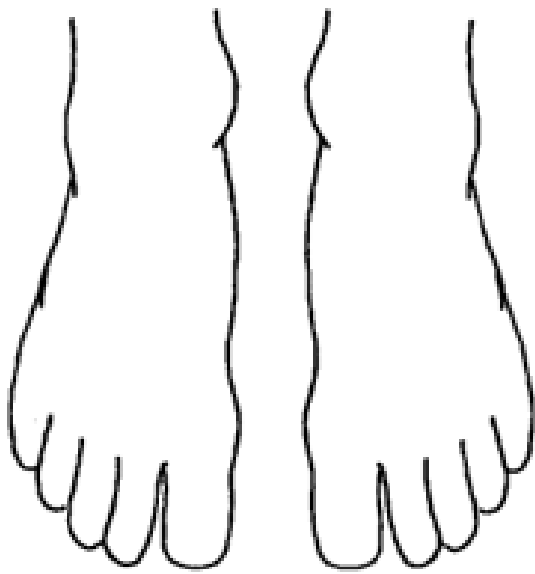
R
PALM



L

Name of Child:

Date of observation:



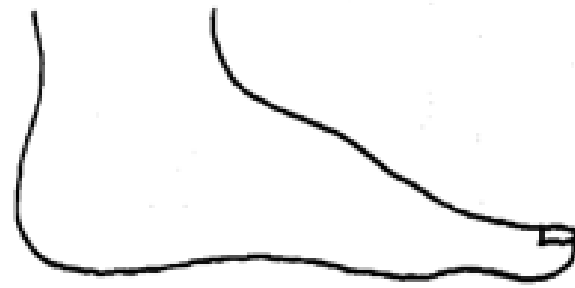
R TOP L



R BOTTOM L



**R
INNER**



L



**R
OUTER**



L

Printed Name and

Date:

Signature of worker:

Time:

.....

Role of Worker:

.....

Other information:

.....

4. Appendix 4. Low Level Concern Policy

Trust wide Low Level Concerns Policy

September 2025-26

Document Type	Statutory Policy -Published online and available to all staff
Last Revision Date	
Next Revision Date	August 2025
Owner	Trust Safeguarding Lead
Author	Trust Safeguarding Lead
Version	1.0
Status	Review/Approved by Trust Board

This policy applies to:

All Trust settings and any school converting into the trust since the last review and approval of this policy. Where this policy states 'school' this means any of our educational establishments and the wider Trust.

Where this policy states 'Headteacher' this also includes 'Head of School' and 'Centre Manager'.
Mowbray Education Trust (MET).

Low-level Concerns Policy

1. Purpose

- 1.1. This policy sets out a framework whereby staff are expected to report concerns, no matter how small, about their own behaviour or that of another member of staff, volunteer, supply teacher, contractor or other person working in school. Its purpose is to help create and embed a culture of openness, trust and transparency in which the clear values and expected behaviour set out in the "Guidance for safer working practice for those working with children and young people in education settings" (Feb 2022) (sometimes called the safeguarding code of conduct) are lived, monitored, and reinforced.
- 1.2. The policy should be read in conjunction with the current statutory guidance – "Keeping Children Safe in Education" Part 4, Section 2.

2. Who does the policy apply to?

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

3. Definition of a low-level concern

- 1.4. 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" (2023), 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

4. Reporting low-level concerns

- 4.1 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.

- 4.2 Where the headteacher is not available, the information will be reported to the Designated Safeguarding Lead or Deputy (i.e., the most senior member of SLT acting in this role).
- 4.3 Low-level concerns about the Designated Safeguarding Lead will be reported to the headteacher and those about the headteacher will be reported to the CEO or the Trustee responsible for Safeguarding if the CEO is not available. etc. You can contact the Trustee responsible for Safeguarding through the Executive Lead for Governance and Compliance. A low-level concern about a supply teacher or contractor will be reported to their employer.
- 4.4 Where the low-level concern has been reported to the Designated Safeguarding Lead, they will inform the headteacher of the details as soon as possible.

5. Recording concerns

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

6. Responding to low-level concerns

- 6.1 Where a low-level concern has been raised this will be taken seriously and dealt with promptly. The headteacher will:
- Speak to the person reporting the concern to gather all the relevant information
 - Speak to the individual about the concern raised to ascertain their response, unless advised not to do so by the LADO or Police (HR advice may also need to be taken).
 - Where necessary further investigation will be carried out to gather all relevant information. This may involve speaking to any potential witnesses.
 - Report and gather information to 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” (2023): 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. Headteachers should implement the Managing Allegations procedure this can be found within the Safeguarding Policy, involving HR support where appropriate.
 - iv) when considered with any other low-level concerns that have previously been raised about the same individual, should be reclassified as an allegation and referred

to the LADO or Police: a referral should be made to the LADO and advice taken from HR. In this case the school's Managing Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed.

- Records will be made of,
 - i) all internal conversations including any relevant witnesses,
 - ii) all external conversations e.g., with the LADO
 - iii) the decision and the rationale for it,
 - iv) any action taken

7. Can the reporting person remain anonymous?

7.1 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.

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

8.1 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.

9. Where behaviour is consistent with the "Guidance for safer working practice" (2023)

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

10. Should the low-level concerns file be reviewed?

10.1 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.

11. References

11.1 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.

12. What is the role of the Trust Board?

12.1 The Executive Team will regularly inform the Trust Board about the implementation of the low-level concerns policy including any evidence of its effectiveness e.g., with

relevant data. The Safeguarding Link Trustee may also review an anonymised sample to ensure that these concerns have been handled appropriately.

13. Links with other policies

Information in this policy should be read in conjunction with the following documents

- Keeping Children Safe in Education Sept 2025
- MET Child Protection Safeguarding Policy
- MET Staff Code of Conduct
- MET Special Educational Needs and Disability Policy
- MET Whistleblowing Policy
- Working Together to Safeguard Children DfE Guidance
- MET Online Safety Policy

14. Monitoring arrangements

This policy will be reviewed and updated every year by the Trust Safeguarding Lead. At every review, the policy will be shared with the Trust Board for approval.

Version	Date	Page	Change	Who:
3.0	August 2023	Whole Document	New policy to the Trust – Leicestershire safeguarding team template updated to reflect Trust Practice.	Trust S/G Lead
3.1	August 2024	Whole document	<p>Part One.</p> <p>KCSiE 2024 Part One Safeguarding Information for all staff</p> <p>Policy change, paragraph: 2.1 4.1</p> <p>The definition of ‘safeguarding and promoting the welfare of children’ has been updated to reflect the changes made in Working Together to Safeguard Children (DfE, 2023a). The definition now includes the additional points of:</p> <p>providing help and support to meet the needs of children as soon as problems emerge.</p> <p>protecting children from maltreatment, inside or outside the home, including online.</p> <p>Policy change, paragraph: 24.1.14</p> <p>Early help</p> <p>The guidance on ‘Early help’ has also been amended in line with Working Together to Safeguard Children (DfE, 2023). The update adds that professionals should be alert to the need for early help for a child who:</p> <ul style="list-style-type: none"> is 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. <p>Policy change, paragraphs: 2.1, 7.1, 7.2, 9.1, 10, 29.1.1, 32.2</p> <p>Abuse, Neglect and Exploitation</p> <p>‘Abuse, Neglect and Exploitation’ – heading amended to include ‘exploitation’ (also throughout the document as applicable).</p> <p>Policy change, paragraph: 7.1, 10.1</p> <p>Definition of abuse</p> <p>The definition of ‘abuse’ has also been changed to clarify that harm can include children witnessing the ill-treatment of others and that this is particularly relevant when children see, hear or experience domestic abuse and its effects.</p> <p>Policy change, paragraph: 11.1</p> <p>Missing Education</p> <p>Children absent from education highlights the links between the signs that children may be at risk of harm, the guidance updates ‘deliberately missing education’ to read ‘unexplainable and/or persistent absences from education.’</p> <p>DfE KCSiE Part Two: The Management of Safeguarding -Safeguarding policies and procedures</p> <p>Policy change, paragraph: 34.4</p> <p>: Data Protection and GDPR</p>	Trust S/G Lead

			<p>Recommends that education professionals read the DfE Data Protection guidance for schools.</p> <p>No policy changes.</p> <p>Alternative Provision</p> <p>The updated guidance clarifies that when a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil.</p> <p>DfE KCSiE Part Five:</p> <p>Child-on-child sexual violence and sexual harassment</p> <p>Policy change, paragraph 24.1.14 Early Help</p> <p>‘Early help’ – text amended to reflect ‘Working Together to Safeguard Children 2023’</p> <p>Policy change, paragraph: 28.3</p> <p>Prevent</p> <p>‘Preventing radicalisation’ – disclaimer added: this preventing radicalisation section remains under review, following the publication of a new definition of extremism on the 14 March 2024. There are also minimal changes to clarify schools’ duties in relation to Prevent.</p> <p>Policy change, paragraph: 28.12.6, 36.2</p> <p>Change in page references from KCSiE.</p> <p>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 2024 paragraph 140-150.</p>	
3.2	August 2025	Whole document	<p>Update Trust personnel and contact details</p> <p>Add Low level concern policy</p> <p>Include policy amendments reflecting KCSiE changes on:</p> <p>Relationships, sex and health education guidance updates and gender questioning children.</p> <p>Inclusion in curriculum expectations for schools</p> <p>Online safety</p> <p>The 2025 guidance adds disinformation, misinformation and conspiracy theories to the list of content risks under online safety. Disinformation is the deliberate creation and spread of false or misleading content, such as fake news.</p> <p>Filtering and monitoring KCSiE 2025 includes a link to the DfE guidance Generative AI: product safety expectations. Filtering and monitoring requirements apply to the use of generative AI in education and supports schools to use generative AI safely.</p> <p>Alternative provision</p> <p>To clarify and reflect existing alternative provision guidance, highlighting how schools should:</p> <ul style="list-style-type: none"> • gain written confirmation from the alternative provider that appropriate staff safeguarding checks have been carried out, as well as written information about any arrangements that may put the child at risk • have records of the address of the alternative provider and any 	Trust S/G Lead

			<p>subcontracted provision or satellite sites the child may attend</p> <ul style="list-style-type: none"> • regularly review any alternative provision placements to make sure the placement continues to be safe and meets the child's needs. If safeguarding concerns occur, the placement should be immediately reviewed and ended if necessary. <p>Children who are absent from education</p> <p>Confirmation that DfE's Working together to improve school attendance is now statutory guidance.</p> <p>Virtual heads</p> <p>The role of Virtual School Head includes a non-statutory responsibility to promote the educational achievement of all children in kinship care</p>	