

Worthington Primary School

Child Protection Policy

REVISION HISTORY

Document Version	Date of Release	Changes Made
Version 1	March 2012	Policy updated
Version 2	April 2013	Policy updated
Version 3	September 2015	Policy updated
Version 4	September 2019	Policy updated
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Version 11	January 2024	Minor changes to dates
Version 12	1 st September 2024	Policy Updated
Version 13	1 st September 2025	Policy Updated

INTRODUCTION

Worthington School

Policy statement and principles

At Worthington Primary School, safeguarding and promoting the welfare of our pupils is our highest priority. We are committed to creating a safe, supportive, and nurturing environment where every child feels valued and protected. This procedure guide sets out the school's responsibilities and the actions we take to ensure the safety and well-being of all pupils. It is designed for parents, staff, and children to understand how safeguarding is embedded in our daily practice and the roles everyone plays in maintaining a secure school community.

We recognise that safeguarding is a shared responsibility and that timely, appropriate action is essential to protect children from harm. This guide outlines our safeguarding ethos, the key personnel involved, and the policies that underpin our approach. It also provides clear information on how concerns are managed and how the school complies with statutory safeguarding requirements.

1. Establishing the Safeguarding Ethos

- The school ethos is centred on respect, care, and protection for every pupil.
- All staff, pupils, and parents are made aware that safeguarding is everyone's responsibility.
- We promote open communication so that pupils feel safe to share concerns.

2. Safeguarding Leadership and Responsibilities

- **Senior Leadership Team (SLT)** oversees safeguarding arrangements to ensure policies are implemented effectively.
- **Designated Safeguarding Lead (DSL): Mrs Natasha Clark**
Responsible for managing safeguarding concerns, liaising with external agencies, and maintaining safeguarding records.
- **Deputy Designated Safeguarding Leads (DDSLs): Mrs Emma Pester**
Support the DSL and act in their absence.
- All safeguarding responsibilities are clearly outlined in staff job descriptions and induction materials.

3. Implementation of Safeguarding Policies

- Worthington Primary School has a comprehensive range of linked policies that support safeguarding, including but not limited to:
 - Staff Behaviour Policy (Code of Conduct)
 - Safer Recruitment Policy
 - Allegations Against Staff Policy
 - Complaints Policy
 - Pupil Behaviour Policy
 - Children Missing Education Policy
 - Online Safety Policy
 - Child on Child Abuse Policy
 - Sexual Violence and Sexual Harassment Policy between children
- These policies are regularly reviewed and updated in line with statutory guidance and best practice.

This Child Protection Policy will be reviewed by the Senior Designated Safeguarding Lead Mrs Natasha Clark 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 Body** for approval and sign off at the first autumn term meeting.

Date of last review: September 2025

Date of next review: September 2026

Role	Name	Contact Details
Headteacher	Mrs Natasha Clark	01530 222319 Worthington School
Senior Leader(s) available for contact in the absence of the DSLs	Mrs Emma Pester	01530 222319 dsl@worthington.leics.sch.uk
Designated Governor for Child Protection / Safeguarding	Mrs Amy McGrath	01530 222319 amcgrath@worthington.leics.sch.uk
Senior Designated Safeguarding Lead	Mrs Natasha Clark	01530 222319 dsl@worthington.leics.sch.uk
Deputy Safeguarding Lead	Mrs Emma Pester	01530 222319 dsl@worthington.leics.sch.uk
Leicester and the Leicestershire and Rutland Safeguarding Children Partnerships Procedures Manual.	Report Your Concerns about a Child or Young Person	LCC report neglect or abuse
LA Safeguarding Children in Education Officer	Charlotte Davis	0116 3057750 Charlotte.davis@leics.gov.uk
LA Child Protection Contact / LADO	CFS- LADO@leics.gov.uk LADO service is available office hours only: Monday-Thursday, 8.30am - 5.00 pm and Friday, 8.30am - 4.30pm	CFS-LADO@leics.gov.uk Link to LADO referral form: https://www.leicestershire.gov.uk/education-and-children/child-protection-and-safeguarding/report-a-childcare-worker-or-volunteer
First Response	For urgent concerns about a child who needs a social worker or police officer today	0116 305 0005
Police (to report a crime and immediate risk of harm or abuse to child)	101	In an emergency 999 (only)
NSPCC help / whistleblowing line	line is available 8.00am to 8.00pm Monday to Friday	0800 028 0285- email: help@nspcc.org.uk

1. Purpose and Aims

- 1.1 Our policy applies to all staff, governors and volunteers working in the *school* and takes into account statutory guidance provided by the Department for Education and local guidance issued by the Leicestershire Safeguarding Children Partnership. This policy also applies to all individuals who use the school premises, including staff, pupils, parents, visitors, and external agencies. Everyone working in or accessing the school premises is expected to adhere to the principles and procedures outlined in this policy to support a culture of safeguarding. Each individual working within the school will be provided with a copy of this child protection policy to ensure clear understanding of their roles and responsibilities in maintaining safeguarding standards.
- 1.2 We will ensure that all parents/carers are made aware of our responsibilities regarding child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this *school* child protection policy. These duties and responsibilities, as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2025 and HM Working Together to Safeguard Children 2023 are incorporated into this policy.

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 those Leicester and the Leicestershire and Rutland Safeguarding Children Partnerships.

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

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

4. Safeguarding and promoting the welfare of children

4.1 Defined as:

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

5. Whole *school* approach to safeguarding:

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

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

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

- Providing first aid.
- Educational visits and off- site education.
- **Alternative Provision placements**
- Intimate care and emotional wellbeing.
- On-line safety and associated issues including filtering and monitoring in accordance with DfE monitoring standards.
- Appropriate arrangements to ensure school security, considering the local context.
- Keeping children safe from risks, harm, exploitation and sexual violence and sexual harassment between children: KCSiE 2025 Annex A.

7. Safeguarding can involve a range of potential issues

7.1 Such as:

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

- Persistent absence from education, including persistent absence for part of the school day.
 - At risk of suspension or permanent exclusion
 - Particular issues affecting children including domestic abuse and violence, female genital mutilation, and honour-based abuse.
 - Being subject to any conduct where the purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats, or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages (Law change on Forced Marriage, February 2023).
 - 'Upskirting'- The Voyeurism (Offences) Act, which is commonly known as Upskirting Act, came into force on 12 April 2019. Upskirting is a criminal offence and reportable by all teachers (KCSiE Annex A).
- 7.2 All our staff and volunteers are aware of the indicators of abuse, neglect and exploitation and know what to look for is vital for the early identification so that support can be put in place. Our staff and volunteers are also aware of the specific safeguarding issues that indicate or inform of concerns or incidents linked to child criminal exploitation and child sexual exploitation and know to report concerns directly to the designated safeguarding or a member of the senior leadership team should the designated safeguarding lead not be available for children who may be in need of help or protection.
- 7.3 Our staff recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. Children may also feel embarrassed, humiliated, or could be being threatened not to tell, so not feel able to share what is happening to them. Alternatively, we recognise children may not want to make a disclosure or talk about what is happening due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child and agree a way forward to support the child and determine how best to build trusted relationships with children and young people which facilitate good opportunities for communication.
- 7.4 **All staff should always** speak to the designated safeguarding lead, or deputy at the earliest opportunity.
- 7.5 As a *school* we are aware that abuse, neglect, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore all staff should always be vigilant and always raise any concerns with the designated safeguarding lead (or deputy).
- 7.6 **All staff** should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the *school* and/or can occur between children outside of our school environment.
- 7.7 All our staff have received information and training regarding the risks that can take place outside the child's family. This is known as extra-familial harm and these can take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.
- 7.8 Our staff are aware that technology offers many opportunities but is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

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

8. Online Safety

- 8.1 *Our school approach to online safety, including appropriate filtering and monitoring on school devices and school networks is reflected in this Child Protection Policy including awareness of the ease of access to mobile phone networks. (See KCSiE 2023 Paragraph 138). Children who attend Worthington School are not allowed to bring mobile phones onto the school site. In extreme situation, the head must be made aware and the phone will be kept in the school office until the end of the day.*
- 8.2 *Our Senior DSL and the DSL team has the lead responsibility in this area, which is overseen and regularly reviewed by the Governing body, along with considering the number of and age range of their children, those who are potentially at greater risk of harm, and how often they access the IT system along with the proportionality of costs versus safeguarding risks.*
- 8.3 Our *Governing body* will ensure they maintain oversight of *the Online Safety Policy contained within our main child protection policy*, and the arrangements put in place to ensure appropriate filtering and monitoring on school devices and school network. The appropriateness of any filtering and monitoring systems will in part be informed by the risk assessment required by the Prevent Duty as required by KCSiE 2025 paragraph 140-150.
- 8.4 This will include:
- identify and assign roles and responsibilities to manage filtering and monitoring systems.
 - review filtering and monitoring provision at least annually.
 - block harmful and inappropriate content without unreasonably impacting teaching and learning.
 - have effective monitoring strategies in place that meet the *school* safeguarding need.
 - review and discuss the standards with the leadership team, IT staff and service providers to ensure the school/college meets the standard published by the [Department for Education filtering and monitoring standards](#).
 - Worthington Primary School utilizes the Netsweeper Web Filtering service to ensure safe, filtered, and logged internet access for staff and students, meeting UK standards for safeguarding and online safety. The system blocks illegal and inappropriate content, including pornography, child sexual abuse, extremism, gambling, and offensive language, using dynamic content analysis and AI-based categorization across 47 languages. The school has local control to tailor filtering policies, monitors suspicious searches, and generates detailed reports for oversight. Additional measures include staff and pupil e-safety training, on-site monitoring software, and a "Report a Concern" tool for proactive issue reporting. While the filtering system is centrally managed, the school collaborates with its IT provider to maintain and review the system, ensuring compliance with safeguarding policies.
- 8.5 *We have a separate Online Safety policy which can be accessed via the school website www.worthington.leics.sch.uk*
- 8.6 Our Governing body will ensure a review is maintained to ensure standards. They will discuss with IT staff and service providers these standards and whether more needs to be done to support our school/college in meeting and maintaining these standards and communicating these to staff, our *pupils*, parents, carers and visitors to the school who provide teaching to children as part of the learning and educational opportunities we provide.

- 8.7 Our Senior DSL and the DSL team will always act in the 'best interest of the child' and remain mindful of the importance with parents and carers about safeguarding concerns held for children and in particular children's access to online sites when away from *school*.
- 8.8 We will support understanding of harmful online challenges and hoaxes and share information with parents and carers and where they can get help and support.
- 8.9 *All forms of abuse or harassment will be reported in accordance with national safeguarding guidance, and we will take a 'zero tolerance' approach to harassment and abuse as informed in KCSiE 2025.*
- 8.10 As a *school* should an incident or disclosure be made by a child, our staff will always reassure the child (victim) that they are being taken seriously and that they will be supported and kept safe, but we recognise that not every victim will view themselves as such. We will also be mindful of the use of other terminology such as '**alleged perpetrator(s)**' or '**perpetrator(s)**' as in some cases the abusive behaviour will have been harmful to the perpetrator as well.
- 8.11 We will do our best to ensure children understand the law on child-on-child abuse is there to protect them rather than criminalise them. In doing this we will discuss with relevant statutory safeguarding agencies to ensure all concerns or incidents are addressed fully, and where required different types of assessment and services are put in place where required and in accordance with the Pathway to Provision v 9.1.
- 8.12 An Online Safety unit is taught every year to all children as part of our PSHE curriculum.

9. Identifying Concerns

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

10. Indicators of abuse, neglect and exploitation:

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

all forms of domestic abuse, including where they see, hear or experience its effects.

- 10.2 **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- 10.3 **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectation being imposed on children. These may include interactions that are beyond a child's developmental capability as well as over protection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- 10.4 **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbations, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children to look at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and **all** staff should be aware of it and of their school or colleges policy and procedures for dealing with it.
- 10.5 **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to; provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- 10.6 **Child Criminal Exploitation:** occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual.
- Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology. Criminal exploitation often happens alongside sexual or other forms of exploitation.
- Child Criminal Exploitation is broader than just county lines and includes for instance children forced to work on cannabis farms, to commit theft, shoplift or pickpocket, or to threaten other young people.
- 10.7 **Child Sexual Exploitation (CSE):** is a type of sexual abuse. It happens when a child or young person is coerced, manipulated or deceived into sexual activity in

exchange for things that 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 Staff at Worthington Primary School are trained to be vigilant for a broad range of indicators that may signal safeguarding concerns, including but not limited to:

Changes in Pupil Behaviour or Mood: Sudden withdrawal, anxiety, aggression, or unexplained fearfulness.

Physical Indicators: Unexplained bruises, burns, or injuries that may suggest physical abuse or neglect.

Emotional and Social Signs: Signs of emotional abuse such as low self-esteem, excessive clinginess, or self-harm.

Online Safety Concerns: Evidence of cyberbullying, exposure to inappropriate content, or grooming behaviours online.

Attendance and Punctuality Issues: Persistent absences or lateness which could indicate neglect or family difficulties.

Peer Interactions: Signs of child-on-child abuse including bullying, sexual harassment, or physical violence.

Disclosures: Pupils may disclose abuse or exploitation directly or indirectly.

Environmental or Family Changes: Noticing signs of neglect such as poor hygiene, inappropriate clothing, or hunger.

11.3 KCSiE 2025 places a greater responsibility on schools to ensure children can safely access and use online platforms, especially during remote learning when supervision may be limited. This involves robust filtering and monitoring systems, clear staff roles, and proactive engagement with parents to mitigate risks of online abuse, exploitation, grooming, and radicalisation.

11.4 Worthington School rigorously adheres to the statutory guidance outlined in Keeping Children Safe in Education (KCSiE) 2025, particularly Part Five, which addresses **child-on-child sexual violence and sexual harassment**. The school ensures a clear, accessible reporting system for pupils to raise concerns confidently, with the Designated Safeguarding Lead (DSL) leading a calm, professional, and timely response to all reports. We engage sensitively with both victims and alleged perpetrators, involving parents and carers appropriately while safeguarding the welfare of all pupils. Our behaviour and safeguarding policies explicitly reflect a zero-tolerance approach to sexual violence and harassment, underpinned by a strong culture of respect, resilience, and kindness, consistent with our school values. We maintain close collaboration with local authority children's social care, the police, and other agencies to ensure multi-agency support and effective information sharing. Additionally, the school proactively addresses online safety concerns linked to sexual harassment through specialist resources and education, including signposting to the UK Safer Internet Centre and the NSPCC helpline. Worthington regularly reviews its policies and curriculum to identify and respond to patterns of behaviour, ensuring continuous improvement in safeguarding practises.

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 Worthington School will play their part, including working with professionals from other agencies, particularly social workers, to meet the needs of our most vulnerable children and keep them safe. We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate.

11.6 **Putting Children at the Centre of Safeguarding Arrangements at Worthington Primary School**

Child-Centred Approach in a Small Community Setting

Worthington Primary School benefits from being a small rural school where everyone knows each other, fostering a close-knit, family-like environment. This community atmosphere ensures that every pupil has a trusted adult within the school whom they feel comfortable approaching with any concerns or issues. This trusted relationship is fundamental to our safeguarding approach, ensuring that pupils feel safe, valued, and heard.

Multiple Channels for Pupils to Express Themselves

Recognising that not all pupils may feel confident speaking directly to an adult, we have implemented “We’re Here to Listen” boxes in each classroom. These boxes provide a confidential way for pupils to post notes about their worries or concerns. This system respects pupils’ varying comfort levels and communication preferences, ensuring that every child has a voice, even if they prefer to communicate in writing rather than verbally.

Proactive Listening and Response

Staff regularly check these boxes and respond promptly to any notes, ensuring that pupils’ concerns are taken seriously and addressed in a timely manner. This practice supports early identification of safeguarding issues and aligns with the statutory guidance that emphasises the importance of early help and intervention (Keeping Children Safe in Education 2025, Part One).

Building Trusted Relationships

Staff are trained to build trusted relationships with pupils, encouraging open communication and professional curiosity. This approach helps pupils feel safe to share their experiences and concerns, including those they might find difficult to articulate. Staff also maintain confidentiality appropriately, involving only those necessary to support the child’s welfare.

Embedding Safeguarding in School Culture

The school’s values—Respect, Resilience, Pride, Kindness, Optimism, and Independence—are actively promoted to create a positive and inclusive environment where pupils feel respected and empowered. This culture supports pupils’ personal development and wellbeing, reinforcing their confidence to speak out when needed.

Designated Safeguarding Lead (DSL) and Staff Awareness

The school has a designated safeguarding lead who oversees safeguarding arrangements and supports staff in responding effectively to concerns. All staff receive regular safeguarding training, including how to listen to and respond to pupils’ voices, ensuring a consistent and informed approach across the school.

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

11.8 Where staff members have concerns about a child (as opposed to a child being in immediate danger) they will decide what action to take in conjunction with the Snr Designated Safeguarding Lead. Although we advocate that any staff

member can make a referral to children's social care or First Response, especially where a child is identified as being in immediate danger, they should however ensure that the Designated Safeguarding Lead (DSL), or a member of the senior leadership team is informed as soon as possible.

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

12. Alternative providers and other agencies

12.1 Multi-Agency Collaboration and Safeguarding Partnership at Worthington Primary School

At Worthington Primary School, safeguarding and supporting vulnerable pupils is a paramount priority. We maintain robust, collaborative relationships with statutory safeguarding partners and other relevant agencies to ensure that every child's welfare is promoted effectively.

12.2 Regular Multi-Agency Meetings and Forums

We actively participate in local safeguarding partnership (LSP) forums and multi-agency safeguarding meetings. These forums include representatives from social care, health services, early years providers, and the police.

Our Designated Safeguarding Lead (DSL) and senior leadership team attend these meetings to share insights, update on safeguarding concerns, and contribute to strategic safeguarding decisions affecting children in our community.

12.3 Direct Contact and Partnership with Social Care and Social Workers

The school maintains direct and open lines of communication with social care teams and allocated social workers for pupils known to be vulnerable or subject to child protection plans.

We hold regular case review meetings involving social workers, school staff, and where appropriate, parents and carers to discuss progress, share information, and coordinate support plans.

Worthington Primary often facilitates these meetings on-site to provide a familiar and accessible environment for children and families, reducing barriers to engagement and promoting collaborative working.

12.4 Multi-Agency Training and Professional Development

Staff, including the DSL and safeguarding team, regularly access multi-agency safeguarding training provided by the local authority and safeguarding partners. This training covers emerging safeguarding issues, statutory guidance updates, and best practises in child protection.

Training sessions often include joint sessions with social care, health professionals, and other education providers, fostering a shared understanding and coordinated approach to safeguarding.

12.5 Supporting Families and Children through Coordinated Plans

We work closely with other agencies to develop and implement Early Help Assessments (EHAs), Child in Need plans, and Child Protection plans tailored to the needs of individual pupils.

The school's nurturing environment and distributed leadership model support timely identification of needs and swift referral to appropriate services.

We ensure that all relevant staff are aware of the support plans and their roles in delivering adaptations or interventions to safeguard and promote pupil welfare.

12.6 Information Sharing and Record Keeping

In line with statutory guidance such as *Keeping Children Safe in Education 2025* and *Working Together to Safeguard Children 2023*, we have clear protocols for sharing information securely and appropriately with safeguarding partners. Our safeguarding policies emphasise timely communication with social care when concerns arise, ensuring that no safeguarding issues are overlooked or delayed. The school complies with requests for safeguarding audits and reports from local safeguarding partners to maintain high standards of safeguarding practice.

- 12.7 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.
- 12.8 Children who attend alternative education often have complex needs, it is important governing bodies/trusts and designated safeguarding leads ensure children are fully always supported, and the alternative setting is aware of any additional risks of harm that pupils may be vulnerable to. Information sharing for pupils who receive education provision outside of a mainstream setting is vital to support the child and ensure the learning environment where they are placed has all necessary information for the child before they access the provision. The working together principles are key to keep the child safe and understanding the vulnerabilities needing to be supported. This should include up to date contact details for the professionals working with the child and family.
- 12.9 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.
- 12.10 *The Senior Designated Safeguarding Lead (DSL) or headteacher*, who is familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies.
- 12.11 Procedures and Actions for Sharing Concerns by Senior DSL and DSL Team**

Initial Identification and Recording of Concerns

- When a safeguarding concern arises, the DSL or Senior DSL promptly records detailed, factual information about the concern, including dates, times, observations, and any statements made by the pupil or others.
- The record is kept securely and confidentially, accessible only to those directly involved in safeguarding.

Internal Consultation and Team Discussion

- The DSL team meets regularly to discuss concerns and ensure consistent understanding and approach.
- The Senior DSL provides oversight and guidance, ensuring that all concerns are taken seriously and acted upon in a timely manner.

Sharing Concerns with External Agencies

- Concerns are shared with appropriate external agencies in line with local safeguarding partnership arrangements and statutory guidance (*Working Together to Safeguard Children 2023*).
- Key agencies may include:
 - **Local Authority Children's Social Care (MARF - Multi-Agency Referral Form)** for concerns about significant harm or risk.
 - **Police** if there is an immediate risk or criminal activity.

- **Health Services** such as school nurses or CAMHS (Child and Adolescent Mental Health Services) for health-related safeguarding concerns.
 - **Early Help Services** for concerns that require support but do not meet the threshold for social care intervention.
- The Senior DSL ensures that referrals are made promptly and with all necessary information.

Use of Multi-Agency Safeguarding Arrangements

- The Senior DSL and DSL team work within the framework of the local safeguarding partnership (LSP) and delegated safeguarding partners (DSPs).
- They participate in multi-agency meetings, case conferences, and strategy discussions as required.
- They escalate unresolved issues through the agreed dispute resolution process if necessary.

Information Sharing and Confidentiality

- Information is shared on a need-to-know basis, respecting confidentiality but prioritising pupil safety.
- The DSL team ensures compliance with data protection laws while facilitating effective safeguarding communication.

Support Services Commissioned or Bought In

- The school may commission or buy in additional support services to enhance safeguarding, such as:
 - **Educational Psychologists** for assessments and advice on pupils with SEND or mental health needs.
 - **Counselling and Therapeutic Services** to support pupils experiencing emotional or psychological difficulties.
 - **Specialist Speech and Language Therapists** for pupils with communication difficulties.
 - **External Behaviour Support Services** to assist with managing challenging behaviour.
 - **Local Child and Family Support Services** for family engagement and early intervention.
- The Senior DSL coordinates with these services to ensure pupils receive holistic support.

Training and Professional Development

- The DSL team undertakes regular safeguarding training and multi-agency training to stay updated on procedures and best practises.
- They also provide safeguarding training to all school staff to ensure awareness and prompt reporting of concerns.

12.12 *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.*

12.13 Use of the School Site by Outside Organisations: Safeguarding Responsibilities and Managing Allegations

When outside organisations use the school or college premises to run activities for children—such as community groups, sports associations, or other service providers offering extra-curricular activities—the school retains a crucial safeguarding responsibility.

Safeguarding Responsibilities:

- The school or college remains responsible for safeguarding all children on its premises, regardless of whether the activity is directly run by school staff or an external organisation.
- This responsibility includes ensuring that all adults working with children on site, including those from external organisations, adhere to the school's safeguarding policies and procedures.

Raising and Managing Concerns or Allegations:

- If an allegation or safeguarding concern arises related to an individual or organisation using the school premises, the school must act promptly and follow its safeguarding policies.
- This includes reporting the concern or allegation without delay to the Local Authority Designated Officer (LADO) for advice and coordination of the investigation.
- The school must ensure that the safeguarding procedures are followed consistently, whether the concern relates to a member of school staff or an external provider.
- The school should also liaise with the external organisation involved to ensure appropriate action is taken, but the school's safeguarding procedures take precedence in managing the allegation.

Procedural Actions:

- The school will conduct initial enquiries to establish the facts without jeopardising any potential police or social care investigations.
- The designated safeguarding lead (DSL) or a deputy will ensure the child's welfare is prioritised and that appropriate referrals to children's social care or the police are made if necessary.
- The school will cooperate fully with the LADO, police, and children's social care throughout the investigation process.
- If the allegation concerns a supply teacher or contracted staff from an agency, the school will work closely with the agency to manage the allegation appropriately.

13. CPD, culture and ethos

13.1 Safeguarding Induction and Ongoing Training at Worthington Primary School

Initial Safeguarding Information and Induction:

- At the start of each academic year, **all staff, governors, volunteers, and those working within the school community** receive a copy of the **Child Protection Policy** and **Keeping Children Safe in Education (KCSIE) Part 1**.
- When a **new member of staff or volunteer** joins the school, the **Designated Safeguarding Lead (DSL)** meets with them individually to:
 - Run through the safeguarding procedures in detail.
 - Ensure they are fully up to date with current safeguarding practises and policies.
 - Provide them with clear guidance on how to report any concerns or disclosures.

Regular Safeguarding Training:

- All staff undertake **yearly safeguarding training** to refresh and update their knowledge.
- Additionally, staff participate in **bi-annual safeguarding training sessions provided by the Local Authority (LA)** to stay informed about any changes in legislation or local safeguarding practises.

Ongoing Monitoring and Reinforcement:

- Regular **check-ins during staff meetings** are conducted to:
 - Reinforce the importance of following safeguarding policies and procedures.
 - Discuss any updates or concerns related to safeguarding.
 - Provide opportunities for staff to ask questions or clarify procedures.

Checking Understanding and Reporting Procedures:

- The DSL ensures that all staff, including supply staff and volunteers, understand how to **recognise safeguarding concerns** and **report disclosures** promptly and appropriately.
- This is monitored through:
 - Discussions during induction and training sessions.
 - Informal checks during staff meetings.
 - Feedback and follow-up conversations after any safeguarding incidents or concerns are raised.

13.2 Ensuring Safe Recruitment and Ongoing Vigilance at Worthington Primary School

Safer Recruitment Training

All staff involved in the recruitment process have completed Local Authority (LA) Safer Recruitment training. This ensures that those responsible for hiring understand the legal requirements, best practises, and the importance of safeguarding throughout recruitment.

Robust Recruitment Process

When a vacancy arises, we follow a detailed audit of recruitment actions, which includes:

- Clear job descriptions and person specifications highlighting safeguarding responsibilities.
- Advertisements that explicitly state the school's commitment to safeguarding and that all necessary checks will be undertaken.
- Application forms that require comprehensive personal, employment, and qualification details, including declarations about barred status for regulated activity.
- Verification of qualifications, employment history, and references.
- Conducting interviews with at least one panel member trained in safer recruitment.
- Carrying out all pre-appointment checks, including enhanced DBS checks and barred list checks where applicable.

Single Central Record (SCR)

All recruitment and safeguarding checks are meticulously recorded and maintained on the Single Central Record (SCR). This includes evidence of safer recruitment

training for panel members, DBS checks, references, and other relevant documentation.

Ongoing Safeguarding Vigilance

Safeguarding is embedded in the school culture beyond recruitment:

- We maintain continuous vigilance by creating an environment where staff feel safe and supported to raise concerns about any safeguarding issues, whether they arise inside or outside the workplace, including online.
- Staff are trained and regularly reminded about the procedures to follow if they have concerns about colleagues or pupils.
- The leadership team ensures that safeguarding policies are up to date and rigorously implemented.
- We have clear processes for responding to allegations or concerns about staff conduct, including referral to the Disclosure and Barring Service (DBS) and the Teaching Regulation Agency (TRA) when necessary.
- Regular reviews of staff suitability occur, particularly if roles change or if there are concerns about an individual's conduct.

Creating a Safeguarding Culture

The governing body and senior leaders actively promote a culture that safeguards and promotes the welfare of children. This includes:

- Encouraging open dialogue about safeguarding issues.
- Ensuring all staff understand their safeguarding responsibilities.
- Monitoring and reviewing safeguarding practises regularly to ensure effectiveness.

14. Responsibilities of the DSL/DSL Team

- 14.1 The Senior DSL and deputies (DSL team) maintains a key role in raising awareness amongst staff about the needs of children who have or who have had a social worker and the barriers that those children might experience in respect of attendance, engagement and achievement at schools or college. **This should include children under kinship care.**
- 14.2 The Senior DSL along with the Designated Teacher can inform the Governing body and Headteacher the number of children in their cohort who have or who have had a social worker and appropriate information is shared with teachers and staff on individual children's circumstances.
- 14.3 The Designated Teacher and Senior Designated Safeguarding Lead maintain data for children who have looked after status and for children who have been involved in the care system.
- 14.4 The Designated Teacher maintains good links with the Virtual School Head to promote the educational achievement of previously looked after children. The role of virtual school heads was extended in June 2021, to include a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker. The virtual school head should identify and engage with key professionals, helping them to understand the role they have in improving outcomes for children. This should include Designated Safeguarding Leads, social workers, headteachers, governors, Special Educational Needs Co-ordinators, mental health leads, other local authority officers.
- 14.5 Management of Requirements and Arrangements for the Designated Safeguarding Lead (DSL) and Designated Teacher at Worthington Primary

School. **At Worthington School the DSL is also the Designated Teacher: N Clark**

Appointment and Role Clarity

- An appropriate senior member of staff from the leadership team is appointed as the DSL. This role is explicitly included in the post holder's job description, ensuring clarity of responsibilities.
- The DSL holds the appropriate status and authority within the school to carry out safeguarding and child protection duties effectively.
- The school has considered the appointment of deputy DSL(s), trained to the same standard as the DSL, with clear role descriptions, ensuring continuity of safeguarding leadership.

Time, Resources, and Training

- The DSL is allocated sufficient time, funding, training, resources, and support to fulfil their safeguarding responsibilities effectively.
- Regular, up-to-date safeguarding training is provided to the DSL and deputies, including training on online safety, filtering, and monitoring systems.
- The DSL is supported to attend multi-agency meetings and strategy discussions as required.

Availability and Accessibility

- The DSL (or a deputy) is available during school hours throughout term time for staff to discuss any safeguarding concerns.
- Clear arrangements are in place to ensure the DSL is accessible in person or, in exceptional circumstances, via phone or video call.
- Adequate cover arrangements are made for out-of-hours and out-of-term safeguarding responsibilities.

Managing Referrals and Multi-Agency Working

- The DSL takes lead responsibility for managing referrals to local authority children's social care, the Channel programme, the Disclosure and Barring Service, and the police as appropriate.
- The DSL supports staff in making referrals and liaises with safeguarding partners, social workers, police, and other agencies.
- The DSL works closely with the headteacher and other senior leaders to promote educational outcomes for vulnerable pupils, including those with social workers.

Record Keeping and Information Sharing

- The DSL ensures child protection files are kept up to date, confidential, and stored securely.
- Records include clear summaries of concerns, actions taken, decisions made, and outcomes.
- When pupils transfer to another school, the DSL ensures child protection files are transferred securely and promptly (within 5 days for in-year transfers).
- The DSL considers sharing additional information with receiving schools to ensure continuity of support.

Supporting Staff and Promoting a Safeguarding Culture

- The DSL acts as a source of support, advice, and expertise for all staff on safeguarding matters.

- The DSL liaises with other key staff such as SENCOs, pastoral leads, mental health leads, and IT technicians to ensure a holistic safeguarding approach.
- The school promotes engagement with parents and carers in safeguarding and welfare matters, including supporting families facing challenges.

Designated Teacher for Looked After Children (LAC)

- The school appoints a Designated Teacher for LAC who works closely with the DSL to ensure the specific safeguarding and educational needs of looked-after children are met.
- The Designated Teacher ensures LAC have appropriate support, liaises with social workers and carers, and monitors their educational progress.

14.6 Under the SEND Code of Practice and related statutory guidance, children with SEND often have additional safeguarding vulnerabilities, and a range of support services and resources are available to schools, children, and families to help address these needs. Here is a summary of key support services and resources relevant to Worthington Primary School's context:

Support Services and Resources for Children and Families with SEND SEND Information, Advice and Support Services (SENDIASS)

These services provide impartial, confidential, and accessible information, advice, and support to children with SEND, their parents, and young people. They help families understand their rights and the processes involved in SEND provision, including statutory assessments and Education, Health and Care Plans (EHCPs).

SENDIASS supports families in participating in decisions about their child's education and care, including safeguarding concerns.

Local Authority SEND Services

The local authority is responsible for statutory assessments, commissioning, and provision of SEND services, including specialist support.

They provide guidance and resources for schools to meet their legal duties under the Children and Families Act 2014 and SEND Code of Practice 2015.

Local Offer websites provide detailed information about available services, support groups, and resources in the local area.

Specialist Educational Support

Access to specialist teachers, therapists (e.g., speech and language therapy), and other professionals to support specific needs.

Support for adaptations in the curriculum, examination access arrangements, and assistive technology.

Health and Social Care Services

Multi-agency collaboration involving health professionals, social workers, and educational staff to safeguard and support children with SEND.

These services help address vulnerabilities related to health, social care needs, and safeguarding risks.

School-Based Support

The SENCO coordinates day-to-day SEND provision, including safeguarding adaptations and support tailored to individual pupils.

Staff training to recognise and respond to additional safeguarding risks for pupils with SEND.

Accessibility plans to improve physical and curriculum access for disabled pupils (Equality Act 2010).

Parent and Carer Forums and Advocacy Groups

Local Parent Carer Forums provide a platform for families to engage with services and influence local SEND provision.

Advocacy services help families navigate SEND processes and safeguard their child's interests.

Summary

Worthington Primary School, as part of its statutory duties, works closely with these services and resources to ensure that pupils with SEND are safeguarded

effectively and supported to achieve their full potential. The school's SENCO, leadership team, and governing body play key roles in coordinating this support and ensuring compliance with statutory guidance.

15. The seven main elements of our Child Protection Policy

15.1 There are seven main elements to our policy:

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

16. Providing a safe environment

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

16.2 *The school* will therefore:

- 16.2.1 Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to and heard.
- 16.2.2 Ensure children know that there are trusted adults in the school who they can approach if they are worried.
- 16.2.3 Ensure that every effort is made to establish effective working relationships with parents, carers, and colleagues from other agencies.
- 16.2.4 Include opportunities in the *RSHE* curriculum for children to develop the skills they need to recognise and stay safe from abuse by:
- 16.2.5 Recognise and managing risks including online safety, radicalisation and extremism, sexual exploitation, child on child sexual violence and sexual harassment, the sharing of nude and semi -nude images which has replaced what was termed as sexting.
- 16.2.6 Support the development of healthy relationships and awareness of domestic violence and abuse, recognising that Domestic Abuse can encompass a wide range of behaviours and may involve a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional harm and children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.
- 16.2.7 Recognising how pressure from others and safeguarding vulnerabilities can affect their behaviour.

- 16.2.8 Recognising the link between mental health, school attendance and children 'absent from education' and the impact on learning, progress, and educational attainment.
- 16.2.9 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.
- 16.2.10 Ensuring our behaviour policy includes measures to prevent bullying, including cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying and use of social media platforms and networks.
- 16.2.11 Maintain an on-line safety policy which address statutory filtering and monitoring standards, which consider remote learning, and use of mobile and smart technology and is reviewed regularly to take into account any new threats. **Policies should refer to the DfE guidance for Generative Artificial Intelligence.**
- 16.2.12 The response required by *schools* and safeguarding agencies to address any 'harm outside the home' also known as 'extra familial harm.' *Schools* are a place of protection and where children and young people can share concerns and seek support and are place of safety and where children and young people can form safe and trusted relationships. Through creating a whole *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.
- 16.2.13 Importance of our *school/colleges* ethos of working together with parents, carers, and external services to form strong and trusted partnerships which can advocate trauma informed and trauma aware responses and where trusted relationships can be formed and go on to create safe places and spaces within the community, so children and young people know how to access a place of safety outside of the school/college environment if needed.

16.3 Engagement with Harm Outside the Home

Partnership with Specialist Agencies:

Collaborate closely with local safeguarding partners, including children's social care, police, and specialist organisations like those linked via the Child Exploitation East Midlands network.

Share information promptly and appropriately about concerns related to exploitation or harm outside the home, ensuring a coordinated response.

Raising Awareness and Prevention Education:

Deliver age-appropriate, evidence-based education on personal safety, online safety, and recognising exploitation risks as part of the curriculum.

Use external experts or local police to provide workshops or assemblies that raise awareness among pupils, parents, and staff.

Supporting Pupils and Families:

Provide tailored support for pupils identified as at risk or affected by exploitation, including access to counselling or mentoring.

Engage parents and carers through meetings, information sessions, and signposting to specialist support services, ensuring they understand the risks and how to protect their children.

Maintain confidentiality while balancing the need for safeguarding and parental involvement, as guided by statutory frameworks.

Community Engagement:

Work with local community groups to raise awareness and build protective networks around children.

Participate in or facilitate community forums or training sessions on child exploitation and safeguarding.

Staff Training and Policies:

Ensure all staff receive up-to-date training on recognising signs of exploitation and harm outside the home.

Embed clear safeguarding policies that include procedures for responding to concerns about exploitation, aligned with Keeping Children Safe in Education 2025.

Support and Interventions Available

For Children:

Access to the school's designated safeguarding lead (DSL) for confidential support.

Referral pathways to specialist services such as counselling, mental health support, or child exploitation teams.

Inclusion in targeted early help or intervention programmes.

For Parents/Carers:

Information and guidance on recognising exploitation risks and safeguarding strategies.

Access to support groups or counselling services.

Liaison with social care or community support agencies where needed.

For Local Community Groups:

Training and resources to identify and respond to exploitation risks.

Collaboration opportunities with the school and safeguarding partners.

Engagement in community safeguarding initiatives.

Summary

Worthington Primary School should maintain a proactive, collaborative approach to harm outside the home by working with statutory agencies, educating and supporting pupils and families, training staff, and engaging with the local community. This aligns with the safeguarding principles outlined in Keeping Children Safe in Education 2025 and ensures a safe, supportive environment for all pupils.

- 16.4 At Worthington Primary School, safeguarding is a fundamental part of our broad and balanced RSHE curriculum, which is taught weekly across all year groups using the Cambridge PSHE curriculum. We ensure that safeguarding themes are integrated throughout the programme, helping pupils understand how to keep themselves safe, recognise risks, and know where to seek help. Our curriculum is regularly reviewed and updated to reflect current statutory guidance and best practice, ensuring that content remains relevant, age-appropriate, and responsive to the needs of our pupils. This approach supports the development of pupils' knowledge and skills in a safe, supportive environment, aligned with our commitment to their wellbeing and protection.
- 16.5 We will take all reasonable measures to ensure any risk of harm to children's welfare is minimised inside and outside of the *school* environment.
- 16.6 Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies.
- 16.7 Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school.
- 16.8 Promote pupil health and safety.
- 16.9 Promote safe practice and challenge unsafe practice.
- 16.10 Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers, supply staff and contractors. KCSiE Part Four has two sections, the second section addresses low-level concerns.
- 16.11 Provide first aid and meet the health needs of children with medical conditions.
- 16.12 Ensure school site security.

- 16.13 Address drugs and substance misuse issues.
- 16.14 Support and plan for young people in custody and their resettlement back into the community.
- 16.15 Work with all agencies regarding missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.
- 16.16 Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended school activities, vocational placements, and alternative education packages.

17. Additional measures

17.1 Off-Site Education and Alternative Learning Experiences

Arrangements and Checks:

Worthington Primary School ensures that any off-site education or alternative learning experiences are subject to rigorous safeguarding checks. This includes verifying the suitability and safeguarding policies of external providers through enhanced DBS checks, risk assessments, and ongoing monitoring.

Management:

The Senior DSL and safeguarding team maintain oversight of pupils engaged in off-site learning, ensuring that safeguarding protocols are adhered to and that communication channels with external providers remain open for prompt reporting of any concerns.

17.2 Supporting Children with Mental Health Problems and Identifying Abuse

Identification:

Staff at Worthington Primary School are trained to observe day-to-day behaviours that might indicate mental health issues or risks of abuse, neglect, or exploitation, as outlined in KCSiE 2025.

Support:

The Senior DSL, DSL team, and SENCO collaborate closely to provide tailored pastoral support, liaising with external mental health professionals and safeguarding partners as needed. Staff are encouraged to report concerns immediately to the DSL to ensure timely intervention.

Training:

Regular training updates ensure staff remain aware of mental health indicators and safeguarding procedures, with a clear referral pathway established within the school's child protection policy.

17.3 Supporting LGBT+ Pupils and Providing Trusted Adults

- **Trusted Adults:**

The school fosters a culture where all pupils, including those who are LGBT or questioning their gender identity, have access to trusted adults. Staff are trained to provide a supportive, non-judgmental environment where pupils feel safe to express themselves.

Anti-Discrimination:

Worthington Primary School explicitly condemns homophobia, biphobia, and transphobia, embedding this stance within the school's equality, diversity, and inclusion policies. Staff are vigilant against any form of discrimination or bullying and intervene promptly.

Ongoing Review:

The school is prepared to adapt its approach in line with forthcoming DfE guidance on gender questioning children to ensure best practice and pupil wellbeing.

17.4 Child Abduction and Community Safety Incidents**Local Protocols:**

Worthington Primary School works closely with local law enforcement and community safety partners to monitor and respond to any incidents near the school, such as suspicious individuals or loitering.

Parental and Pupil Communication:

Regular communication with parents reinforces vigilance and encourages reporting of concerns. The school provides age-appropriate guidance to pupils about personal safety, especially as they gain independence walking to and from school.

Preventative Measures:

The school maintains secure site access and supervises pupil arrival and departure times to mitigate risks of abduction or harm.

17.5 Outdoor Safety Lessons and Building Pupil Confidence**Outdoor Safety Education:**

Worthington Primary School incorporates outdoor safety lessons into the curriculum, helping pupils develop practical skills to protect themselves and seek help when needed. This includes road safety, stranger awareness, and understanding safe places in the community.

Building Confidence:

Through these lessons and the school's values of resilience and independence, pupils are encouraged to build self-confidence and autonomy in managing their personal safety.

Support Networks:

Pupils are made aware of trusted adults within school and community resources they can access for support.

18. Procedures for identifying and reporting cases

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

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

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

18.1.3 Ensure we have a nominated governor responsible for child protection/safeguarding.

18.1.4 Ensure that we have a Designated Teacher for Looked After Children (LAC).

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

- 18.1.6 Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead, or to children's social care/police if a child is in immediate danger.
- 18.1.7 Ensure all staff and volunteers are aware of the early help process and understand their role in making referrals or contributing to early help offers and arrangements.
- 18.1.8 Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice, and that these concerns will be taken seriously.
- 18.1.9 Ensure that there is a complaints system in place for children and families.
- 18.1.10 Ensure that parents understand the responsibility placed on the school and staff for child protection and safeguarding by setting out its obligations in the school prospectus and on the school's website.
- 18.1.11 Notify Children's Social Care if there is an unexplained absence for a child who is subject to a child protection plan and where no contact can be established with the child, or a parent or appropriate adult linked to the child.
- 18.1.12 Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- 18.1.13 Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral, and actions to safeguard.
- 18.1.14 Ensure all records are kept securely; Worthington Primary School uses **CPOMS** (an electronic safeguarding and child protection management system)
- 18.1.15 Ensure that we follow robust processes to respond when children are missing from education or missing from home or care.
- 18.1.16 Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- 18.1.17 Ensure safe recruitment practices are always followed.
- 18.1.18 Apply confidentiality appropriately.
- 18.1.19 Apply the LLRSCB escalation procedures if there are any concerns about the actions or inaction of social care staff or staff from other agencies.

19. Supporting children and working in partnership

- 19.1 We recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. We recognise that children who are abused or who witness violence may find it difficult to develop a positive sense of self-worth. They may feel helplessness, humiliation, and some sense of blame. The school may be the only stable, secure, and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a

child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication. We also recognise that there are children who are more vulnerable than others, which include children with special educational needs and or disabilities.

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

- 19.3 *Our school* will endeavour to support the pupil through:

Developing the content of the curriculum by ensuring we ensure the curriculum content is continuously developed to be up-to-date, age-appropriate, and responsive to the needs of our unique rural community. This is achieved by:

Aligning with National and Local Priorities: The curriculum incorporates the National Curriculum requirements while reflecting the specific socio-economic and cultural context of our village and wider catchment area, including the needs of a significant proportion of SEND pupils.

Regular Review and Adaptation: We undertake ongoing curriculum reviews with staff and stakeholders to ensure content remains relevant, engaging, and challenging for all pupils, particularly addressing the diverse learning needs and aspirations within our community.

Incorporating Community and Environmental Context: The curriculum leverages our rural setting to provide meaningful, real-world learning experiences that build pupils' knowledge, skills, and values, fostering a strong connection to their local environment and community.

Ensuring Progression and Accessibility: Curriculum content is carefully sequenced to be age-appropriate, building on prior knowledge and skills, while providing appropriate scaffolding and adaptations to ensure all pupils, including those with SEND, can access and achieve their full potential.

Embedding School Values and Priorities: The curriculum explicitly promotes our school values such as respect, resilience, and independence, while addressing key priorities like improving phonics, reading support, and mastery in mathematics.

- 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, anti-bullying policy and child-on-child abuse policy which is kept up to date with national and local guidance and which is aimed at supporting vulnerable pupils in our *school*.

- 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 **Addressing Safeguarding Concerns:** At Worthington Primary School, safeguarding is a top priority. We have clear, rigorous procedures for identifying and responding to safeguarding concerns, aligned with statutory guidance and OFSTED requirements. All staff are trained regularly to recognise signs of abuse, neglect, or vulnerability, including online safety risks. Concerns are reported promptly to the Designated Safeguarding Lead (DSL) and managed with confidentiality and sensitivity, ensuring timely intervention and support for pupils.

Support Structures and Resources:

- **Pastoral Support:** We provide dedicated pastoral support to nurture pupils' emotional and social well-being. This includes access to Emotional Literacy Support

Assistants (ELSA) who works one-to-one or in small groups to develop pupils' resilience, self-esteem, and coping strategies.

- **Inclusion and Safe Spaces:** The school has a Woodland Retreat Room, a calm and safe environment where pupils can go to regulate their emotions, reflect, and receive individual support. This space is used to support pupils with additional needs or those experiencing distress.
- **External Partnerships:** We work closely with local social services, health professionals, and specialist agencies to provide comprehensive support for pupils with complex needs or safeguarding concerns.
- **Training and Awareness:** Regular staff training ensures all adults in school are vigilant and equipped to safeguard pupils effectively. Parents and pupils are also made aware of safeguarding policies and procedures through communication and school events.

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 all staff.

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 (N Clark) will be informed immediately, and actions taken in accordance with the school child-on-child/ sexual violence and sexual harassment between children in school and college policy.

20. Staff and Safe Recruitment

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

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

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

20.4 The *school* has in place recruitment, selection, and vetting procedures in accordance with KCSiE 2025 Part Three and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2025 Part Three paragraphs 209 to 351.

20.5 Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the School Employee Code of Conduct, which includes contact between staff and pupils outside the work context. Concerns regarding low-level concerns will be included in our Code of Conduct from 1 September 2025 in line

with KCSiE Part Four Section two. Staff can access a copy of this through the school office or the Safeguarding display board.

- 20.6 Newly appointed staff and volunteers will be informed of our arrangements for safer working practices by N Clark before beginning working and contact with pupils.
- 20.7 In the event of any complaint or allegation against a member of staff, the headteacher (or the Designated Safeguarding Lead) if the headteacher is not present, will be notified immediately. If it relates to the headteacher, the *chair of governors – K Whitton* will be informed without delay. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO), LADO Allegation Officers or HR Service.
- 20.8 Staff may find some of the issues relating to child protection and the broader areas of safeguarding upsetting and may need support which should be provided by the school and their Human Resources Team.
- 20.9 Advice and support will be made available by the Safeguarding and Compliance Lead (SCL), LADO and LCC HR where appropriate to the leadership team.
- 20.10 Please Note: KCSiE 2025 Part Three: Alternative Provision – Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil.
- 20.11 Schools should obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff.
- 20.12 To assure that Worthington Primary School obtains written confirmation from the alternative provision provider regarding appropriate safeguarding checks, the school follows these steps:

Formal Written Confirmation Request: The school's leadership team or designated safeguarding lead (DSL) formally requests written confirmation from the alternative provision provider that all necessary safeguarding checks have been completed on their staff. This includes checks equivalent to those the school performs on its own staff, such as DBS (Disclosure and Barring Service) checks, identity verification, and right to work in the UK.

Verification of Safeguarding Checks: The school ensures that the written confirmation explicitly states that safeguarding checks are up-to-date and that the provider will notify Worthington Primary School immediately of any changes in staffing or safeguarding arrangements that might affect pupil safety.

Ongoing Monitoring and Communication: The school maintains regular communication with the alternative provision provider, including scheduled reviews at least half-termly, to confirm that safeguarding standards continue to be met and that any concerns are promptly addressed.

Record Keeping: Copies of all written confirmations and related safeguarding documentation are securely stored by the school's safeguarding lead for audit and inspection purposes.

Policy Alignment: This process aligns with statutory guidance on alternative provision safeguarding responsibilities and the school's own safeguarding policies, ensuring compliance with Keeping Children Safe in Education (KCSiE) and Working Together to Safeguard Children.

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.
- 21.3 The Governing Body's statutory responsibility for safeguarding the welfare of children goes beyond simply child protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance

Pupil Behaviour Policy

Staff Code of Conduct ("Guidance for Safer working practice")

Racist incidents

Anti-Bullying (including Cyberbullying)

Physical Interventions/Restraint (DfE Guidances "Use of Reasonable Force" and Screening, searching and confiscation")

Special Educational Needs and Disability

Trips and visits

Work experience and extended work placements

First aid and the administration of medicines

Health and Safety

Relationships Education, Relationships and Sex Education and Health Education

Site Security

Equal Opportunities

Toileting/Intimate care

Online safety

Extended school activities

The above list is not exhaustive but when undertaking development or planning of any kind the school will consider the implications for safeguarding and promoting the welfare of children.

21.4 Arrangements to Respond to Disclosures or Incidents of Sexual Violence and Child Sexual Harassment

Immediate Support and Reassurance:

- All pupils will be reassured that their disclosure is taken seriously and that they will be supported and kept safe.
- Victims will never be made to feel ashamed or as if they are creating a problem by reporting.

Designated Safeguarding Lead (DSL) Involvement:

- The DSL or a deputy will be the primary point of contact to manage disclosures and coordinate the school's response.
- The DSL will assess the situation considering the victim's wishes, the nature of the incident, ages and developmental stages of pupils involved, and any power imbalances.

Risk Management and Safety Measures:

- Immediate steps will be taken to ensure the safety of all pupils involved, including separating the victim and alleged perpetrator(s) in classes, school premises, and transport.
- Actions taken will focus on safeguarding and will not imply judgement on guilt.

Case-by-Case Handling:

- Each report will be handled individually, with decisions on whether to manage internally or involve external agencies such as local authority children's social care or the police.
- The school maintains a zero-tolerance approach to sexual violence and harassment.

Record Keeping and Confidentiality:

- All concerns, discussions, decisions, and actions will be carefully recorded.
- Confidentiality will be maintained, sharing information only on a need-to-know basis to protect pupils.

Staff Training and Awareness:

- All staff will be trained to respond appropriately to disclosures and to maintain an attitude of "it could happen here."
- Staff will be aware of relevant policies and statutory guidance.

Leicestershire and Rutland Safeguarding Children Partnership Policy, Procedures and Practice Guidance link: <https://lrs cb.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 Roles of Staff in Keeping Children Safe at Worthington Primary School

Overall Responsibility: As the DSL (N Clark) holds the primary responsibility for safeguarding and child protection within the school.

Key Duties:

Lead and coordinate all safeguarding activities and ensure the school's safeguarding policies are implemented effectively.

Act as the main point of contact for staff who have concerns about a pupil's welfare.

Make timely referrals to statutory services or initiate early help assessments when necessary.

Provide support and guidance to staff on safeguarding matters.

Ensure all safeguarding records are maintained securely and confidentially.

Liaise with external agencies such as social services, health professionals, and the police.

Ensure safeguarding training is delivered regularly to all staff, including updates on online safety.

Monitor and review safeguarding practises and policies to maintain compliance with statutory guidance.

Deputy Designated Safeguarding Lead (DDSL): E Pester

Supporting Role: Acts as the deputy to the DSL, providing support and cover in the DSL's absence.

Key Duties:

Assist the DSL in managing safeguarding concerns and referrals.

Be available to staff and pupils for safeguarding discussions when the DSL is unavailable.

Help maintain safeguarding records and ensure timely follow-up on concerns.

Support the delivery of safeguarding training and awareness-raising activities.

Participate in safeguarding audits and policy reviews.

All School Staff (Teachers, Teaching Assistants, Nursery Nurses, HLTA, etc.)

Frontline Safeguarding Role: Every member of staff at Worthington Primary School has a crucial role in identifying and responding to safeguarding concerns.

Key Responsibilities:

Maintain an attitude of "it could happen here" regarding safeguarding concerns.

Be vigilant in observing signs of abuse, neglect, or wellbeing issues among pupils.

Act immediately on any concerns by following the school's safeguarding procedures and reporting to the DSL or DDSL.

Provide a safe environment where pupils feel secure and supported.

Support pupils who disclose abuse by listening carefully, reassuring them, and not promising confidentiality.

Participate in safeguarding training and keep knowledge up to date, including online safety.

Promote pupils' welfare and contribute to early help processes where appropriate.

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 ensuring:

Vigilant Supervision: All staff maintain vigilant supervision of pupils throughout the school day, ensuring that pupils are safe in classrooms, playgrounds, and communal areas.

Safeguarding Awareness: Staff are trained regularly in safeguarding and child protection, enabling them to identify and respond promptly to any concerns about a pupil's welfare or safety.

Risk Assessment and Management: Staff conduct and adhere to risk assessments for all school activities, ensuring that potential hazards are identified and mitigated.

Promoting Positive Behaviour: Through consistent behaviour management and promoting the school values (Respect, Resilience, Pride, Kindness, Optimism, Independence), staff foster a positive and safe school culture.

Safe Physical Environment: Staff ensure that the school environment is safe, reporting any maintenance issues or hazards immediately to leadership for prompt action.

Confidentiality and Privacy: Staff respect pupils' privacy while balancing safeguarding needs, especially during intimate care or when discussing sensitive matters.

22.5 On Trips and Extended Learning Opportunities:

Pre-Visit Risk Assessments: Staff complete detailed risk assessments for all trips and extended learning activities, considering transport, venue safety, and pupil needs.

Adequate Supervision Ratios: Staff ensure appropriate adult-to-pupil ratios are maintained to provide effective supervision and support.

Clear Communication: Staff communicate expectations clearly to pupils before and during trips, including safety rules and behavioural expectations.

Emergency Preparedness: Staff carry necessary contact information, first aid kits, and have clear procedures for managing emergencies or safeguarding concerns while off-site.

Transport Safety: Staff ensure that vehicles and drivers used for pupil transport are appropriately insured and meet safety standards.

Inclusive Practises: Staff make reasonable adjustments to enable all pupils, including those with SEND, to participate safely and fully in trips.

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

22.7 Parents and carers are welcome to come into school to seek support or advice. Please go to the main office to arrange a meeting with the headteacher.

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

22.9 *More information is provided on the school website:*
<https://www.worthington.leics.sch.uk/>, newsletters, parent noticeboard and during meetings.

23. Safeguarding Training

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

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

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 Either the school or the LA will provide the training each year. Staff are kept up to date by the LA Safeguarding newsletters with any local or national changes to safeguarding guidance.

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

23.6 Staff are reminded regularly on how 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 LA 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, and specifically appropriate filtering and monitoring on school devices and school networks which are reflected in this Child Protection Policy, including awareness of ease of access to mobile phone networks. In agreement with the *Governing body*.
 - 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.
 - 24.1.10 Follow the procedures set out by the LRSCP and take account of guidance issued by the DfE KCSiE 2025.
 - 24.1.11 Support pupils in line with their child protection plan, child in need plan, LAC Care Plan.
 - 24.1.12 Treat information with confidentiality but never promising to “keep a secret.”
 - 24.1.13 Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
 - 24.1.14 Understand early help and be prepared to identify and support children who may benefit from early help, to include children who are frequently missing/goes missing from education, home or care, has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit, has a parent or carer in custody or is affected by parental offending.
 - 24.1.15 Liaise with other agencies that support pupils and provide early help.
 - 24.1.16 Ensure they know who the DSL and Deputy DSLs are and know how to contact them.
 - 24.1.17 Have an awareness of the Child Protection Policy, the Behaviour Policy, the Staff Behaviour Policy (or Code of Conduct), procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.

25. Senior Leadership/Management Team responsibilities:

- 25.1 Contribute to inter-agency working in line with HM Working Together to Safeguard Children guidance 2023.
- 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.
- 25.5 Working with Children's Social Care, support their assessment and planning processes including the school's attendance at conference and core group meetings as appropriate.
- 25.6 Carry out tasks delegated by the *governing body* 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 2025 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).
- 25.11 At Worthington School we understand the Importance of Working with Social Care and Agencies for Safeguarding. We ensure the following steps are undertaken to ensure this.
 - Timely and Effective Support:** Collaborating with social care and other agencies ensures that children receive the right help at the right time to address safeguarding risks and prevent issues from escalating.
 - Multi-Agency Expertise:** Partnering with external agencies brings together different expertise and resources, enabling a comprehensive approach to protecting pupils and promoting their welfare.
 - Legal and Statutory Compliance:** Working closely with social care aligns with statutory guidance such as *Keeping Children Safe in Education 2025* and *Working Together to Safeguard Children 2023*, fulfilling legal safeguarding duties.
 - Early Identification and Intervention:** Schools are often the first trusted adults for pupils; sharing concerns promptly with social care helps identify risks early and ensures appropriate interventions.
 - Ongoing Monitoring and Review:** Continuous collaboration allows for regular review of a pupil's circumstances, ensuring support adapts to their changing needs and safeguarding remains effective.
 - Clear Referral Pathways:** Established processes for referring concerns to social care ensure swift action, safeguarding the child's best interests at all times.

26. Teachers (including ECTs) and Headteachers – Professional Duty

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

- 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 When Worthington school has a child in care, the Designated Teacher will make themselves known to the child.

27. Designated Safeguarding Lead – N Clark

- 27.1 We have a Senior Designated Safeguarding Lead who takes lead responsibility for safeguarding children and child protection who has received appropriate training and support for this role. The Snr Designated Safeguarding Lead is a senior member of the school leadership team, and their responsibilities are explicit in their job description.
- 27.2 We also have at least two Deputy Safeguarding Lead, who will provide cover for the Senior Designated Safeguarding Lead when they are not available. Our Deputy Safeguarding Lead has received the same training as our Senior Designated Safeguarding Lead. They will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the school ethos and that specific duties are discharged. They will assist the Senior Designated Safeguarding Lead in managing referrals, attending child protection conferences, reviews, core group meetings and other meetings of a safeguarding and protection nature to support the child/children.
- 27.4 All DSL's have and will continue to completed the required training and are overseen by the Snr Designated Safeguarding Lead.
- 27.5 We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils. Our Designated Safeguarding Lead will ensure there is a structured procedure within the school, which will be followed by all the members of the school community in cases of suspected abuse.

28. The Senior Designated Safeguarding Lead is expected to:

28.1 Manage Referrals:

- 28.1.1 Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- 28.1.2 Support staff who make referrals to children's social care and other referral pathways.
- 28.1.3 Refer cases where a person is dismissed or left due to risk/harm to a child and will make a referral to the Disclosure and Barring Service.
- 28.2 Ensure arrangements are in place year-round for all staff and volunteers to seek advice, support and inform of safeguarding concerns, or incidents and disclosures that inform children are at risk of harm, or abuse, harm or bullying or sexual harm or harassment has occurred.
- 28.3 Ensure appropriate systems are in place to manage and address online safety, access to mobile phone networks, especially for those children who are potentially at greater risk of harm, abuse, and exploitation and refer concerns where required linked to the PREVENT duty.
- 28.4 Both 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. Both the DSL and DDSL are alerted to all CPOMS referrals.

28.5 At Worthington we support vulnerable children and children subject to safeguarding concerns by ensuring:

Whole-School Awareness and Training

Designated Safeguarding Lead (DSL) and Clear Communication

Early Identification and Support

Creating a Safe and Supportive Environment

Managing Concerns About Staff

Ongoing Monitoring and Review

Work with others:

- 28.5.1 Liaise with the headteacher/principal (where the Senior Designated Safeguarding Lead role is not carried out by the headteacher) to inform him/her of any issues and ongoing investigations.
 - 28.5.2 As required, liaise with the 'case manager' (as per Part Four of KCSiE 2025) and the LADO where there are child protection concerns/allegations that relate to a member of staff.
 - 28.5.3 Liaise with the case manager and the LADO/LADO Allegation Officer where there are concerns about a staff member.
 - 28.5.4 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.
 - 28.5.5 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.
 - 28.5.6 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.
 - 28.5.7 The headteacher, designated safeguarding leads and governing body/trust are aware of the local arrangements put in place by Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) and know how to access the LRSCP website and training.
- 28.6 Weekly feedback sessions provide information to other staff or help to raise awareness of emerging threats and risks.
- 28.7 Display boards in the staffroom provide links with agencies such as the NSPCC, Police, or others.
- 28.8 **Undertake training:**
- 28.8.1 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.
 - 28.8.2 The Senior Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training.
 - 28.8.3 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.
- 28.10 We annually conduct Prevent Training for whole staff and Online Safety training.

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

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

28.12 Raise awareness:

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

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

- 29.1 For ensuring that when a child leaves the school or college their 'child protection,' 'child in need' file or 'confidential' file is transferred to the new school or college at the same time the child goes on roll of its new school or education provision.
- 29.2 For keeping a record of the number of children open and subject to CP, CiN and LAC concerns is maintained and shared with the governing body annually.
- 29.3 For keeping a record or data on the cohort of children having or have had a social worker and social care involvement will be maintained.
- 29.4 Our *school* will maintain, keep and storing records, where a concern about a child has been identified in accordance with statutory guidance in KCSiE 2025.

29.5 Safeguarding Incident Recording, Reporting, and Responding

Recording and Reporting on CPOMS:

All safeguarding concerns and incidents at Worthington Primary School are recorded promptly and accurately on CPOMS. This ensures a secure, centralised system for documenting child protection matters.

Role of the Senior Designated Safeguarding Lead (DSL) and DSL Team:

The Senior DSL and the DSL team take lead responsibility for ensuring that all concerns and incidents are reported, recorded, and responded to in a timely and appropriate manner.

They provide advice and support to staff on child welfare and safeguarding matters.

They ensure that any safeguarding concerns are escalated and referred to the relevant external agencies, such as local authority children's social care, the Channel programme, or the police, as required.

The DSL team also ensures that staff are aware of the processes and have access to the DSL during school hours for consultation.

Transfer of Safeguarding Files When a Child Moves School or Leaves

Transfer of Child Protection Files:

When a child moves to another school, the designated safeguarding lead ensures the child protection file is transferred securely and separately from the main pupil file.

The transfer should occur as soon as possible and within 5 school days for an in-year transfer or within the first 5 days of the new term.

Confirmation of receipt by the new school is obtained to ensure the file has been received securely.

Transfer in Cases of Elective Home Education, Alternative Education Placement, or College:

The same rigorous process applies when a child leaves Worthington Primary School for Elective Home Education, an alternative education placement, or college.

The DSL ensures that the child protection file is transferred securely and promptly to the receiving education provider or relevant authority.

Where appropriate, the DSL considers sharing additional safeguarding information in advance to support the receiving setting in providing the right support for the child.

Confidentiality and Secure Storage:

Safeguarding records are kept confidential and stored securely, accessible only to those who need to see them.

Information sharing is conducted in line with statutory guidance to ensure the child's safety and welfare.

- 29.6 Availability - During term time the Senior Designated Safeguarding Lead (*or a Deputy*) will always be available (during school hours) for staff in the school or college 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. This is also the case for *out of school hours' activities in line with the guidance contained in DfE KCSiE 2025 Part Two and Annex C.*

30. Headteacher

30.1 The Headteacher of the school will ensure that:

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

31. Governing Body and Multi- Academy Trust

- 31.1 We recognise our *Governing body* has a strategic leadership responsibility for our *school's* safeguarding arrangements and must ensure they comply with their duties under legislation and must have regarding to KCSiE 2025, ensuring policies, procedures and training in our *school* are effective and always comply with the law.
- 31.2 The *governing body* will be collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices by:
 - 31.2.1 Ensuring there is an individual member of the governing body to take leadership responsibility for safeguarding and champion child protection issues in the school.

- 31.2.2 Ensuring that the school has effective policies and procedures in line with statutory guidance (*Working Together to Safeguard Children 2023*) as well as with local LRSCP guidance and monitors the school's compliance with them.
- 31.2.3 Ensuring that safeguarding policies and procedures are in place for appropriate action to be taken in a timely manner to promote a child's welfare.
- 31.2.4 Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSiE 2025 Annex C page **172 to 173** and paragraphs 56 to 57, 115 to 121, 375, to 390, 476, 540 and **544** and page 158, the additional clarification about GDPR and withholding information.
- 31.2.5 Ensuring cooperation with the local authority and other safeguarding partners.
- 31.2.6 Appointing a Senior Designated Safeguarding Lead from the leadership team to take lead responsibility for child protection/safeguarding and that a Designated Teacher for Looked After Children is appointed and appropriately trained.
- 31.2.7 Ensuring that all staff, supply teachers and governors read and fully understand at least KCSiE 2025 Part One and or Annex A as a minimum and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as required within the guidance.
- 31.2.8 Ensuring that the governing body understands it is collectively responsible for the school's safeguarding arrangements, even though a governor will be nominated as the 'Safeguarding Governor' and person who will champion all safeguarding requirements.'
- 31.2.9 All members of the governing body will undertake safeguarding training to ensure they have the knowledge and information needed to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of robust 'safeguarding arrangements and act as the 'critical friend'. This training must focus on their strategic role and not on operational procedures.
- 31.2.10 The Chair of Governors and named Safeguarding Governor will access role specific training to enable them to comply and discharge their child protection/ safeguarding responsibilities including should any allegations be made against the Headteacher/ Principal.
- 31.2.11 The Governing body will collectively ensure there is a training strategy in place for all staff, including the headteacher, so that child protection training is undertaken and refreshed in line with KCSiE 2025 and LRSCP guidance.
- 31.2.12 Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated to ensure that safeguarding remains a priority.
- 31.2.13 Ensuring that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.

- 31.2.14 Ensuring there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of dealing with a complaint KCSiE 2025 Part Four Section One.
- 31.2.15 Ensuring that arrangements/procedures are in place to manage and provide clarity on the process for sharing 'low level' concerns, which should be referred to within the school/college Staff Code of Conduct, (Allegations and concerns about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO).
- 31.2.16 Ensuring a response if there is an allegation against the *headteacher* by liaising with the LADO or other appropriate officers within the local authority.
- 31.2.17 Ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual exploitation and going missing in future.
- 31.2.18 Be aware of the issues involving the complexity of serious violence and sexual violence and sexual harassment between children and ensure the *school* has policy, procedures and staff are trained (including the DSL and Senior Leadership) to recognise and respond to incidents and resources to manage actions and support for those involved.
- 31.2.19 Be alert and respond to harmful online challenges and hoaxes, including providing information and advice to parents and carer and informing where to get help and support.
- 31.2.20 Be alert to the growing concerns involving knife crime and ensure the *school* works closely with the police and safeguarding partners to raise awareness of the impact of such crime and adopt proactive practice to address concerns locally and within the community.
- 31.2.21 Ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum.
- 31.2.22 Giving staff the opportunities to contribute and shape safeguarding arrangements and child protection policy.
- 31.2.23 When the *schools* premises are used for non-school/college activities the Governing body/trust will seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in place, and inspect them as needed, including liaising with the Headteacher/trust. This will apply regardless of whether or not children who attend the provision are on the school or college roll.
- 31.2.24 Any safeguarding concerns involving outside organisations will be addressed through our school/college safeguarding policies and procedures and in line with Leicestershire Safeguarding Children Partnership procedures.
- 31.2.25 Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required.
- 31.2.26 Ensure at least one person on an interview panel has completed safer recruitment training.

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

32. Looked After Children – The Role of Designated Teacher (N Clark) and the Designated Safeguarding Lead (N Clark)

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

33. Children with Special Educational Needs

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

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

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

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

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

33.4.2 children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming their ability to disclose incidents or the risk of harm they feel subject to,

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

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

34. Acting where concerns are identified.

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

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

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

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

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

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

34.4.3 Staff will stay calm and be available to listen.

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

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

34.4.6 Leading questions should be avoided as much as possible.

34.4.7 Questioning should not be extensive or repetitive.

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

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

35. Confidentiality

- 35.1 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.
- 35.2 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.
- 35.3 The Headteacher or Senior Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff, including the level of involvement of other agencies, only on a 'need to know' basis.
- 35.4 All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children. They are aware that the Data Protection Act 1998 should not be a barrier to sharing of information where failure to do so would result in a child being placed at risk of harm. Staff should refer to the DfE Data Protection guidance for schools (DfE, 2024b).
- 35.5 We acknowledge further guidance can be found by visiting Leicestershire and Rutland Safeguarding Children Partnership website: <https://lrsb.org.uk/>

36. Information Sharing

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

have severe consequences for the safety and welfare and well-being of children (Working Together to Safeguard Children, December 2023).

36.2 Information Sharing Principles to Adopt – Worthington school will ensure:

Proactive and Early Sharing:

- Share information as early as possible to identify, assess, and respond to risks or concerns about a pupil's safety and welfare, including when problems are first emerging or where a pupil is already known to children's social care.

Clear Processes and Arrangements:

- Establish clear processes and principles for sharing information within the school and with external agencies such as local authority children's social care, safeguarding partners, and other relevant organisations.

Legal and Ethical Compliance:

- Ensure all information sharing complies with the Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR).
- Understand that safeguarding children is a lawful basis for processing and sharing personal and special category data without consent when necessary.

Confidentiality and Security:

- Maintain confidentiality and keep personal information safe and secure.
- Share information only with those who need to know in order to safeguard the pupil.

No Assumptions on Others Sharing:

- Do not assume that someone else will share critical information. If you have concerns, share the information yourself with the appropriate safeguarding authorities.

Timeliness and Proportionality:

- Share relevant information in a timely and proportionate manner to ensure effective safeguarding.

Transfer of Information:

- When a pupil moves to another school, ensure the child protection file and relevant safeguarding information are transferred securely and promptly, ideally within 5 days for in-year transfers.

Supporting Vulnerable Pupils:

- Consider sharing additional information in advance to support pupils who have been victims of abuse, have social workers, or are part of specific support programmes.

Training and Awareness:

- Ensure all staff understand the importance of information sharing and are confident in the legal bases and procedures for sharing safeguarding information.

- 36.2.1 DfE KCSiE 2025 has several sections which provide clarity on information sharing processes and GDPR including within Annex C which makes clear the powers to hold and use information when promoting children's welfare.
- 36.2.2 Working Together to Safeguard Children 2023 paragraphs 28 to 33 and on pages 18 -20.
- 36.2.3 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.
- 36.2.4 Leicestershire and Rutland Safeguarding Children Partnership (NSCP) Policy and Practice Guidance.

37. Records and Monitoring

Arrangements for Maintaining and Monitoring Safeguarding Records at Worthington Primary School

Use of CPOMS for Record Keeping

Worthington Primary School uses CPOMS (Child Protection Online Monitoring System) as the secure and centralised platform for recording all safeguarding incidents, concerns, and communications. This system ensures that all relevant information is accurately documented in real time and is accessible only to designated safeguarding staff.

Monitoring and Oversight by DSL and DDSL

The Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) are responsible for maintaining, regularly reviewing, and monitoring the safeguarding records on CPOMS. This ensures that records are up to date, comprehensive, and reflect the child's journey through the safeguarding system.

Recording Multi-Agency Engagement

All communications and interactions with statutory agencies—including Social Care, Early Help, Police, CAMHS, Health services, and other relevant bodies—are logged on CPOMS. This creates a clear, chronological record of multi-agency involvement and support provided to the child and family.

Reflecting the Child's Journey

The safeguarding records are managed to provide a holistic view of the child's welfare and progress through the safeguarding process. This includes recording initial concerns, risk assessments, actions taken, outcomes of referrals, and ongoing support plans.

Confidentiality and Data Protection

All safeguarding records are handled in strict accordance with data protection legislation and school policies to ensure confidentiality and secure storage.

Regular Review and Policy Updates

The DSL and senior leadership team regularly review safeguarding records and processes to identify any trends or areas for improvement. This monitoring supports continuous enhancement of safeguarding practice and ensures compliance with statutory guidance and Ofsted expectations.

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

decisions, designated safeguarding leads should keep record of the rationale for any decisions made.

- 37.2 At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person; this type of behaviour could lead to the staff member being taken into managing allegations procedures. The body maps should be used in accordance with recording guidance and to support clarity for example of areas of injury, marks and bruising and or touching.
- 37.3 Any concerns should be reported and recorded without delay to the appropriate safeguarding services e.g., First Response or the child's social worker if already an open case to social care.
- 37.4 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.

38. Why recording is important

- 38.1 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.
- 38.2 Our school uses CPOMs.
- 38.3 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.

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

- 39.1 A 'child protection' or 'confidential' file should be commenced in the event of:
- A referral to First Response/Children's Social Care.
 - A number of minor concerns on the child's main school file.
 - Any child open to social care.
- 39.2 All 'child protection' or 'confidential' file should contain the following
- A front sheet.
 - A chronology.
 - A record of concern in more detail and body map, where appropriate.
 - A record of concerns and issues shared by others.
- 39.3 The *school* will keep *electronic records* of concerns about children even where there is no need to refer the matter to First Response/Children's Social Care (or similar) immediately, but these records will be kept within CPOMS.
- 39.4 Records will be kept up to date and reviewed regularly by the Snr Designated Safeguarding Lead, to evidence and support actions taken by staff in discharging their safeguarding arrangements. Original notes will be retained (but clearly identified as such) as this is a contemporaneous account; they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.

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

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

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

40.2 For those children subject of social care and safeguarding agency involvement will ensure the file is able to evidence the child's journey and include key information as described in KCSiE 2025 should a child subject to social care involvement transfer schools, college, or education provider we will ensure the child's child protection or confidential file move is transferred within 5 days as required by KCSiE.

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

40.4 In accordance with KCSiE 2025 we will maintain information on cohorts of children who have been open to social care, have had a social worker or who are closed to social care and may have returned to the family home. This information will only be considered for sharing 'if appropriate' with the new school or provider in advance of the child leaving to allow for the new school to continue supporting the children who have had a social worker or been victims of abuse, including those who are currently receiving support through the 'Channel' programme.

40.5 **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.**

41. Recording Practice

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

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

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

41.4 Further detailed recording will be added to the record of concern and will be signed and dated. Records will include an analysis of the event or concerns and will take

account of the holistic needs of the child, and any historical information held on the child's file.

- 41.5 Support and advice will be sought from social care, or early help whenever necessary. In this way a picture can emerge, and this will assist in promoting an evidence-based assessment and determining any action(s) that needs to be taken.
- 41.6 This may include no further action, whether an Early Help Assessment should be undertaken, or whether a referral should be made to First Response/Children's Social Care in-line with the Threshold for access to services published September 2021, or any later edition made available by Leicestershire and Rutland Safeguarding Children Partnership.
- 41.7 Such robust practice across child protection and in safeguarding and promoting the welfare of children will assist the school and DSL team in the early identification of any concerns which may require addressing further and the prevention of future harm, risk, or abuse.
- 41.8 The Designated Safeguarding Lead will have a systematic means of monitoring children known or thought to be at risk of harm (through the concern file and through an ongoing dialogue with pastoral staff). They will ensure that we contribute to assessments of need and support multi-agency plans for those children.

42. Educating Young People – Opportunities to teach safeguarding

- 42.1 As a *school* we will teach children in an age-appropriate way about youth produced imagery, on-line risks associated with social networking to prevent harm by providing them with the skills, attributes, and knowledge to help them navigate risks, including covering online safety, remote learning, filters and monitoring, information security, cyber-crime, **fake news, disinformation and conspiracy theories**, reviewing online safety platforms and use of mobile technology. We will ensure appropriate filters and monitoring systems in place and regularly review their effectiveness.
- 42.2 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.
- 42.3 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.
- 42.4 We will carefully consider mobile phone use and the new filtering and monitoring standard required by DfE and how this is managed in *school* and ensure it is reflected in our mobile and smart technology policy. This will include where children have unlimited and unrestricted access to the internet via mobile phone networks (i.e., 3G, 4G and 5G).
- 42.5 Our arrangements will be regularly reviewed to address this additional area of safeguarding as technologies change on a regular basis and having access to smart technology could mean some children, whilst at school/college, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (via large chat groups) and view and share pornography and other harmful content.

42.6 Worthington Primary School is committed to providing a high-quality, inclusive **RSHE curriculum** that supports the wellbeing, safety, and personal development of all pupils. Our RSHE curriculum is designed to nurture respectful relationships, promote positive attitudes, and equip pupils with the knowledge and skills to make safe, informed decisions.

Curriculum Intent and Approach

RSHE will be taught as part of a broad and balanced curriculum, integrated with related subjects such as science, citizenship, computing, and PE to avoid duplication and reinforce key concepts.

The curriculum will be age-appropriate, sensitive to the needs of our small rural community, and inclusive of all pupils, including those with SEND.

Teaching will break down core knowledge and skills into manageable, well-sequenced units with opportunities for pupils to practise skills and build confidence in real-life situations.

Pupils will be challenged appropriately, and assessments will identify those needing additional support or intervention.

Parental Engagement and Transparency

We will proactively engage parents by inviting them to curriculum information sessions and consultations during the development and review of the RSHE policy. Parents will be provided with access to curriculum materials through a parent portal or presentations, ensuring transparency and supporting home conversations.

While parents cannot veto curriculum content, their views will be respected and considered, especially regarding sensitive topics.

Parents will be informed of their right to withdraw their child from sex education components, in line with statutory guidance.

Use of External Providers

External organisations may be invited to support RSHE delivery, subject to rigorous checks on content accuracy, age appropriateness, and alignment with school values.

The school retains responsibility for all teaching content and ensures safeguarding protocols are followed during external visits.

Monitoring and Evaluation

The RSHE curriculum and teaching will be regularly monitored and evaluated by school leaders to ensure effectiveness and responsiveness to pupil needs.

Feedback from pupils, parents, and staff will inform ongoing curriculum development.

42.7 We keep parents updated and aware of on-line safety to minimise the safeguarding risks technology can pose and where they can seek advice, help, and support such as SWGfl website.

42.8 Arrangements for Children Accessing Education from Home

Circumstances for Home Education Access:

- Children who cannot attend school due to physical or mental health needs.
- Children whose families have moved nearer to hospital for treatment, and siblings who need suitable education.
- Children whose parents have chosen elective home education (EHE).
- Children who are temporarily unable to attend school due to medical conditions or other exceptional circumstances.

Support and Provision:

- The school works closely with parents/carers and the local authority to ensure that children who are too unwell to attend school receive suitable alternative provision.
- This provision is designed to be age-appropriate, suitable to the child's ability and aptitude, and aligned with any special educational needs (SEND).

- The school ensures arrangements are in place to support children with health and medical conditions so they can access the same opportunities as other pupils.
- Parents/carers are encouraged to communicate concerns about their child's health impacting learning, so the school can provide tailored support.

Collaboration and Communication:

- The school collaborates with the local authority, parents/carers, and where appropriate, the pupil themselves to plan and review home education arrangements.
- Parents/carers are consulted before new home education provision begins, at any change-points, and when the child is ready to reintegrate into mainstream education.
- If concerns arise about the suitability of home education, the school and local authority will engage in discussions with parents to ensure the child's educational needs are met.

Complaints and Concerns:

- Parents/carers dissatisfied with home education support should first raise concerns directly with the school.
- If unresolved, they may use the school's formal complaints procedure.
- For issues related to alternative provision arranged by the local authority, parents/carers should contact the local authority first.
- Further escalation can be made to the Local Government and Social Care Ombudsman or the Department for Education via their respective complaint channels.

Elective Home Education (EHE):

- Parents have the right to choose home education, but the school and local authority monitor to ensure the education provided is suitable.
- The school respects the child's views and will encourage discussions if a child is unhappy with home education.
- The school does not pressure parents to choose home education as a means to avoid exclusion or poor attendance issues.

43. Helplines and reporting

- 43.1 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/>
- 43.2 Where staff members feel unable to raise an issue with their employer, or feel they have a genuine concern that is not being addressed we acknowledge they may wish to consider whistleblowing channels. Likewise, if parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0800 028 028 0295, or by emailing help@nspcc.org.uk

The following appendices are a part of this policy

Appendix 1 | *LCC LA Flow Chart 2025-2026 'What to do if you are worried a child is being abused or at risk of harm, neglect, or online harm.'*

Appendix 1

Name of School/Academy/AP Child Protection & Safeguarding Flow Chart
'What to do if you are worried a child is being abused, at risk of harm or neglect'

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

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

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

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

Discuss concerns with the Designated/Named Safeguarding Lead

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

Still have concerns - Refer to First Response (MARF)

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

Safeguarding concern Resolved /no longer held

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

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

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