BURBAGE GROVE ROAD SCHOOLS FEDERATION

CHILD PROTECTION & SAFEGUARDING POLICY 2026-2027

The governing board adopted this policy:
Chair of Governors:
Signed:
Date:

Introduction – policy statement and principles

Burbage C of E Infant School and Burbage Junior School ("the school") fully recognises the contribution it can make to protect and support pupils in school. The aim of this policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive environment. The pupils' welfare is of paramount importance. We encourage pupils to talk about their worries and report their concerns to us in a number of ways. This is in line with our vision and values. The school is committed to keeping children safe.

Burbage C of E Infant School Vision Statement:

Loving

We all belong to the Burbage Church of England Infants extended family - school, church, community. We all care for everyone within it. We believe everyone can be a good friend.

"Love the Lord your God with all your heart and with all your soul and with all your mind." Matthew 22:37

Living

We work hard to learn to live together and to be the best we can. We celebrate everybody's strengths and embrace each other's differences, respecting all and living honest lives together.

"Love your neighbour as you love yourself." Luke 10:27

Learning

Learning is amazing and we all strive to discover the next exciting adventure. We all believe that we can and if we can't now, we will soon.

"Everyone who hears these words and puts them into practice is like a wise man who built his house on the rock." Matthew 7:24

Our School Values:

Burbage Junior School Vision Statement:

This Child Protection Policy will be reviewed by the Designated Safeguarding Leads 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 Governing Board for approval and sign off at the first autumn term meeting.

Date of last review: 01.09.2026
Date of next review: 01.09.2027

Role	Name	Setting	Contact Details
Executive Headteacher	Zoe Driver	Both	01455 239391BIS 01455630970 BJS
Senior Leader(s) available for contact in the absence of the DSLs	Pete Tilbury	Both	01455239391 BIS 01455 630970 BJS e: ptilbury@burbageinfants.org
Designated Governor for Child Protection/ Safeguarding	Rachel Peckover	Both	01455 239391BIS 01455630970 BJS
Chair of Governors	Rebecca Jones	Both	01455 239391BIS 01455630970 BJS
Designated Safeguarding Lead (DSL)	Claire Barwell Polly Melanaphy	BIS BJS	01455 239391 e: dsl@burbageinfants.org 01455 630970 e: dsl@burbagejunior.org
Deputy Designated Safeguarding Lead (DDSL)	Zoe Driver	Both	01455 239391BIS 01455630970 BJS e: dsl@burbageinfants.org
Names of additional Safeguarding Officers (DDSL)	Louise Edwards Charlotte Dyment Vicky Lucas Kerrie Moore	BIS BIS Both BJS	01455 239391BIS 01455630970 BJS
Designated Teacher for Looked after Children	Vicky Lucas	Both	01455 239391BIS 01455630970 BJS
Leicester and the Leicestershire and Rutland Safeguarding Children Partnerships Procedures Manual	Report Your Concerns about a Child or Young Person		LCC report neglect or abuse
LA Safeguarding Children in Education Officer	Charlotte Davis		0116 3057750 Charlotte.davis@leics.gov.uk
LA Child Protection Contact/LADO	CFS-LADO@leics.gov.uk LADO service is available office hours only: Monday - Thursday, 8.30 am - 5.00 pm and Friday, 8.30 am - 4.30 pm		**Link to LADO referral form:** https://www.leicestershire.gov.uk/education-and-children/child-protection-and-safeguarding/report-a-childcare-worker-or-volunteer

First Response	For urgent concerns about a child who needs a social worker or police officer today		0116 305 0005
Police (to report a crime and immediate risk of harm or abuse to child)	101		In an emergency 999 (only)
NSPCC help/whistleblowing line	line is available 8.00am to 8.00pm Monday to Friday		0800 028 0285 - email: help@nspcc.org.uk

Please note:

Legislation and statutory guidance

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

This policy is also based on the following legislation:

- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children

- Section 5B (11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children

- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity is in relation to children

- Statutory guidance on the Prevent duty, which explains schools' duties under the Counterterrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all the rights which apply to individuals under the European Convention on Human Rights (ECHR)

- The Equality Act 2010, which makes it unlawful to discriminate against people regarding protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our Governors and Executive Headteacher should carefully consider how they are supporting their students with regard to these characteristics. The Act allows our School to take positive action to deal with particular disadvantages affecting students (where we can show it's proportionate). This includes making reasonable adjustments for disabled students. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment

- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve student outcomes. Some students may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination

- Working Together to Improve School Attendance, working together to improve school attendance 2024.

1. Purpose and aims

1.1 Our policy applies to all staff, governors and volunteers working in Burbage C of E Infants and Burbage Junior School and takes into account statutory guidance provided by the Department for Education and local guidance issued by the Leicestershire Safeguarding Chi Partnership. This policy and procedures relate to the use of school premises by staff/volunteers/governors. For services provided by external providers, on site, checks are made to ensure appropriate safeguarding and child protection procedures are in place. (paragraph 167). External services must liaise with the school on matters where appropriate. Safeguarding requirements included within lease agreements.

1.2 We will ensure that all parents/carers are made aware of our responsibilities regarding child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this school's child protection policy. These duties and responsibilities, as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2026and Working Together to Safeguard Children 2023 are incorporated into this policy.

1.3 The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare

- All staff are aware of their statutory responsibilities with respect to safeguarding

- Staff are properly trained in recognising and reporting safeguarding issues

2. Child Protection and Safeguarding Statement

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

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

3. Maintaining a child-centred and co-ordinated approach to safeguarding

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

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

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

4. Safeguarding and promoting the welfare of children

4.1 Defined as:

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

NB Definition: Children includes everyone under the age of 18.

5. Whole school approach to safeguarding

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

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

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

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

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

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

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

- Pupils' health and safety and emotional well-being, and their mental and physical health or development:
- Meeting the needs of children with special educational needs and/or disabilities;
- Meeting the legal duties on *the* school under the Equality act: will not unlawfully discriminate against pupils or students based protected characteristics; we will carefully consider how we support pupils/students regarding particular protected characteristics; we will take positive action to deal with particular disadvantages affecting pupils or students *(as see paragraphs 86-89- Equality Act 2010)*;
- Where a child receives elective home education and has an EHCP, the LA should review the plan working with parents and carers;
- The use of reasonable force;
- Meeting the needs of children with medical conditions;

- Providing first aid;
- Educational visits and off-site education;
- **Alternative Provision placements**
- Intimate care and emotional wellbeing;

- On-line safety and associated issues including filtering and monitoring in accordance with DfE monitoring standards;
- Appropriate arrangements to ensure school security, considering the local context;
- Keeping children safe from risks, harm, exploitation and sexual violence and sexual harassment between children: KCSIE 2026 Annex A.
- Ensuring there is an appropriate safeguarding curriculum.

7. Safeguarding can involve a range of potential issues

7.1 Such as:

- Neglect, physical abuse, sexual abuse, emotional abuse and exploitation;
- Contextualised also known as extra-familial abuse;
- Bullying, including online bullying (by text message, on social networking sites, and prejudice-based bullying and being aware of the ease of access to mobile phone networks;
- The approach to online safety, including appropriate filtering and monitoring on school devices and school networks for home use;
- Going frequently missing and who are 'absent from education' going 'missing from care or home' and the risks this poses on repeat occasions and for prolonged periods;
- Domestic Abuse including teenage relationship abuse;
- Domestic abuse where they see, hear or experience its effects;
- Racist, disability- based, homophobic, bi-phobic, or transphobic abuse;
- Gender based violence/violence against women and girls;
- Risk of extremist behaviour and/or radicalisation and susceptible to being at risk of being drawn into terrorism;
- Child sexual exploitation, human trafficking, modern slavery, sexual or criminal exploitation;
- A young carer;
- Has a mental health need and has an effect on school attendance and progress;

- Has special educational needs (whether or not they have a statutory Education Health and Care Plan (EHCP);
- Privately fostered;
- Has returned home to their family from care;
- Has a family member in prison or is affected by parental offending;
- Child-on-Child Abuse (broadened by KCSIE 2026 to include children abusing other children, other varying form of bullying including online and sexually harmful behaviour, sexual violence, and sexual harassment (further defined in KCSIE 2026 Part Five);
- Harm outside the home extra familial harm;
- The impact of new technologies, including 'sexting' and accessing pornography;
- **The impact of generative artificial intelligence;**
- **Exposure to misinformation, disinformation (including fake news) and conspiracy theories;**
- Issues which may be specific to a local area or population, is showing signs of being drawn into anti-social or criminal behaviour, including gang activity or involvement and associations with organised crime groups or county lines;
- In possession of a knife and or involved in knife crime, youth violence, criminal child exploitation (CCE);
- Is in family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse/harm;
- Is at risk of or from serious violence and violent crime;
- Persistent absence from education, including persistent absence for part of the school day;
- At risk of suspension or permanent exclusion;
- Particular issues affecting children including domestic abuse and violence, female genital mutilation, and honour-based abuse;
- Being subject to any conduct where the purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats, or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages (Law change on Forced Marriage, February 2023);
- 'Upskirting'- The Voyeurism (Offences) Act, which is commonly known as Up-skirting Act, came into force on 12 April 2019. Upskirting is a criminal offence and reportable by all teachers (KCSiE Annex A). For reference; the age of criminal responsibility is 10 years of age+.

- Is pregnant or is a parent themselves;
- Has exhibited early signs of abusive, violent and/or harmful behaviours;
- Is misusing alcohol and other drugs themselves;
- Is a privately fostered child;
- Is frequently missing/goes missing from education, home or care.

7.2 Maybe exposed to racism, faith-based prejudice and other discrimination.

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

7.4 Our staff recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, exploited or a victim of modern slavery they may not recognise their experiences as harmful. Children may also feel embarrassed, humiliated, or could be being threatened not to tell, so not feel able to share what is happening to them. Alternatively, we recognise children may not want to make a disclosure or talk about what is happening due to their vulnerability,

disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child and agree a way forward to support the child and determine how best to build trusted relationships with children and young people which facilitate good opportunities for communication.

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

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

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

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

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

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

8 Online safety

8.1 Our school approach to online safety, including appropriate filtering and monitoring on school devices and school networks is reflected in this Child Protection Policy including awareness of the ease of access to mobile phone networks. (See KCSIE 2026 paragraph 137).

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

8.3 Our Governing Board will ensure they maintain oversight of the Online Safety Policy contained within our main child protection policy, and the arrangements put in place to ensure appropriate filtering and monitoring on school devices and school network. Ensuring that they are effective at least annually, ensuring this review is formally recorded. The appropriateness of any filtering and monitoring systems will in part be informed by the risk assessment required by the Prevent Duty as required by KCSIE 2026 (paragraph171).

8.4 This will include:

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

8.5 In line with KCSIE 2026 (paragraph 171-175), the web filtering service, Sonicwall, provides safe, filtered and logged web access for both staff and students for the school's broadband connection. This service is an integral feature of our Broadband and Online Service Bundle. It provides the School with the peace of mind that all filtering services are managed in the correct manner and all stake holders are kept safe. The service includes:

- Education focused web filtering;
- Different filtering policies based on username, group membership or IP range
- Local control to allow the school to manage which websites and categories of websites it wishes to allow or block;
- Monitoring and reporting on web access;
- Meets the DfE recommendations for web filtering to protect pupils online and the standards for schools' web filtering set by the UK Safe Internet centre;
- Illegal content (as listed on the Internet Watch Foundation) remains blocked at all times and access cannot be over-ridden by school staff.

The filtering service is hosted on site in addition to being locally managed. It provides safe internet access for the school managing all web traffic from Sonicwall broadband connected schools, Sonicwall filtering blocks all sites on the Internet Watch Foundation (IWF) CAIC list. Sonicwall filtering implements the Home Office Terrorism Block list, managing all web traffic for all connected schools. Primary Watch filtering implements the Home Office Terrorism Block list.

Global Filtering (All schools – default setting) - Sonicwall have initially assigned a default filtering set based on school type (Nursery/Primary/Secondary etc,) which should meet most schools' needs. The school can then choose to tailor this to the individual requirements. The Sonicwall system features categories where there is an "Enforced Block" (these categories cannot be overridden by schools in the local settings).

Sonicwall can configure and schedule reports of internet usage. These can be exported for further analysis.

8.6 Our governing board will ensure a review is maintained to ensure standards. They will discuss with IT staff and service providers these standards and whether more needs to be done to support our school in meeting and maintaining these

standards and communicating these to staff, our pupils, parents, carers and visitors to the school who provide teaching to children as part of the learning and educational opportunities we provide.

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

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

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

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

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

8.12 Incident(s) of child-on-child abuse are reported on CPOMS for action by the DSL.

9 Identifying concerns

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

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

9.3 The main categories of child abuse are as follows:

1. Physical Abuse
2. Emotional Abuse
3. Sexual Abuse
4. Neglect
5. Exploitation

10 Indicators of abuse, neglect and exploitation

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

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

10.3 **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a chid they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or

'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectation being imposed on children. These may include interactions that are beyond a child's developmental capability as well as over protection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as 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 involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

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

10.6 Child Criminal Exploitation: occurs where an individual or an organised network or gang, and the victim may identify as being part of this group, takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual.

Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology. Criminal exploitation often happens alongside sexual or other forms of exploitation.
Child Criminal exploitation is broader than just county lines and includes for instance children forced to work on cannabis farms, to commit theft, shoplift or pickpocket, or to threaten other young people.

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

11 Safeguarding issues

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

11.2 Our safeguarding training includes local contextualised issues to ensure staff remain vigilant and able to respond to safeguarding concerns, incidents, or emerging threats.

11.3 We recognise that pupils can access and use different media platforms making pupils vulnerable to on-line abuse, which may be a greater issue when children are not in attendance at school and are engaging in learning remotely and may have limited supervision from parents/carers. We provide on-line guidance and support for parents and pupils to remain free from risk. School training includes information on understanding expectations, applicable roles and responsibilities for **all staff** in relation to filtering and monitoring.

11.4 In accordance with school training, all staff must read Part one and Part Five Child on Child sexual violence and sexual harassment.

11.5 Our school ethos demonstrates that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say. Every individual within Burbage C of E Infants and Burbage Juniors will play their part, including working with professionals from other agencies, particularly social workers, to meet the needs of our most vulnerable children and keep them safe. We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate.

11.6 Our school puts pupils at the centre of our 'safeguarding arrangements'. The school adopts an open and accepting attitude towards pupils as part of its responsibility for pastoral care. Staff encourage pupils and parents to feel free to

talk about any concerns and to see school as a safe space, if there are difficulties. Pupils' worries and fears will be taken seriously and pupils are encouraged to seek help from staff members. Pupils can share their feelings non-verbally using feelings images; classroom staff closely monitor this and identify pupils who may need support and hear the child's voice.

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

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

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

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

12 Alternative providers and other agencies

12.1 School works with other agencies including statutory safeguarding partners to support vulnerable children including contact with social care and social workers. This may be by holding regular meetings in school, taking part in partnership forums/events, or accessing multi-agency training. We may also offer to facilitate meetings for individual children and families in school 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 boards and designated safeguarding leads ensure children are always fully supported, and the alternative setting is aware of any additional risks of harm that pupils may be vulnerable to. Information sharing for pupils who receive education provision outside of a mainstream setting is vital to support the child and ensure the learning environment where they are placed has all necessary information for the child before they access the provision. The working together principles are key to keep the child safe and understanding the vulnerabilities needing to be supported. This should include up to date contact details for the professionals working with the child and family.

12.4 Whilst the Local Authority may hold a register of approved alternative provision providers, schools remain ultimately responsible for the provision they commission. Schools should also obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff.

12.5 School supports the management and review of children in Alternative Provision through regular meetings between the pupil, parents/carers and SENCo. Provision is seen as an aid to successfully re-integrate the pupil back into full-time education.

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

12.7 Senior DSL and DSL team have fortnightly meetings to share concerns, review cases and may involve agencies. School regularly liaises with an Education Welfare Officer.

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

12.9 When school site is used by outside organisations they have a duty to report concerns/allegations directly to the Executive Headteacher. The school will ensure safeguarding responsibilities are carried out, when receiving an allegation related to an incident that happened when an individual or organisation was using the

school premises for the purpose of running activities for children, School will follow the safeguarding policies and procedures, including informing the LADO.

13 CPD, culture and ethos

13.1 Staff, volunteers and governors receive safeguarding training and regular updates. This includes: face-to-face, virtual and briefings. Volunteers/visitors receive appropriate safeguarding information during inductions and on a regular basis this is to ensure/check they know how to report concerns or disclosures.

13.2 Safe recruitment of all staff is conducted and recorded. Allegations form part of our safeguarding training so adults maintain ongoing vigilance (see KCSIE 2026 paragraph 343). This is to ensure a culture which considers matter inside and outside the workplace including online and that staff feel comfortable following procedure.

NB. KCSIE 2026 has broadened the requirements placed on schools to keep children safe and ensure children are able to thrive and take the maximum benefit from their education or learning experiences.

14 Responsibilities of the DSL/DSL team

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 school. **This should include children under kinship care.**

14.1 The Senior DSL along with the Designated Teacher can inform the governing board and Executive 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.

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

14.3 The Designated Teacher maintains good links with the Virtual School Head to promote the educational achievement of previously looked after children. The role of virtual school heads was extended in June 2021, to include a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker. The virtual school head should identify and engage with key professionals, helping them to understand

the role they have in improving outcomes for children. This should include Designated Safeguarding Leads, social workers, Executive Headteachers, governors, Special Educational Needs Co-ordinators, mental health leads, other local authority officers.

14.4 The requirements and arrangements placed on Designated Safeguarding Leads and the Designated Teacher is outlined within job descriptions. Training is undertaken and time given to undertake duties.

14.5 The school recognises that additional safeguarding vulnerabilities of children with SEND. The SEND Code of Practice is a source of information and support is available from specialist organisations including SENDIASS. The SEND Report is available on the school website to provide additional support for families.

15 The seven main elements of our Child Protection Policy

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

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

16 Providing a safe environment

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

16.2 The school will, therefore:

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

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

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

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

16.2.5 Recognising 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 KCSIE 2026 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 KCSIE 2026 recognises the link between mental health, school attendance and children 'absent from education' and the impact on learning, progress, and educational attainment;

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

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

16.2.11 Our Behaviour Policy includes measures to prevent bullying, including cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying and use of social media platforms and networks;

16.2.12 Our Online Safety Policy addresses statutory filtering and monitoring standards, which take into account remote learning, and use of mobile smart technology and **the DfE guidance for Generative Artificial Intelligence.** These are reviewed regularly via our Artificial Intelligence Policy;

16.2.13 The response required by schools and safeguarding agencies to address any 'harm outside the home' also known as 'extra familial harm.' Schools are a place of protection and where children and young people can share concerns and seek support and are place of safety and where children and young people can form safe and trusted

relationships. Through creating a whole school ethos and sharing excellent communication with safeguarding partners and services, children and young people can feel assured they will be listened to, heard, and offered support to enable them share sensitive information and strengthen their resilience;

16.2.14 Importance of our school ethos of working together with parents, carers, and external services to form strong and trusted partnerships which can advocate trauma informed and trauma aware responses and where trusted relationships can be formed and go on to create safe places and spaces within the community, so children and young people know how to access a place of safety outside of the school environment if needed.

16.3 Training aims to provide staff with indicators of potential harm outside the home. All concerns must be reported in line with procedure. School liaises with outside agencies regarding relevant support/ interventions for pupils, parents/carers and local community groups. https://www.childexploitationeastmidlands.org.uk/

16.4 Working with partners to tackle harm outside the home may lead to multi-agency meetings or 'safety plan'.

16.5 Our school embeds and teaches safeguarding as part of our broad and balanced curriculums: RSHE, Online Safety, PSHE, whole school assemblies and workshops.

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

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

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

16.9 Promote pupil health and safety.

16.10 Promote safe practice, and challenge unsafe practice.

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

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

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

16.14 Ensure school site security.

16.15 Address drugs and substance misuse issues.

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

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

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

17 Additional measures

17.1 DSL team and Mental Health Lead support children with mental health problems through our pastoral care provision. Staff are trained and vigilant to identify the indicators that a child may have suffered or is at risk of suffering abuse, neglect, or exploitation. We have an ELSA or Thive trained member of staff.

17.2 Our school recognises its responsibility to ensure children who may be LGBTQ+ have a trusted adult who they can be open with. 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).

NB: 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.

NB: KCSIE 2026 Annex B page 142 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. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe.

17.3 Our school will have arrangements in place for children who receive off-site education or have alternative learning experiences in place. This will include a site visit ensuring appropriate checks and suitability, liaison with parents/carers, SENDCo and DSL. Any placement will be reviewed regularly. The school continues to be responsible for the safeguarding of the pupil.

School provides outdoor safety lessons to help children build confidence and abilities to protect themselves or know how and where they can seek help and support. We liaise with our community support police officer for contextual issues.

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 2026to:

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

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

18.1.3 The Leadership team will ensure that there is appropriate cover arrangements for periods when the designated safeguarding lead is unavailable due to illness, leave, or other circumstances. This will include confidential shared mailbox DSL@ to ensure that safeguarding concerns are received, monitored, and acted upon without delay.

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

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

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

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

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

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

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

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

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

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

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

18.1.15 Ensure all records are kept securely, using CPOMS;

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

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

18.1.18 Ensure safe recruitment practices are always followed;

18.1.19 Apply confidentiality appropriately;

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

19 Supporting children and working in partnership

19.1 We recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. We recognise that children who are abused or who witness violence may find it difficult to develop a positive sense of self-worth. They may feel helplessness, humiliation, and some sense of

blame. The school may be the only stable, secure, and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication We also recognise that there are children who are more vulnerable than others, which include children with special educational needs and or disabilities.

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

19.3 Our school will endeavour to support the pupil through:

19.3.1 Developing the content of the curriculum through by reviewing safeguarding incidents/local county updates;

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

19.3.3 The School Behaviour Policy and Anti-bullying Policy which are kept up to date with national and local guidance and which is aimed at supporting vulnerable pupils in our school;

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

19.3.5 School will always address concerns, appropriate support will be put in place or offered. This may include internal pastoral support or external support;

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

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

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

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

19.3.10 The staff member, if not the designated safeguarding lead (state here who) will be informed immediately, and actions taken in accordance with school procedures;

19.3.11 All pupils are taught about who can help them if they need support or advice. This is displayed within the school environment. All staff have access to a list of relevant safeguarding contacts provided by LCC to seek support and advice.

20 Staff and safe recruitment

20.1 The leadership team and governing board of the school will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSIE 2026 Part Three.

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

20.3 Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate necessary procedures to carry out the checks required and where

any concerns arise, we will seek advice and act in accordance with national guidance.

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

20.5 All volunteers working in regulated activity with have an enhanced DBS and where schools are also subject to the EYFS framework, volunteers must not be permitted to begin working within the settings covered by the EYFS framework until the school or maintained nursery school has received the volunteer's enhanced DBS certificate including barred list information.

20.6 Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the 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. All staff, volunteers and governors are provided with this document. Our Code of Conduct document is Guidance for Safer Working Practice 2022.

20.7 Newly appointed staff (including agency/temporary workers) and volunteers will be informed of our arrangements for safer working practices by completing an induction process, with the DSL, before beginning to work and have contact with pupils. All volunteers must now have an enhanced DBS check before undertaking regulated activity in line with The Crime and Policing Act 2026.

20.8 In the event of any complaint or allegation against a member of staff, volunteer, contractor or trainee teacher, the Executive Headteacher will be notified immediately. If it relates to the Executive Headteacher, the Chair of Governors will be informed without delay. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO), LADO Allegation Officers or HR Service.

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

20.10 We have a member of staff who is our mental health and wellbeing lead for pupils and adults. We have a spiritual first aider from St Catherine's Church.

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

20.12 School 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. 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 Local Authority policies

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

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

- Behaviour Policy
- Anti-bullying Policy
- Online Safety Policy
- Child-on-Child Abuse Policy
- Safer Recruitment Procedures
- Guidance for Safer Working Practice
- Medication and Management
- AUP
- Equality and Diversity
- SEND policy

21.3 Arrangements to respond to any disclosures or incidents involving sexual violence and child sexual harassment will follow our Child Protection procedures. Toolkits are available on https://llrscb.proceduresonline.com/index.htm

22 Raising awareness – roles and responsibilities

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

22.2 Safeguarding is the responsibility of EVERYONE.

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

22.4 All staff contribute to providing a safe environment in which children can learn by building relationships of mutual respect and embodying our school vision and values.

22.5 Safeguarding arrangements are the same offsite, eg. out of schools on educational visits or extended learning opportunities. Staff are permitted to stop a visit/activity if they perceive a risk.

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

22.7 School employs specific staff who work outside of the classroom and who engage with children, families, and partner agencies. All staff, volunteers and governors must adhere to this policy in line with KCSiE 2026.

22.8 Parents/carers are able to come into school to seek support or advice. Alternatively, they can contact school via telephone/email.

22.9 We acknowledge the importance of children and social workers meeting during the school day, where required. DSLs work with social care and safeguarding partners to ensure children subject to child protection, child in need and LAC plans are kept safe, and the child's needs are met.

22.10 Pupils, parents, and carers are signposted to support through our website, posters, newsletters and during meetings.

23 Safeguarding training

23.1 All our staff are aware of systems within school and these are explained to them as part of staff induction, which include our child protection policy; the employee code of conduct and the role of the Designated Safeguarding Lead and Keeping Children Safe in Education 2025.

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

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

23.4 Staff are kept up to date with any local or national changes to safeguarding guidance via training/briefings from DSLs using LCC updates/briefings.

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

23.6 Annual training helps staff/volunteers to understand their role and the opportunities available, including any partnership work especially with social care and the local arrangements put in place by Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) and know how to access the NSCP website and training opportunities.

23.7 All our staff know what to do if a child is raising concerns or makes a disclosure of abuse and/or neglect. Staff will maintain a level of confidentiality whilst liaising with the Designated Safeguarding Lead and children's social care. Our staff will never promise a child that they will not tell anyone about a disclosure or allegation, recognising this may not be in the best interest of the child.

24 Staff responsibilities

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

24.1.1 Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to;

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

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

24.1.4 Lead and ensure robust arrangements and procedures are in place to effectively manage and regularly monitor the school online safety, ad specifically appropriate filtering and monitoring on school devices and school networks which are reflected in this Child Protection Policy, including awareness of ease of access to mobile phone networks. In agreement with the Governing Board;

24.1.5 Attend training to be aware of and alert to the signs of abuse;

24.1.6 Maintain an attitude of "it could happen here" with regards to safeguarding;

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

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

24.1.9 Follow the allegations procedures if the disclosure is an allegation against a member of staff, volunteer, trainee teacher or an individual not directly employed by the school; for example, supply teachers or sports coaches.

24.1.10 Follow the procedures set out by the LRSCP and take account of guidance issued by the DfE KCSIE 2026;

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

24.1.12 Treat information with confidentiality but never promising to "keep a secret";

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

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

24.1.15 Liaise with other agencies that support pupils and provide early help;

24.1.16 Ensure they know who the DSL and Deputy DSLs are and know how to contact them;

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

24.1.18 School engages in learning opportunities or partnership work with such as the NSPCC, Police Community Support Officers (PCSOs), counselling services, health professionals etc.

24.2 Be alert to the needs of young carers, recognising that caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing. Early identification is essential to ensure young carers receive support, at the right time and by the appropriate services including additional support from external partners, or local authority and health services.

25 Senior leadership/management team responsibilities

25.1 Contribute to inter-agency working in line with Working Together to Safeguard Children December 2023 guidance.

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

25.3 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.

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

25.1 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 (*KCSIE 2026 paragraphs 187 to 202, 'Children potentially at greater risk of harm and Children who need a social worker due to safeguarding or welfare needs).*

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

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

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

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

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

26 Teachers (including ECT's) and Executive Headteachers – professional duty

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

26.2 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.

26.3 Arrangements are in place, supported by Virtual School, for any children or young people who meet the criteria above and the arrangements are carried out by the designated teacher. Practice ensures children and young people know who the designated teacher is in school.

27 Designated Safeguarding Lead

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

27.2 We also have Deputy Designated Safeguarding Leads (DDSL's) who will provide cover for the Senior DSL when they are not available. They have received the same training as our Senior DSL. 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 DSL in managing referrals, attending child protection conferences, reviews, core group meetings and other meetings of a safeguarding and protection nature to support the child/children.

27.3 We are an 'Operation Encompass' school. Operation Encompass is a police and education early information safeguarding partnership, enabling schools to offer immediate support to children experiencing domestic abuse. As an Operation Encompass school, our Designated Safeguarding Lead (or in their absence, one of our Deputy DSL's) checks for Operation Encompass emails before the start of

the school day to ensure all children experiencing domestic abuse receive timely support in school.

27.4 Due to the size of our school and members of staff working across both Burbage Infants and Burbage Junior Schools, we have additional Deputy Designated Safeguarding Leads.

27.5 All DSLs have completed the required training and are overseen by the Snr Designated Safeguarding Lead, to ensure child protection responsibilities meet the needs of the pupils on roll.

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

28 The Senior Designated Safeguarding Lead is expected to:

28.1 Manage referrals:

28.1.1 Refer cases of suspected abuse or allegations to the relevant investigating agencies;

28.1.2 Support staff who make referrals to children's social care and other referral pathways;

28.1.3 Refer cases where a person is dismissed or left due to risk/harm to a child and will make a referral to the Disclosure and Barring Service. Procedures are in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. This is a legal duty and failure to refer when the criteria are met is a criminal offence (paragraphs 154 and 348).

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

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

28.4 The Senior DSL and DSL team meet on a regular basis so each is fully informed and able to respond to the needs of children subject to safeguarding concerns. All DSLs are alerted via CPOMS.

28.5 Training ensures staff are aware of how to support vulnerable children and children subject to safeguarding concerns, see KCSIE 2026 Part One (or Annex A) and Part Five for specific areas of a safeguarding vulnerability.

28.6 **Work with others:**

28.6.1 Liaise with the Executive Headteacher (where the Senior Designated Safeguarding Lead role is not carried out by the Executive Headteacher) to inform him/her of any issues and ongoing investigations;

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

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

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

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

28.6.6 Liaise with the local authority and other agencies in line with Working Together to Safeguard Children 2023 and the local Leicestershire Safeguarding Children Partnership procedures and practice guidance.;

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

28.7 DSL's feedback information to other staff or help to raise awareness of emerging threats and risks verbally. DSL/ staff team contribute to developing the curriculum and learning experiences for children and staff. This is through staff meetings, bulletins, staff notice board, briefings, and arranging additional classroom learning opportunities.

28.8 School has links with agencies such as the NSPCC, Fire Service, Police, Nurses...

28.9 Undertake training:

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

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

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

28.11 Training arrangements for 2025-2027 may include Cyber Security, GDPR, Prevent.

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

28.12.1 Understand the assessment process for providing early help and intervention through the Thresholds to access to services;

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

28.12.3 Ensure that each member of staff has access to the child protection policy and procedures;

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

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

28.12.6 Be able to keep detailed, accurate, secure written records of concerns, decisions and referrals;

28.12.7 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 2026 Annex A and B);

28.12.8 Understand the reporting requirements for FGM;

28.12.9 Understand and support children to keep safe when online and when they are learning at home -[KCSIE 2026 Part Two – The Management of Safeguarding;

28.12.10 Encourage a culture of protecting children, listening to children and their wishes and feelings;

28.13 Raise awareness:

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

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

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

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

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

Child Protection file - the Senior Designated Safeguarding Lead is responsible:

28.14 For ensuring that when a child leaves the school their 'child protection', 'child in need' file or 'confidential' file is transferred to the new school at the same time the child goes on roll of its new school or education provision or within 5 days;

28.15 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;

28.16 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.

28.17 Our school will maintain, keep and store records, where a concern about a child has been identified in accordance with statutory guidance in KCSIE 2026.

28.18 All concerns and incidents are reported, recorded, responded to. First verbally to the DSL and recorded using an electronic management system - CPOMS. Should a child move school or leave to go to either Elective Home Education, alternative education placement, school will transfer of information and individual case files.

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

29 Executive Headteacher

29.1 The Executive Headteacher of the school will ensure that:

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

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

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

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

29.1.5 All staff and volunteers are provided with the contact details for the Local Authority Designated Officer (LADO) should they wish to contact them;

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

29.1.7 The Executive Headteacher will ensure there are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in KCSIE 2026;

29.1.8 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 Executive Headteacher will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four: Allegations made against/Concerns raised in relation to teachers, including supply teachers, trainee teachers, other staff, volunteers and contractors in KCSIE 2026. If the allegation is against the Executive Headteacher, then the Chair of the Governing Board will manage the allegation – see below.

30 Governing Board

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

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

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

30.2.2 Ensuring that the school has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2023) as well as with local LRSCP guidance and monitors the school's compliance with them;

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

30.2.4 Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSIE 2026 page **38, 138 to 150** and annex B page 183;

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

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

30.2.7 Ensuring that all staff, supply teachers and governors read and fully understand at least KCSIE 2026 Part One (and or Annex A) and Part Five as a minimum and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as required within the guidance;

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

30.2.9 All members of the governing body will undertake safeguarding training to ensure they have the knowledge and information needed to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of robust 'safeguarding arrangements and act as the 'critical friend'. This training must focus on their strategic role and not on operational procedures;

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

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

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

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

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

30.2.15 Ensuring that arrangements/procedures are in place to manage and provide clarity on the process for sharing 'low level' concerns, which should be referred to within the school Code of Conduct, (Allegations

and concerns about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO);

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

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

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

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

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

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

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

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

30.2.24 Any safeguarding concerns involving outside organisations will be addressed through our school safeguarding policies and procedures and in line with Leicestershire Safeguarding Children Partnership procedures (KCSIE 2026 paragraph 377);

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

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

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

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

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

31 Looked after children – the role of the designated teacher (maintained schools) and the Designated Safeguarding Lead

31.1 A teacher is appointed who has responsibility for promoting the educational achievement of children who are looked after. They have the appropriate training. The Designated Teacher will work with the Virtual School to ensure that the progress of the child is supported.

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

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

31.4 The Head of the Virtual School includes responsibility for promoting the educational achievement of children in kinship care. Therefore, schools should recognise that these children may require additional support to be successful in school, in line with KCSIE 2026 (paragraph 233-244).

32 Children with special educational needs

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

32.2 All staff are aware that additional barrier can exist when recognising abuse, neglect and exploitation for children with SEND and be more prone to peer group

isolation or bullying (including prejudice-based bullying) than other children. They may not always show outward signs and may have communications barriers and difficulties in reporting challenges, especially involving exploitation or incidents involving child- on -child harm, abuse, or harassment and particularly where that harassment or harm is of a sexual nature. Our staff's vigilance will be a supporting factor to keeping all children safe.

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

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

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

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

32.4.2 these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children, the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs,

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

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

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

32.4.6 these children may have issues over cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

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

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

32.6 School will make specific arrangements for safeguarding children with SEND for lifting and handling, transporting of children, personal care or management of medication.

33 Acting where concerns are identified

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

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

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

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

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

33.4.2 No promises will be made to the child, eg. to keep secrets;

33.4.3 Staff will stay calm and be available to listen;

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

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

33.4.6 Leading questions should be avoided as much as possible;

33.4.7 Questioning should not be extensive or repetitive;

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

33.4.9 A full written record will be kept by the staff duly signed and dated, including the time the conversation with the child took place, outline what was said, comment on the child's body language, etc;

33.4.10 It is not appropriate for staff to make children write statements about abuse that may have happened to them or get them to sign the staff record;

33.4.11 Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on;

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

33.4.13 Information should be shared with children's social care without delay, either to the child's own social worker or to First Response. Children's

Social Care will liaise with the police where required, which will ensure an appropriate police officer response rather than a uniformed response;

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

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

34 Confidentiality

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

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

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

34.4 All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children. They are aware that the Data Protection Act 1998 should not be a barrier to sharing of information where failure to do so would result in a child being placed at risk of harm. Staff should refer to the Data Protection guidance for schools (DfE 2024 b).

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

35 Information sharing

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

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

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

35.2.2 Working Together to Safeguard Children 2026 Paragraph 19-37 and on pages 18-20.

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

35.2.4 Leicestershire and Rutland Safeguarding Children Partnership (NSCP) Policy and Practice Guidance;

35.2.5 Staff have completed GDPR Information Sharing training.

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

36.1 School maintains good quality records through the use of CPOMS and providing training to staff. Incidents are monitored by DSLs ensuring they are managed to reflect the child's journey through the safeguarding system and engagement with statutory agencies, including Social Care, Early Help, Police, CAMHS, Health and other services.

36.2 Any concerns about a child will be recorded on CPOMS within 24 hours. All records will provide a factual and evidence-based account and there will be accurate recording of any actions. Records are electronically 'name stamped', dated and, where appropriate, witnessed. Where an opinion or professional judgement is recorded this should be clearly stated as such.

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

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

36.5 A chronology will be kept on CPOMS. Staff will record any concerns on the chronology and will take responsibility for alerting the Designated Safeguarding Lead.

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

37 Why recording is important

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

37.2 Our school uses CPOMS.

37.3 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.

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

[KCSIE 2026 Annex B pages 183].

38.1 *CPOMS is set up to record in accordance with statutory guidance:*

38.1.1 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 on the chronology.

38.1.2 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 scanned into CPOMS (but clearly identified as such) as this is a contemporaneous account; they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.

38.1.3 Files can be active or closed in terms of monitoring i.e. a child is no longer LAC, subject to a child protection plan. If future concerns arise, they can be re-activated and indicated as such as new information arises.

39 Transfer of child's Child Protection file, Child in Need, LAC or Confidential file (statutory requirement)

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

39.2 For those children subject of social care and safeguarding agency involvement will ensure the file is able to evidence the child's journey and include key information as described in KCSIE 2026. Should a child subject to social care involvement transfer school or education provider, we will ensure the child's child

protection or confidential file move is transferred within 5 days as required by KCSiE.

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

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

39.5 In accordance with KCSIE 2026 we will maintain information on cohorts of children who have been open to social care, have had a social worker or who are closed to social care and may have returned to the family home. This information will only be considered for sharing 'if appropriate' with the new school or provider in advance of the child leaving to allow for the new school to continue supporting the children who have had a social worker or been victims of abuse, including those who are currently receiving support through the 'Channel' programme.

39.5 When a child attends Alternative Provision the safeguarding file will remain with the child's school, the DSL must share relevant information to allow the Alternative Provision to safeguard the child.

[KCSIE 2026 Annex C]

40 Recording practice

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

40.2 A recording of each and every incident for the child will be made on CPOMS, including any telephone calls to other professionals. Over time they are likely to help identify any patterns or emerging risks and needs. This will include any contact from other agencies who may wish to discuss concerns relating to a child.

Actions will be agreed, and roles and responsibility of each agency will be clarified, and outcomes recorded.

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

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

40.5 This may include no further action, whether an Early Help Assessment should be undertaken, or whether a referral should be made to First Response/Children's Social Care in-line with the Threshold for access to services published

September 2021, or any later edition made available by Leicestershire and Rutland Safeguarding Children Partnership.

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

40.7 The Designated Safeguarding Lead will use CPOMS and have a systematic means of monitoring children known or thought to be at risk of harm. They will ensure that we contribute to assessments of need and support multi-agency plans for those children.

41 Educating young people – opportunities to teach safeguarding

[KCSIE 2026 paragraphs 156-166].

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

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

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

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

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

41.6 RSHE is taught through our PSHCE Curriculum each year.

41.7 Pupils and parents are made aware of online safety to minimise the safeguarding risks technology can pose and where they can seek advice, help, and support.

41.8 School works in liaison with Inclusion Support and social care for any pupils who may access education from home. This includes daily contact.

42 Helplines and reporting

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

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

42.3 List of supporting policies:

Child on Child Abuse Policy
Online Safety Policy
Artificial Intelligence Policy
Mobile Phone Policy
Whistleblowing Policy
Attendance Policy
SEND Policy
Pupil Premium Policy
Data Protection Policy

43 Child on child sexual harassment and sexual violence

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

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

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

- bullying (including cyberbullying, prejudice-based and discriminatory abuse in intimate personal relationships between children (also known as teenage relationship abuse),
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm,
- physical assault and harm, or the threat of harm with a weapon,
- harmful sexual behaviour, sexual violence and sexual harassment –which may include misogyny/misandry.
- consensual and non-consensual making or sharing of nudes and semi nudes, including those generated using AI.

- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party,

- upskirting (which is a criminal offence 44), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and

- initiation/hazing type violence and rituals.

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

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

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

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

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

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

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

43.11 Risk and needs assessments will be put in place.

44 Children who are questioning their gender

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

44.2 In accordance with Keeping Children Safe in Education 2026, the school will adopt safeguarding-led approach when responding to any child who is questioning their gender. Decisions will be made on an individual basis, taking account of the child's age, developmental stage, wishes and feelings, wider

vulnerabilities, educational needs, mental health, neurodiversity, family circumstances and the rights and wellbeing of other children. The child's best interests will always be the primary consideration.

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

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

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

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

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

44.8 KCSiE 2026 paragraphs 95-98 confirms that schools and colleges can lawfully separate children according to their biological sex for sport. In cases where a gender questioning child makes a request relating to how they participate, if "there are no safety concerns", settings should consider "whether supporting social transition is overall in the best interests of the child, as well as considering the impact on other children and the aim of creating safe and fair environments for children to participate in PE." Generally, PE lessons are mixed gender, however some clubs/events/competition may be gender specific.

44.9 KCSiE 2026 paragraphs 105-116 explain that when it comes to toilets, showers and changing facilities, children must not be allowed into the spaces "designated for the opposite biological sex." In instances where a child does not want to use these spaces, "schools and colleges should consider whether they can provide an alternative." Schools and colleges must keep a record of any such situations and "ensure they are communicated appropriately" and regularly reviewed.
At Burbage Infants (as pupils are aged below 8-years), toilets are not designated by biological sex. At Burbage Juniors there are separate toilets for boys and girls.

44.10 Paragraphs 197-202 include new guidance that schools and colleges must not allow a child to share overnight accommodation with a child of the opposite biological sex. This must be considered when responding to a request for social transition, where the rule still applies. If a child doesn't want to share with a child of the same biological sex, alternative arrangements may be sought, but they "should not compromise the safety, comfort, privacy or dignity of any child."

The following appendices are a part of this policy:

Appendix 1 - LCC LA Flow Chart 2026-2027'What to do if you are worried a child is being abused or at risk of harm, neglect, or online harm.
Appendix 2 – KCSIE 2026 – key changes
Appendix 3 – Child-on-Child Abuse Policy 2026

Appendix 1

Burbage C of E Infant & Burbage Junior School
Child Protection & Safeguarding Flow Chart-
'What to do if you are worried a child is being abused, at risk of harm or neglect'.

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

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

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

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

Discuss concerns with the Designated/Named Safeguarding Lead

- The DSL will consider further actions including consultation with First Response (if a new concern).
- Concerns and discussion, decisions and reasons for decision should be recorded on CPOMS.
- At all stages the child's circumstances should be kept under review and re-refer if concerned to ensure the child's circumstances improve – **the child's best interests must come first.**

Still have concerns - Refer to First Response (MARF)
Have child/families' personal details to hand and be clear about concern/allegations. Complete referral form.

Safeguarding concern Resolved /no longer held
Support has been agreed, record decisions and any follow up needed. actions.

First Response 0116 305 0005
Where safe consider **Family Help Service**

If the child is at immediate risk dial 101 and ask for assistance
Record all decisions and actions, working to agreed outcomes and within timescales. Escalate any emerging threats/concerns by adopting Leicestershire and Rutland Safeguarding Children Partnership procedures.
https://llrscb.proceduresonline.com/index.htm

NSPCC Whistle blowing
Tel: 0800 028 0285

Police Tel: 101

Unmet needs identified
Decide what actions are needed to support the child.

Consult with the child young person, family, and relevant agencies:
Agree support, refer to LRSCP guidance Thresholds for access to services (September 2021)

Contacts: For any allegations/concerns regarding an adult who works with (in either paid/voluntarily) employment with children contact the LA Designated Officer (LADO) CFS-LADO@leics.gov.uk Outside of office hours, contact the First Response Children's Duty Team: 0116 305 0005
LA Safeguarding and Compliance Lead *Charlotte.Davis@leics.gov.uk* 0116 305 7750

Appendix 2 – KCSiE 2026 – Key Changes

KCSiE 2026

Part One.

KCSiE 2026 Part One Safeguarding Information for all staff.

Annex A has been removed; all staff must now read part 1.

- Paragraph 13: Updated to distinguish between community-based early help and targeted early help delivered through Family Help.

  Policy change, paragraphs 5.6,
- Paragraph 17: Expanded examples of issues staff should remain alert to.
- Paragraph 18: Added "modern slavery."
- Paragraph 20: Added "including physical, sexual, and emotional abuse, stalking" and "financial exploitation."
- Paragraph 25: Clarified that emotional abuse may include verbal abuse (e.g., criticism, belittling, name-calling).

  Policy changes, 7.1, 7.2. 7.3
- Paragraph 26: Clarified that emotional abuse may include verbal abuse (e.g., criticism, belittling, name-calling).

  Policy changes, 10.3
- Paragraph 27: Expanded section on sexual abuse to provide clear examples of physical contact

  Policy changes, 10.5
- Expanded Child Criminal Exploitation and Child Sexual Exploitation content: "This can be committed or facilitated by an organised network or gang, and victims may identify as part of this group.", "This may constitute modern slavery…" and a reference to Modern Slavery statutory guidance, including referral expectations. Added a new footnote defining county lines and linking to Home Office guidance.
- Paragraph 42: Added "This can be committed by an individual or an organised network…" and "Most sexual abuse is committed by individuals known to the victim."
- Added clarification that victims may be criminalised for actions taken under coercion. Added a footnote defining "organised network" (from the Independent Inquiry into Child Sexual Abuse).

  Policy changes, 10.6, 9.3
- Paragraph 29: Clarified that safeguarding issues often overlap.

  Policy change 9.2
- Paragraphs 75-77: Added references to "trainee teachers"

  Policy changes, 20.7

Part Two- The management of Safeguarding

- Page 95-98 Added new section on "Sport" and single sex spaces.

  Policy change; section 45 is a new section.
- Paragraph 127: Added expectations for robust DSL cover arrangements (e.g.,

confidential shared mailbox).
Policy change 18.1.3

- Paragraphs 138-150: Added more detailed information about sharing information.

Policy change, paragraph 31.2.4

- Paragraph 163 Updated definitions of online risk categories

Policy change, Page 5 43.1

- Paragraph 168: Added new section on "Mobile phone policy"

Policy change, paragraph 43.5

- Paragraph 171: Updated wording "…ensure that a review of their effectiveness is carried out at least once every academic year. Reviews should be carried out by the SLT member responsible for filtering and monitoring, with the support of the school's DSL and IT support. They should include checks that filtering is working appropriately on all internet-connected devices in all relevant locations, and a record should be kept of these 192 checks…"

Policy change, paragraph 8.3

- Paragraphs 186-189: Added references to "trainee teachers"

Policy change, paragraph 16.11

- Paragraphs 208-213: Updated content relating to alternative provision.

Policy change, paragraph 12.4

- Paragraphs 224-232: Updated section on "Children requiring mental health support"

Policy change, paragraph 16.2.9

- Paragraphs 208-213: Updated content relating to alternative provision

Policy change, paragraph 12.4

- Paragraph 246: Added new section on "Young carers" and their specific needs.

Policy change, paragraph 24.3

- Paragraphs 247-249: Added further additional barriers that children with SEND may face

Policy change, paragraph 33.4.2-33.4.6

- Paragraph 250: Added new section on safeguarding children with medical conditions.

Policy change, paragraph 16.13

- Gender Questioning children

Paragraphs 251-282 provide a full decision-making framework for requests to support "social transition" – prioritising the school's duty to all children, requiring active parental involvement (with a narrower risk exception), and treating social transition as an "active intervention" requiring particular caution, especially in primary schools.
Policy change; section 45 is a new to the policy.

Part Three-Safer recruitment

- Paragraph 315: Regulated activity section rewritten for clarity and to include volunteers. Regulated activity table updated to remove the 'supervision exemption'

- from regulated activity. This change has been made by the Crime and Policing Act 2026. Removed "DBS check types" section to avoid duplication.

  Policy changes, paragraph 20.5 and 20.7
- Paragraphs 403-407: Work experience supervision section rewritten for clarity and in response to the Crime and Policing Act 2026 change to the definition of regulated activity.

  Policy changes, paragraph 20.15 and 20.16

Part Four- Safeguarding concerns or allegations made about staff, including supply teachers, volunteers and contractors

- Reference added to Trainee teachers through out

  Policy change paragraph 16.11
  Paragraphs 452-456: Updated supply teachers, trainee teachers and all contracted staff section to make it clearer that schools and colleges share safeguarding responsibilities with third party organisations.
- Paragraphs 452-456: New content setting expectations for handling concerns about trainee teachers.

  Policy change paragraph 24.1.9

Part Five- Child on child sexual harassment and Sexual Violence.

- Part five substantially rewritten to highlight the progressive continuum from harmful.

  Policy change 8.10, includes a language change and section 44 has been added to the end of the policy.

Annex B

- Information sharing and managing the child protection file

  DSLs are instructed to share information with receiving schools, "particularly where the information would support an assessment of risk to others", including concerns about serious violence or harmful behaviours. If there are issues or concerns, a conversation between DSLs from both settings is recommended as good practice. Policy change 40.5, new bullet point.

Appendix 3 – Child-on-Child Abuse Policy 2026

BURBAGE GROVE ROAD SCHOOLS FEDERATION

CHILD-ON-CHILD ABUSE POLICY 2026-2027

The governing board adopted this policy:
Chair of Governors:
Signed:
Date:

[1] Review will be done in conjunction with our Child Protection & Safeguarding Policy

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1. Intent

Burbage C of E Infant School & Burbage Junior School recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Abuse to children by their peers will not be tolerated or passed off as part of "banter", "just having a laugh" or "part of growing up". Our school adopts a zero tolerance to sexual violence, sexual harassment and harmful sexual behaviour between children and young people. All staff have a 'it could happen here' approach.

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of abuse within our school and beyond.

We understand the importance of identifying, reporting, recording and responding to **all** safeguarding concerns, regardless of their perceived severity. We understand that sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur

through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable. While a concern may be low-level, that concern can escalate over time to become much more serious.

Burbage C of E Infant School prides itself on creating a safe environment for all children, underpinned by the theologically rooted Christian vision and values - Living, Loving, Learning.

Burbage Junior School prides itself on creating a safe environment for all children, underpinned by the school's vision and values- The Burbage Way- striving to be the best version of ourselves.

We are committed to following statutory guidance on how schools should respond to all reports and concerns of child-on-child abuse including sexual violence and sexual harassment. This includes those that have happened outside of the school premises or online.

2. Introduction

This policy should always be read in conjunction with our school's Child Protection & Safeguarding Policy.

Keeping Children Safe in Education 2026 states that governing bodies and proprietors should ensure that their child protection policy includes:

- procedures to minimise the risk of child-on-child abuse;
- the systems in place (and they should be well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously;
- how allegations of child-on-child abuse will be recorded, investigated, and dealt with;
- clear processes as to how victims, perpetrators and any other child affected by child-on-child abuse will be supported;
- a recognition that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported;
- a statement which makes clear there should be a zero-tolerance approach to abuse, and it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children;
- recognition of the gendered nature of child-on-child abuse (ie. that it is more likely that girls will be victims and boys the perpetrators), but that all child-on-child abuse is unacceptable and will be taken seriously; and,
- the different forms child-on-child abuse can take, such as:
  - bullying (including cyberbullying prejudice-based and discriminatory bullying);
  - discriminatory behaviour, including racism, faith-targeted abuse, and other prejudice-based incidents;

- abuse in intimate personal relationships between children (also known as teenage relationship abuse);
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- physical assault and harm, or the threat of harm with a weapon.
- Harmful sexual behaviour, sexual violence and sexual harassment which may include misogyny and misandry.
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery including those generated using AI);
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- upskirting (which is a criminal offence 44), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm;
- initiation/hazing type violence and rituals.

The guidance also states that governing boards and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children (children with Special Educational Needs and/or Disabilities (SEND)). These can include being more prone to peer group isolation than other children and the potential for children with SEND being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs. Communication barriers and difficulties in managing or reporting these challenges risks that they do not understand that what is happening to them is abuse.

At Burbage C of E Infant School & Burbage Junior School we are committed to the prevention, early identification and appropriate management of child-on-child abuse and to ensure that any form of child-on-child abuse or sexually harmful behaviour or violence is dealt with immediately and consistently. This will reduce the extent of harm to the young person and minimise the potential impact on that individual child's emotional and mental health and wellbeing.

This policy applies to governors and all members of staff including volunteers.

3. Definition

Child on Child Abuse is harmful behaviour experienced by one child from an individual or a group of children. Children can abuse other children. This is generally referred to as child-on-child abuse and can take many forms.
Child-on-child abuse is any form of physical, sexual, emotional, and financial abuse, and coercive control exercised between children, and within children's relationships (both intimate and non-intimate), friendships and wider peer associations.

All staff will be aware that children can abuse other children and that it can happen both inside and outside of school and online. All staff will understand that, even if there are no reports in the school, it does not mean it is not happening, it may be the case that it is just not being reported. As such if staff have any concerns regarding child-on-child abuse, they will speak to their Designated Safeguarding Lead (DSL) or deputy (DDSL).

All staff understand the importance of challenging inappropriate behaviours between peers and that downplaying certain behaviours, for example, dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and, in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues. This could include Generative Artificial Intelligence. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. 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.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation, etc. This is a matter of professional judgement.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- there is a large difference in power (for example age, size, ability, development) between the young people concerned; or,
- the perpetrator has repeatedly tried to harm one or more other children; or,
- there are concerns about the intention of the alleged young person.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

Child on Child Abuse staff training is delivered to all.

4. Vulnerabilities

As a school we will recognise any child can be vulnerable to child-on-child abuse including:

- individual and situation factors can increase a child's vulnerabilities to abuse by their peers such as the sharing of an image or photograph;
- children who are socially isolated from their peers;
- children who are questioning or exploring their sexuality may also be particularly vulnerable to abuse;
- children with protected characteristics such as gender, sexual orientation, ethnicity, race, or religious beliefs;
- children with SEND are three times more likely to be abused than their peers without SEND;
- children with social services involvement or previously known.

5. Prevention

As a school we will minimise the risk of allegations against other children by:

- in line with the Relationships and Sex Education (RSE) and Health Education, providing a developmentally appropriate Personal Social Health and Economic (PSHE) syllabus which develops children' understanding of acceptable behaviour, keeping themselves safe, the nature of child-on-child abuse and what is meant by consent;

- having a robust online safety programme which develops children' knowledge, understanding and skills, to ensure personal safety and self-protection when using the internet and social networking;

- having robust structures for raising parental awareness of online safety and parental controls, particularly when children are using information technology at home;

- having robust monitoring and filtering systems in place to ensure children are safe and act appropriately when using information technology in school;

- having systems in place for any child to raise concerns with staff, knowing that they will be listened to, believed, and valued in a non-judgemental environment;

- delivering targeted work on keeping safe to those children identified as being at risk;
- developing robust risk assessments and providing targeted work for children identified as being a potential risk to other children;
- creating a safe culture in school by implementing policies and procedures that address child-on-child abuse and harmful attitudes, promoting healthy relationships and attitudes to gender and sexuality;
- use the 'Everyone's Welcome' curriculum to teach children the protected characteristics;
- Equality Policy;
- Behaviour Policy;
- NSPCC *Speak Out, Stay Safe* programme.

6. Allegations against other children which are safeguarding issues

Occasionally, allegations may be made against a child(ren) by other young people in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse, sexual violence, teenage relationship abuse, sexual exploitation, bullying, cyberbullying and sexting. It should be considered as a safeguarding allegation against a child if some of the following features are present.

The allegation: -

- is made against an older child and refers to their behaviour towards a younger child or a more vulnerable child;
- is of a serious nature, possibly including a criminal offence;
- raises risk factors for other children in the school;
- indicates that other children may have been affected by this student;
- indicates that young people outside the school may be affected by this student.

Examples of safeguarding issues against a child could include:

Consent

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

- The age of consent is 16;
- Sexual intercourse without consent is rape.

Sexual Violence (KCSiE 2026 part 5)

It is important that schools and colleges are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school or college. When referring to sexual violence in this policy, we do so in the context of child-on-child sexual violence. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003, including rape, assault by penetration, sexual assault, (schools should be aware that sexual assault covers a very wide range of behaviour, so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault) and causing someone to engage in sexual activity without consent (this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party).

Sexual Harassment (KCSiE 2026 part 5)

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

Sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is

important to talk to and consider the experience of the victim) and displaying pictures, photos, or drawings of a sexual nature; and,

- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - consensual and non-consensual sharing of nude and semi-nude images and/or videos. (Taking and sharing nude photographs of young people
  - under the age of 18 is a criminal offence.);
  - sexualised online bullying;
  - unwanted sexual comments and messages, including, on social media; and,
  - sexual exploitation, coercion and threats;
  - upskirting (a criminal offence);
  - sharing of unwanted explicit content.

Physical Abuse

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally, before considering the action or sanctions to be undertaken.

Bullying

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behaviour must be aggressive and include:

- an imbalance of power: young people who bully use their power - such as physical strength, access to embarrassing information, or popularity - to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people;
- repetition: bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason, eg. size, hair colour, race, gender, sexual orientation, and excluding someone from a group on purpose.

Online bullying

Online bullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and X (previously Twitter) to harass threaten or intimidate someone for the same reasons as stated above. It is important to state that cyberbullying can very easily fall into criminal behaviour under the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience, or needless anxiety to another could be deemed to be criminal behaviour. If the behaviour involves the taking, sharing, or distributing indecent images of young people under the age of 18, then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, if a child is 10 and above, the school will have no choice but to involve the police to investigate these situations.

Consensual and non-consensual sharing of nude and semi-nude images

(also known as sexting or youth-produced sexual imagery).
This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, regardless of their age, gender, or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a young person under the age of 18, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

Emotional Abuse

This can include blackmail or extortion and may also include threats and intimidation. This harmful behaviour can have a significant impact on the mental health and emotional wellbeing of the victim and can lead to self-harm.

Sexual Abuse and Harmful Sexual Behaviour (KCSiE 2026 part 5)

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour, and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse. It can also include indecent exposure, indecent touching /serious sexual assaults or forcing others to watch pornography or take part in sexting.

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

Teenage Relationship Abuse

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teenager uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

Sexual Exploitation

This can include encouraging other young people to engage in inappropriate sexual behaviour or grooming and recruiting members of the peer group into being sexually exploited by other young people or adults. It can also include photographing or videoing other children performing indecent acts.

Initiation/hazing type violence and rituals

This can include rituals that young people accept they are going to have to endure in order to be accepted within a group or organisation. These rituals are often violent and/or sexually abusive.

7. Identifying a child who is being abused by their peers

The school will recognise that the signs that a child may be suffering from child-on-child abuse can also overlap with signs indicating other types of abuse and can include:

- failing to attend school (absence), disengaging from classes, or struggling to carry out school related tasks to the standard ordinarily expected;
- physical injuries;
- experiencing difficulties with mental health and/or emotional wellbeing,
- becoming withdrawn and/or shy; experiencing headaches, stomach aches, anxiety and/or panic attacks; suffering from nightmares or lack of sleep or sleeping too much, tiredness;
- poor self-esteem;
- broader changes in behaviour including alcohol or substance misuse;
- changes in appearance and/or starting to act in a way that is not appropriate for the child's age;
- abusive behaviour towards others;
- Rumours or 'coded' talk between children that suggests concerning interactions or coercion is occurring.

Abuse affects children very differently. The above list is not exhaustive, and the presence of one or more of these signs does not necessarily indicate abuse. The behaviour that children present with will depend on the context of their circumstances.

Where a child exhibits any behaviour that is out of character or abnormal for his/her age, the school will consider whether an underlying concern is contributing to their behaviour, including whether the child is being harmed or abused by their peers.

8. Our school approach for dealing with allegations of child-on-child abuse

When an allegation is made by a child against another child, or about a child-on-child incident they have witnessed or been a part of, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the DSL must be informed. The DSL will follow the thresholds

for access to services (Leicester Safeguarding Children Partnership Board). All children involved will be seen as 'victims'.

- The member of staff will listen to the disclosure, using open language and demonstrate understanding without judgement;

- The school and the DSL will also take account of the wider context in which the alleged incident(s) of child-on-child abuse took place, for example, the physical environment of the school, route/travel to and from school, online environment and gender norms;

- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances;

- The DSL should contact Social Care: 'Professionals Helpline'. The DSL will follow through the outcomes of the discussion and make a referral where appropriate or if necessary seek advice from the safeguarding partner or refer to resources from the Centre of Expertise on Child Sexual Abuse.

- If the allegation indicates that a potential criminal offence has taken place, the police will become involved. In some cases, the school will have a statutory duty to refer the incident to the police and/or social car. Where a report of rape, assault by penetration or sexual assault is made, a starting point is that this should be passed onto the police. Whilst the age of criminal responsibility is 10, if the alleged perpetrator(s) is under 10, the starting principle reporting to the police remains. The police will take a welfare, rather than a criminal justice approach. The following advice may help school decide when to engage the police and what to expect of them when they do.

- Parents, of both/all the student(s) concerned with the disclosure/allegation and the alleged victim(s), should be informed, and kept updated on the progress of the referral;

- The DSL will make a record of the concern, the discussion and any outcome and keep a copy on CPOMS (electronic record-keeping for safeguarding and behaviour);

- If the allegation highlights a potential risk to the school and the child, the school will follow the school's Behaviour Policy and procedures and take appropriate action;

- In situations where the school considers a safeguarding risk is present, a risk assessment including a preventative/supervision plan should be implemented;

- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned;

- Where a disclosure or allegation indicates that indecent images of a child or children may have been shared online, the DSL will consider what line of action is to be taken after seeking professional advice and, if the images have been uploaded to the internet, what specialist help may be required for the images to be removed.

- School will seek to protect children's anonymity.