



Belton C of E Primary School

Whole School Child Protection Policy

September 2026/2027

INTRODUCTION

Belton C of E Primary School

Policy statement and principles

Belton CE Primary School is committed to ensuring and promoting the safeguarding and well-being of all of the children in our care. There is a shared understanding that all are responsible for this and the school has in place rigorous systems, processes, job descriptions and policies ensuring all are aware of their specific roles and responsibilities. These policies and procedures reflect and detail our school's safeguarding arrangements and ensure that any actions are taken in a timely manner to safeguard and promote children's welfare. Designated leads are experienced and qualified and work closely with all appropriate agencies.

This policy is applied in line with and linked to statutory policies (see later in policy for further linked policies):

- Staff Behaviour Policy
- Recruitment and selection policy
- Allegations Against Staff
- Whistleblowing
- Attendance
- Complaints
- Pupil Behaviour
- Children Missing Education
- Online Safety
- Child on Child Abuse policy
- SEND Policy
- KCSIE 2023
- Prevent policy and risk assessment

This Child Protection Policy will be reviewed by the Senior Designated Safeguarding Lead Joanna Scott 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: August 2026

Date of next review: August 2027

Role	Name	Contact Details
Headteacher	Joanna Scott	01530 222304 jscott@beltonprimary.org
Senior Leader(s) available for contact in the absence of the DSLs	Catrin Yendall Emily Peczek Amy North	01530 222304 cyendall@beltonprimary.org epeczek@beltonprimary.org anorth@beltonprimary.org
Designated Governor for Child Protection / Safeguarding	James White	jwhite@beltonprimary.org
Senior Designated Safeguarding Lead	Joanna Scott	01530 222304 jscott@beltonprimary.org
Deputy Safeguarding Lead	Catrin Yendall Emily Peczek Amy North	01530 222304 cyendall@beltonprimary.org epeczek@beltonprimary.org anorth@beltonprimary.org
Names of additional Safeguarding Officers	NA	NA
Chair of Governors	James White	jwhite@beltonprimary.org
Safeguarding Governor	James White	jwhite@beltonprimary.org
Leicester and the Leicestershire and Rutland Safeguarding	Report Your Concerns about a Child or Young Person	LCC report neglect or abuse

Children Partnerships Procedures Manual.		
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

Legislation and statutory guidance

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

This policy is also based on the following legislation:

- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of students at the school
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counterterrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- The Equality Act 2010, which makes it unlawful to discriminate against people regarding protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our Trustees and headteacher should carefully consider how they are supporting their students with regard to these characteristics. The Act allows our School/Academy to take positive action to deal with particular disadvantages affecting students (where we can show it's proportionate). This includes making reasonable adjustments for disabled students. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve student outcomes. Some students may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination

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

Belton School

1. Purpose and Aims

- 1.1 Our policy applies to all staff, governors and volunteers working in the Belton CE Primary School and takes into account statutory guidance provided by the Department for Education and local guidance issued by the Leicestershire Safeguarding Children Partnership.
- 1.2 We will ensure that parents and carers are 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 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 2026 and HM Working Together to Safeguard Children 2026 are incorporated into this policy.
- 1.3 The school aims to ensure that:
 - Appropriate action is taken in a timely manner to safeguard and promote children's welfare
 - All staff are aware of their statutory responsibilities with respect to safeguarding
 - Staff are properly trained in recognising and reporting safeguarding issues

2. Child Protection and Safeguarding Statement

- 2.1 We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We will 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 in this policy apply to all staff, supply staff, volunteers and governors and are consistent with those of the Leicester, Leicestershire and Rutland Safeguarding Children Partnerships.

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

- 3.1 Everyone who works at Belton CE Primary School understands they are an important part of the wider safeguarding system for children and accepts safeguarding and promoting the welfare of children is everyone's responsibility and everyone who comes into contact with children and their families has a role to play. To fulfil this responsibility effectively, all our staff, including supply staff and volunteers will ensure their approach is child-centred and will be supported to consider, always, 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, family help, and health where required, as the designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

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

- Pupils' health and safety and emotional well-being, and their mental and physical health or development.
- Meeting the needs of children with special educational needs and/or disabilities.
- Meeting the legal duties on the school under the Equality act: will not unlawfully, discriminate against pupils or students based protected characteristics; we will carefully consider how we support pupils regarding particular protected characteristics; we will take positive action to deal with particular disadvantages affecting pupils or students (as set out in KCSIE 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 2026
- Ensuring there is an appropriate safeguarding curriculum. As a school we follow the Kapow curriculum.

7. Safeguarding can involve a range of potential issues

7.1 Such as:

- Neglect, physical abuse, sexual abuse, emotional abuse and exploitation.
- Contextualised also known as extra-familial abuse.
- Bullying, including online bullying (by text message, on social networking sites, and prejudice-based bullying and being aware of the ease of access to mobile phone networks.
- The approach to online safety, including appropriate filtering and monitoring on school devices and school networks for home use.
- Going frequently missing and who are 'absent from education' going 'missing from care or home' and the risks this poses on repeat occasions and for prolonged periods.
- Domestic Abuse including teenage relationship abuse.
- Domestic Abuse 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 2026 to include children abusing other children, other varying form of bullying including online and sexually harmful behaviour, sexual violence, and sexual harassment (further defined in KCSiE 2026 Part Five).
- The impact of new technologies, including 'sexting' and accessing pornography.
- The impact of generative artificial intelligence
- Exposure to misinformation, disinformation (including fake news) and conspiracy theories
- Issues which may be specific to a local area or population, is showing signs of being drawn into anti-social or criminal behaviour, including gang activity or involvement and associations with organised crime groups or county lines.
- In possession of a knife and or involved in knife crime, youth violence, criminal child exploitation (CCE).
- Is in family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse/harm.
- Is at risk of or from serious violence and violent crime.
- Persistent absence from education, including persistent absence for part of the school day.
- At risk of suspension or permanent exclusion
- Particular issues affecting children including domestic abuse and violence, female genital mutilation, and honour-based abuse.
- Being subject to any conduct where the purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats, or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages (Law change on Forced Marriage, February 2023).
- 'Upskirting' - The Voyeurism (Offences) Act, which is commonly known as Up-skirting Act, came into force on 12 April 2019. Upskirting is a criminal offence and reportable by all teachers (KCSiE Annex A).
- Is pregnant or is a parent themselves
- has exhibited early signs of abusive, violent and/or harmful behaviours
- is misusing alcohol and other drugs themselves
- is a privately fostered child
- is frequently missing/goes missing from education, home or care

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

- 7.3 Our staff recognise that children may not feel ready, or know how, to tell someone that they are being abused, exploited or neglected or a victim of modern slavery they may not recognise their experiences as harmful. Children may also feel embarrassed, humiliated, or may 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 because of their vulnerability, disability, 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 as soon as possible.
- 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 which can take a variety of forms and children can be susceptible to vulnerable multiple harms including (but not limited to): -
- sexual abuse (including harassment and exploitation),
 - domestic abuse in their own intimate relationships (teenage relationship abuse - including physical, sexual, emotional abuse, and stalking),
 - criminal exploitation (including financial exploitation),
 - serious youth violence,
 - county lines,
 - financial exploitation
 - radicalisation.
- 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's approach to online safety, including appropriate filtering and monitoring on school devices and school networks is reflected in this Child Protection Policy including awareness of the ease of access to mobile phone networks. (See KCSiE 2026, paragraph 151).
- 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. Ensuring that they are effective at least annually, ensuring this review is formally recorded. The appropriateness of any filtering and monitoring systems will be informed by the risk assessment required by the Prevent Duty as required by KCSiE 2026 paragraph 171.
- 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's safeguarding need.
 - review and discuss the standards with the leadership team, IT staff and service providers to ensure the school meets the standard published by the Department for Education filtering and monitoring standards.
- 8.5 Belton CE Primary will manage the filtering and monitoring requirements put in place by KCSiE 2026 as outlined in the 2026 Online Policy (See Appendix) an extract is written below
- There is a managed system of age-related filtering which is effectively monitored for misuse. We have our broadband provided by Virtue technologies that installed for the school a Sophos XG firewall that provides connectivity, security and filtering. They have applied default strict filtering templates that are appropriate for primary school children and that we can customise.
- Staff devices have their own policy applied which is based on default filtering with some exceptions such as YouTube etc.
- Further information can be found here: Virtue Technologies:: Internet Services. We have scheduled reporting in place so a detailed report can be emailed out detailing any misuse.
- 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 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 interests 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 2026.

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

8.11 We will 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.

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 five main categories of child abuse are as follows:

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

10. Indicators of abuse, neglect and exploitation:

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

- 10.2 **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- 10.3 **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that 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 expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as over protection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- 10.4 **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, 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 schools policy and procedures for dealing with it.
- 10.5 **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to; provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- 10.6 **Child Criminal Exploitation:** occurs where an individual or an organised network or gang, and the victim may identify as being part of this group, takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual.

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

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

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

11. Safeguarding issues:

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

11.2 All staff are expected to remain alert to signs that a child may be at risk of harm, abuse, neglect or exploitation. As a small school, staff know our children well and are encouraged to notice changes in behaviour, attendance, relationships, emotional wellbeing or presentation.

We promote an 'it could happen here' approach. Staff should share concerns with the DSL or Deputy DSL without delay, even where they are unsure of the level of risk. Concerns are recorded and reviewed to identify patterns or emerging issues.

We are particularly mindful that some children, including those with SEND or communication difficulties, may find it harder to recognise or communicate that something is wrong. Staff take account of each child's individual needs and usual presentation when considering safeguarding concerns.

11.3 Online safety is an important part of our safeguarding arrangements. Children are taught how to use technology safely and responsibly through Computing, Relationships and Health Education and wider safeguarding work.

Teaching is age-appropriate and includes online abuse, inappropriate content, bullying, sharing personal information and knowing how to seek help. We recognise that risks may increase when children are online outside school or with limited supervision and provide appropriate guidance to parents and carers.

11.4 We recognise that children can abuse other children and that child-on-child abuse can occur in primary settings. This may include bullying, physical abuse, harmful sexual behaviour, sexual harassment, online abuse or the sharing of inappropriate images or messages.

We take a zero-tolerance approach to sexual violence, sexual harassment and harmful sexual behaviour. Concerns will never be dismissed as 'banter' or 'just playing'.

All concerns are reported to the DSL and considered on an individual basis. The safety and wellbeing of the child who may have been harmed will always be prioritised, while appropriate support will also be considered for the child whose behaviour has caused harm. Parents and relevant agencies will be involved where appropriate.

Children are taught about respectful relationships, personal boundaries, privacy and how to seek help through our Relationships and Health Education curriculum and wider school life.

11.5 Our Belton ethos demonstrates that effective safeguarding can only be achieved by putting children at the centre of everything we do. Everyone at Belton has a role to play in keeping children safe, including working with families and other professionals to support our most vulnerable children. We take opportunities to teach children about safeguarding in ways that are appropriate to their age and understanding.

11.6 At Belton, we want every child to feel safe, listened to and valued. Positive relationships between staff and children are an important part of this, and we encourage children to talk to a trusted adult if they are worried.

Children can share their views through everyday conversations, class discussions, pupil voice and School Council. When a child shares a concern, we listen carefully, take them seriously and explain what will happen next as far as we can.

We recognise that not all children will find it easy to express their wishes or worries. For children with SEND or communication difficulties, we use appropriate support, such as visual resources, simple language, additional time or familiar adults, to help them communicate.

When decisions are made about children, their wishes and feelings are considered alongside the information provided by families and other professionals.

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 Belton whistle blowing procedures and the contact details for the Local Authority LADO and NSPCC helpline.

12. Alternative providers and other agencies

12.1 We recognise that keeping children safe is a shared responsibility and that, for some children and families, we need to work closely with other professionals and agencies. At Belton, we have positive working relationships with our local safeguarding partners and other services and will seek advice and support whenever this is needed.

The DSL and safeguarding team maintain contact with Children's Social Care and other professionals involved with children in our school. Where a child is receiving support, we contribute to assessments, Child in Need and Child Protection processes, attend relevant meetings and share appropriate information about the child's presentation, attendance, progress and wellbeing.

We work with Children's Social Care, Early Help, health professionals, the police, the Local Authority and other specialist services where appropriate. We recognise the importance of sharing information in a timely way to help keep children safe.

Where appropriate, we may offer school as a familiar venue for meetings with families and professionals. We will ensure that the child's wishes and feelings are considered and included in discussions about them where appropriate.

The DSL keeps up to date with local safeguarding procedures and relevant training and shares important updates with staff. Where we have concerns about a child, we will take action promptly and seek advice or make a referral when necessary.

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

12.3 Children who attend alternative education often have complex needs. It is important that governing bodies and designated safeguarding leads ensure children are fully supported and that the alternative setting is aware of any additional risks of harm that pupils may be vulnerable to.

Information sharing for pupils who receive education outside of a mainstream setting is vital to support the child and ensure the learning environment has all necessary information before the child accesses the provision. This should include up-to-date contact details for the professionals working with the child and family.

12.4 Whilst the Local Authority may hold a register of approved alternative provision providers, the school remains ultimately responsible for the provision it commissions. The school should obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment, including those checks that the school would otherwise perform in respect of its own staff.

12.5 Currently, no children at Belton are accessing alternative provision. Should this change, the school will maintain oversight of the placement, including the child's attendance, wellbeing, progress and safeguarding needs. The placement will be reviewed regularly with the provider and other relevant professionals.

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

Where there is an immediate concern about a child's safety, action will be taken without delay. Staff understand that they should never wait for the DSL to become available if a child is in immediate danger.

The DSL will ensure that appropriate information is shared in a timely manner and will continue to monitor and support children following a referral or other safeguarding action.

12.7 The DSL and safeguarding team work together to ensure that safeguarding concerns are acted upon promptly and that children and families receive the appropriate support.

All staff must report safeguarding concerns to the DSL or Deputy DSL without delay. Concerns are recorded and reviewed alongside any previous information to identify patterns or emerging risks.

Where necessary, the DSL will seek advice from or make referrals to Children's Social Care, Early Help, the police, health services or other relevant agencies. The school may also work with SEND services, educational psychology, speech and language services, the Early Years Inclusion Team and other specialist support services where appropriate.

The DSL contributes to Child Protection Conferences, Core Groups, Child in Need meetings, Early Help and Team Around the Child meetings where required. Relevant information is shared with staff on a need-to-know basis so that agreed actions can be followed in school.

Where it is safe and appropriate to do so, parents and carers will be involved in discussions and referrals. However, information will not be shared with parents beforehand where doing so could place a child at greater risk of harm.

We recognise that making a referral does not end our responsibility. We continue to monitor, support and respond to the child's needs while working with other professionals.

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

12.9 Belton's premises may be used by outside organisations, groups or individuals to provide activities or services for children. We expect all organisations using the school site to have appropriate safeguarding arrangements in place.

Where appropriate, we will seek assurance regarding safeguarding procedures, safer recruitment arrangements and checks for staff and volunteers working with children.

Any safeguarding concern or allegation relating to an individual or organisation using the school site must be reported to the DSL without delay. The school will follow its safeguarding procedures and, where appropriate, seek advice from or refer concerns to the LADO, Children's Social Care or the police.

All concerns and allegations will be recorded and managed in line with safeguarding and information-sharing procedures. Safeguarding responsibilities will be made clear when agreeing the use of school premises.

13. CPD, culture and ethos

13.1 We ensure staff, supply staff (if used) and volunteers receive appropriate safeguarding information during inductions and on a regular basis. Safeguarding items are recapped and explored at staff briefings. All staff attend regular safeguarding training and receive updates from the LA briefings or through safemart courses. Safeguarding information is available on our information board. Posters of how to report concerns are available around school. This is made available to supply staff or volunteers working with the children.

13.2 The school follows safer recruitment procedures for all staff and maintains an ongoing culture of vigilance. This includes considering professional conduct and behaviour both inside and outside the workplace, including online.

KCSiE 2026 has broadened the requirements placed on schools to keep children safe and ensure

children are able to thrive and take the maximum benefit from their education or learning experiences.

14. Responsibilities of the DSL/DSL Team

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

At Belton, the SENDCo works closely with the DSL and wider staff team to ensure that safeguarding concerns involving children with SEND are identified and responded to appropriately. Information from pupil passports, support plans and individual strategies helps staff understand a child's communication needs, strengths and vulnerabilities.

We work with relevant services to support children with SEND and their families. Depending on the child's needs, this may include the Local Authority SEND team, Educational Psychology, Speech and Language Therapy, the Early Years Inclusion Team, specialist teaching services, health professionals and other appropriate agencies.

Children with SEND are supported through appropriate adaptations and individual strategies. When considering a safeguarding concern, staff recognise that some children may find it difficult to communicate directly or may express distress through changes in behaviour.

We ensure that children with SEND have appropriate opportunities to express their wishes and feelings. This may include the use of visual resources, simplified language, additional processing time, familiar adults or other communication approaches that meet the child's individual needs.

We work closely with parents, carers and, where appropriate, external professionals to ensure that support is coordinated. Our aim is to ensure that children with SEND can access safeguarding support, feel listened to and are given every opportunity to communicate their worries and concerns.

15. The seven main elements of our Child Protection Policy

15.1 There are seven main elements to our policy in line with KCSIE 2026, paragraph 121:

- Providing a safe environment in which children can learn and develop.
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse in and outside of school.
- Supporting pupils who have social care involvement in accordance with 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 interests of the child.'
- Ensuring we have appropriate policies and procedures to deal with child-on-child sexual violence and sexual harassment, including those that have happened outside of the school premises and/or online, forms of harassment and harmful sexual behaviour. Filtering and monitoring arrangements for online safety and harms are included within the main policy.
- At Belton, we take all concerns relating to child-on-child abuse seriously. We recognise that children can harm other children and that this can take place both in and outside school, including online. Concerns are responded to in line with our safeguarding and child protection procedures, with the safety and wellbeing of all children involved carefully considered.

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

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

16.2.11 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/

16.2.12 Maintain an on-line safety policy which addresses 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.

16.2.13 The response required by schools and safeguarding agencies to address any 'harm outside the home' also known as 'extra familial harm.' Belton Primary School is 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 our whole school ethos and positive communication with safeguarding partners and services, we aim to ensure that children feel listened to, heard and supported. Children are encouraged to speak to a trusted adult and know that their concerns will be taken seriously and acted upon appropriately.

16.2.14 At Belton Primary School, we recognise the importance of working closely with parents, carers and external services to build strong and trusted partnerships. We aim to provide a trauma-informed and trauma-aware approach, recognising the impact that a child's experiences may have on their wellbeing, behaviour and ability to learn. Through positive and trusted relationships, we aim to create a safe environment where children feel supported and know where to seek help both in and outside of school.

16.3 The school embeds and teaches safeguarding as part of its broad and balanced RSHE curriculum via the Kapow scheme, alongside wider safeguarding teaching and opportunities throughout the school year.

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

16.5 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.

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

16.7 Promote pupil health and safety.

16.8 Promote safe practice and challenge unsafe practice.

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

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

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

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 Belton Primary School environment including school trips, extended school activities, vocational placements, and alternative education packages.

17. Additional measures

17.1 Currently, no children at Belton Primary School attend alternative provision. Should this change, appropriate safeguarding and safer recruitment checks will be carried out before a placement begins. The provision and the child's attendance, wellbeing and safeguarding needs will continue to be monitored and reviewed.

17.2 The Senior DSL, DSL team and staff will support children experiencing mental health difficulties and remain alert to indicators that a child may have suffered, or may be at risk of suffering, abuse, neglect or exploitation. Where appropriate, children may be supported through ELSA or other suitable interventions, alongside advice and support from relevant external services.

17.3 All children at Belton Primary School should feel safe, valued and able to speak openly with a trusted adult. We recognise that LGBT children, or children perceived to be LGBT, may be at greater risk of bullying, discrimination or other forms of harm. Homophobia, biphobia and transphobia will not be tolerated. Children will be supported appropriately and sensitively, with access to a trusted adult and additional pastoral or ELSA support where appropriate.

17.4 KCSiE 2026 Annex B page 160 Child abduction and community safety incidents – Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

At Belton Primary School, any concerns about suspicious individuals or community safety incidents near the school will be reported to the Headteacher or DSL and appropriate action will be taken. Where necessary, advice will be sought from the police or other relevant agencies and parents and carers will be informed where appropriate. Children are taught about personal and outdoor safety through the Kapow curriculum, helping them to recognise risks, stay safe and know how and where to seek help and support.

18. Procedures for identifying and reporting cases

18.1 We will follow the procedures set out by the Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) and take account of guidance issued by the DfE in Keeping Children Safe in Education 2026 to:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

18.1.15 Ensure all records are kept securely.

The school uses CPOMS as its electronic safeguarding management and recording system. Safeguarding and child protection concerns, disclosures, actions and relevant communication are recorded securely on CPOMS.

Access to CPOMS is restricted to authorised staff in line with their safeguarding responsibilities. The DSL and safeguarding team have appropriate oversight of safeguarding records and use the system to monitor concerns, identify patterns and ensure that appropriate actions are followed up.

Safeguarding information is kept separately from the child's general educational records and is treated as confidential. Information is shared with staff and professionals on a need-to-know basis and in accordance with safeguarding and information-sharing requirements.

Where safeguarding records need to be transferred to another school or setting, the DSL will ensure that relevant child protection information is shared securely and in accordance with statutory guidance and the school's safeguarding procedures.

CPOMS is the school's primary system for recording and managing safeguarding concerns.

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

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

18.1.18 Ensure safe recruitment practices are always followed.

18.1.19 Apply confidentiality appropriately.

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

19. Supporting children and working in partnership

19.1 We recognise that children may not feel ready, or know how, to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or threatened. This could be because of their vulnerability, disability, 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 Belton will support the pupil through:

19.3.1 Curriculum which promotes their safety, wellbeing and ability to recognise and manage risk. We use the Kapow curriculum to provide age-appropriate teaching around relationships, emotions, personal boundaries, consent, staying safe, seeking help and recognising when something is not right.

Safeguarding and online safety are reinforced through PSHE, Computing, assemblies and everyday discussions across school. Where a pupil has particular vulnerabilities or identified needs, teaching and resources will be adapted to ensure that they can understand and access the safeguarding messages being taught.

The pupil will be supported to identify trusted adults within school and will be encouraged to talk to an adult if they have a worry or concern. Staff will remain alert to any changes in the pupil's presentation or behaviour and will follow the school's safeguarding procedures if concerns or disclosures arise.

19.3.2 Maintaining a Belton ethos which promotes a positive, supportive and secure environment, and which gives pupils a sense of being valued.

19.3.3 The school behaviour policy and anti-bullying policy which are kept up to date with national and local guidance and which aim to support vulnerable pupils at Belton.

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 Belton community, they are

valued and will be supported through the time required to deal with any abuse or harm that has occurred, or the outcomes from incidents.

19.3.5 At Belton CE Primary School, concerns about a pupil's wellbeing, behaviour or safety are taken seriously and addressed promptly through our safeguarding and pastoral systems. Staff are encouraged to share concerns with the DSL or a member of the safeguarding team so that appropriate support can be identified and put in place.

We have an ELSA who provides additional emotional and pastoral support for children who may need help to understand and manage their emotions, develop confidence, build relationships or cope with particular worries or difficulties. Support is tailored to the individual needs of the child and may be provided individually or in a small group.

We also have SNUG areas within school which provide a calm, safe space for pupils who may need time away from the classroom to regulate, talk to a trusted adult or receive additional support. These spaces form part of our inclusive approach and are not used as a punishment or isolation area.

Where appropriate, support may also include a trusted adult, regular check-ins, additional pastoral support, adapted provision within the classroom, support with friendships and relationships, or liaison with parents and relevant outside agencies. The support provided is reviewed regularly to ensure that it continues to meet the pupil's needs.

As a small school, our staff know the children well and are often able to notice changes in behaviour, presentation or emotional wellbeing. This enables us to respond early to concerns and provide support before difficulties escalate, whilst following safeguarding procedures where further action is required.

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 appropriate services.

Ensuring that all staff understand the additional safeguarding vulnerabilities that some children with SEND may experience and know how these may present in individual pupils. At Belton, we know our children well and use information from pupil passports, support plans, parents, outside agencies and the graduated approach to understand each child's individual needs and vulnerabilities.

Staff are supported to recognise that children with SEND may communicate worries or concerns differently and may require additional support to understand safeguarding messages, recognise unsafe situations or communicate a disclosure. Teaching and safeguarding information is adapted where necessary, using visuals, clear language, repetition, social stories and other appropriate resources.

Children can access support from trusted adults, our ELSA and our SNUG areas, where they can receive additional emotional and pastoral support in a safe and calm environment. We also work closely with parents, the SENDCo, DSL and relevant outside agencies to ensure that concerns are shared and responded to appropriately.

Safeguarding is considered as part of our SEND provision and individual risk assessments where appropriate. Staff remain alert to changes in behaviour, presentation, communication or attendance and understand that these may be indicators of an underlying safeguarding concern.

Our aim is to ensure that having SEND does not become a barrier to a child being heard, understood or protected and that every child has the opportunity to feel safe and know who they can turn to for help.

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 is taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence, or sexual harassment.

19.3.10 The staff member, if not the Designated Safeguarding Lead, will inform the DSL or Deputy DSL immediately, and actions will be taken in accordance with the school child-on-child abuse, sexual violence and sexual harassment policy.

20. Staff and Safer 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 2026 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 2026 Part Three and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2026 Part Three paragraphs 345 to 349.

20.5 All volunteers working in regulated activity have an enhanced DBS check.

20.6 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 2026 in line with KCSiE Part Four Section two. Staff can access a copy of this through the shared drive.

20.7 Newly appointed staff and volunteers will be informed of our arrangements for safer working practices as part of their induction and before beginning work or having contact with pupils. All volunteers undertaking regulated activity will have the appropriate enhanced DBS check in line with statutory requirements.

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

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

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

Please Note: KCSiE 2026 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 If alternative provision is used the school will 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 When placing a student in a work experience placement the school will ensure the person providing the teaching/training/instruction or supervision of the student frequently or in more than three days in a 30-day period, or overnight this is a regulated activity and therefore need the necessary checks.

20.13 If a student aged 16 plus on a work experience placement which takes place in a place such as a school or nursery which provides opportunity to for the student to be in contact with children which is regulated activity the school will consider if a DBS enhanced check is required.

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).

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

- Anti-Bullying Policy
- Attendance Policy
- Equality Policy
- Complaints Procedure
- Online Safety Policy
- Female Genital Mutilation (FGM) Guidance
- Radicalisation – Prevent Duty
- Child on Child Abuse Policy
- Use of Reasonable Force Policy
- Register of Pupil Attendance
- Relationships, Sex and Health Education Scheme of Work (KCSiE paragraphs 130 and 131)
- Special Educational Needs Policy
- Staff Behaviour Policy
- Staff Discipline, Conduct and Grievance Procedures
- School information published on the website
- Whistleblowing Policy
- Guidance for the NSPCC Helpline
- Leicestershire and Rutland Safeguarding Children Partnership Policy, Procedures and Practice

21.2 We use the Leicestershire and Rutland Safeguarding Children Partnership Policy, Procedures and Practice Guidance. The current guidance can be accessed through the LRSCP Procedures website.

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 At Belton CE Primary School, safeguarding is everyone's responsibility. All staff have a duty to contribute to creating a safe, caring and inclusive environment and to act on any concerns about a child's safety or wellbeing.

All staff are responsible for knowing and following our safeguarding and child protection procedures, maintaining professional boundaries, being alert to signs that a child may be at risk and reporting concerns promptly. Staff know that they do not need to investigate a concern themselves and should pass it to the DSL or safeguarding team.

The Designated Safeguarding Lead (DSL) has overall responsibility for safeguarding and child protection, including managing concerns and referrals, maintaining appropriate records, working with parents and external agencies and ensuring that children receive the right support. The DSL also ensures that safeguarding practice and procedures are kept up to date.

The Deputy DSLs provide additional safeguarding support and are able to respond to concerns when the DSL is unavailable. They work closely with the DSL and ensure that safeguarding responsibilities are maintained across the school.

The Headteacher and senior leaders provide strategic leadership for safeguarding, ensure that safeguarding remains a priority across the school and that staff have appropriate training, support and guidance. They work with governors and external agencies where required.

The SENDCo works closely with the DSL to ensure that the additional safeguarding vulnerabilities of children with SEND are recognised and that appropriate support, adaptations and risk management are put in place. This includes working with families and outside agencies where appropriate.

Class teachers and support staff know the children in their care well and are often best placed to notice changes in behaviour, presentation, attendance, relationships or emotional wellbeing. They provide a safe and inclusive classroom environment, teach safeguarding through the curriculum and report concerns promptly.

Our ELSA provides targeted emotional and pastoral support for pupils who need additional help with their emotional wellbeing, relationships or regulation. This support is provided alongside, and in communication with, the school's safeguarding and pastoral systems.

All staff understand that safeguarding concerns can arise at any time and that children may communicate worries in different ways. We promote a culture where children feel listened to, know who they can talk to and understand that adults in school will take their concerns seriously.

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 At Belton CE Primary School, all staff take shared responsibility for creating a safe, welcoming and inclusive environment where children feel valued, listened to and able to learn. As a small school, staff know the children well and are alert to changes in behaviour, presentation, relationships or emotional wellbeing which may indicate that a child needs additional support.

Staff follow our safeguarding procedures and understand their responsibility to report concerns promptly to the DSL or safeguarding team. We maintain appropriate professional boundaries and ensure that children know who they can speak to if they are worried or need help.

We promote positive relationships and respectful behaviour throughout school and provide consistent expectations so that children understand what is safe and appropriate. Staff use our pastoral support systems, including our ELSA and SNUG areas, to support children who may need additional help with their emotional wellbeing or regulation.

Safeguarding is reinforced through our curriculum, assemblies, PSHE, Computing and everyday interactions. Staff ensure that children are taught how to keep themselves safe, including recognising risks, developing healthy relationships and staying safe online.

We work closely with parents and carers and, where appropriate, outside agencies to ensure that children receive the right support at the right time.

22.5 All staff contribute to enabling a safe environment when out of school on trips or extended learning opportunities by:

- Ensuring there is an Educational Visits Coordinator who is trained and supports other staff in writing risk assessments.
- All risk assessments are agreed by the Headteacher.
- Residential risk assessments are completed on EVOLVE and agreed by the EVC and Headteacher.
- Arrangements are in place to enable children with particular needs or vulnerabilities to access school trips safely, in conjunction with parents and carers, and adult ratios are considered carefully.
- First aiders are always present on out-of-school trips.
- Arrangements are in place for contacting parents during the course of a trip, and permissions are sought for how children return home when a trip continues after the end of the school day.
- Only reputable travel companies using appropriately equipped and seat-belted coaches are used to transport children.
- All staff are aware of the early help process and understand their role in this. This includes being able to identify emerging problems and recognise children who may benefit from early help. Staff know to discuss their concerns with the DSL in the first instance and understand that they may be required to support other agencies and professionals in assessments for early help.
- Where appropriate, the school works closely with social care staff and provides a safe and confidential space for professionals to meet with children.

- The DSL team works with safeguarding partners, where needed, to ensure that children subject to Child Protection, Child in Need and Looked After Children plans are kept safe and their needs are met.
- Parents and carers are encouraged to come into school to seek support or advice. We signpost children, parents and carers to appropriate sources of support through the school website, newsletters, posters and meetings.

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 Belton CE Primary School does not currently employ specific staff whose sole role is to work outside of the classroom with children, families or partner agencies.

If the school were to employ staff in such roles, they would be subject to the school's safer recruitment procedures and appropriate safeguarding checks before working with children. Their roles and responsibilities would be clearly defined, and they would receive the appropriate safeguarding and child protection induction and training.

Any staff working with children, families or partner agencies outside of the classroom would be expected to follow Belton's safeguarding procedures, maintain appropriate professional boundaries and report any concerns promptly to the DSL or a member of the safeguarding team. They would receive appropriate safeguarding training and support and would be appropriately supervised to ensure that children remain safe at all times.

22.8 At Belton CE Primary School, we encourage parents and carers to talk to us if they have a concern about their child's wellbeing, safety or development. Parents and carers are welcome to contact the school office or speak to their child's class teacher to arrange a suitable time to discuss their concerns.

Parents and carers can also request to speak to the Headteacher, SENDCo, DSL or another appropriate member of staff where their concern relates to safeguarding, SEND or pastoral support.

We aim to maintain an open and approachable relationship with families and will listen to concerns and provide appropriate support or signposting where needed. Where a safeguarding concern is raised, this will be dealt with in line with our safeguarding and child protection procedures.

Parents and carers are also able to contact the school by telephone, email or in person through the school office. If a parent or carer arrives at school with an urgent safeguarding concern, the school will ensure that this is passed promptly to the DSL or appropriate member of the safeguarding team.

22.9 At Belton CE Primary School, we recognise the importance of children being able to meet with their social worker during the school day when this is required. We will provide an appropriate, private and safe space for meetings to take place and will work with social workers to minimise disruption to the child's education while ensuring that their welfare remains the priority.

Our DSL and Deputy DSLs work closely with social workers, social care and other safeguarding partners to ensure that children who are subject to Child Protection Plans, Child in Need Plans or are looked after children (LAC) receive the appropriate support and that their individual needs are understood and met.

The DSL maintains regular communication with relevant professionals and contributes to meetings, reviews and information sharing where appropriate. Staff who work closely with the child are made aware of relevant information on a need-to-know basis so that they can provide consistent support and recognise any changes in the child's presentation or circumstances.

As a small school, we are able to build strong relationships with children and families and can respond quickly when concerns or changes arise. We work collaboratively with social care and other agencies, sharing information appropriately and ensuring that the child's voice, safety and wellbeing remain at the centre of our approach.

22.10 At Belton CE Primary School, we ensure that children, parents and carers know where they can go for support if they have a concern or need help. Within school, children can speak to their class teacher, a trusted adult, the DSL, SENDCo, Headteacher or our ELSA. Our SNUG areas also provide a safe and calm space for children who need additional emotional or pastoral support.

Parents and carers can speak to the class teacher, school office, SENDCo, Headteacher or DSL for advice and support. Where appropriate, we signpost families to relevant external services and agencies who can provide more specialist support.

Information about sources of support is shared with families through the school website, newsletters, posters and meetings, as appropriate. We also provide direct signposting when speaking with parents or carers about an individual concern or need.

Where a child or family requires support beyond what we can provide in school, we work with parents and relevant professionals to identify the most appropriate service and, where necessary, support the family to access it. This may include health, social care, SEND, emotional wellbeing or other specialist services.

23 Safeguarding Training

23.1 All staff at Belton CE Primary School are aware of the school's safeguarding systems. These are explained as part of staff induction and include the Child Protection Policy, Employee Code of Conduct, the role of the Designated Safeguarding Lead and Keeping Children Safe in Education 2026.

23.2 The school uses an induction checklist when new staff are inducted. This includes the information above, alongside other relevant policies and procedural information.

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

23.4 Safeguarding training is provided through Local Authority training and updates. The Headteacher also provides relevant safeguarding updates and training based on Local Authority guidance. We use Safesmart for additional training and safeguarding updates where appropriate.

23.5 All staff are aware of the process for making referrals to Children's Social Care and for statutory assessments under the Children Act 1989. They understand the role they may have in contributing to these assessments.

23.6 During induction and training, staff are given information to help them understand their safeguarding responsibilities, including partnership working with other agencies, particularly Children's Social Care, and the local arrangements and procedures of the Leicestershire and Rutland Safeguarding Children Partnership (LRSCP). Staff are also made aware of relevant safeguarding training opportunities and how to access them.

23.7 All staff know what to do if a child raises a concern or makes a disclosure of abuse and/or neglect. Staff will maintain appropriate confidentiality whilst sharing information with the Designated Safeguarding Lead and, where necessary, Children's Social Care. Staff will never promise a child that they will not tell anyone about a disclosure or allegation, recognising that this may not be in the best interests of the child.

24 Staff responsibilities

24.1 All staff have a key role to play in identifying concerns and providing 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 Support and follow the school's arrangements and procedures for online safety, including appropriate filtering and monitoring on school devices and networks. These arrangements are regularly reviewed and reflected in this Child Protection Policy, taking account of the ease of access to mobile phone networks.

24.1.5 Attend safeguarding training and remain aware of and alert to the signs and indicators of abuse.

24.1.6 Maintain an attitude of “it could happen here” with regard to safeguarding.

24.1.7 Record any concerns if they are worried that a child may be being abused and report these to the DSL as soon as practical on the same day. If the DSL is not immediately available, a Deputy DSL should be informed.

24.1.8 Be prepared to refer directly to Children’s Social Care and/or the Police, where appropriate, if there is a risk of significant harm and the DSL or Deputy DSL is not available.

24.1.9 Follow the school’s allegations procedures if a disclosure or concern relates to a member of staff, volunteer, trainee teacher or an individual not directly employed by the school, for example a supply teacher or sports coach.

24.1.10 Follow the procedures set out by the Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) and take account of guidance issued by the DfE, including Keeping Children Safe in Education 2026.

24.1.11 Support pupils in line with their Child Protection Plan, Child in Need Plan or Looked After Child Care Plan, where appropriate.

24.1.12 Treat information confidentially but never promise a child that they will “keep a secret”.

24.1.13 Notify the DSL or Deputy DSL of any child subject to a Child Protection Plan or Child in Need Plan who has an unexplained absence.

24.1.14 Understand the early help process and be prepared to identify and support children who may benefit from early help. This may include children who are frequently missing from education, home or care; have experienced multiple suspensions; are at risk of permanent exclusion; are in alternative provision or a pupil referral unit; have a parent or carer in custody; or are affected by parental offending.

24.1.15 Liaise with other agencies and professionals who support pupils and contribute to the provision of early help.

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

24.1.17 Have an awareness of the Child Protection Policy, Behaviour Policy, 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. Where appropriate, the school works with external agencies and professionals, including PCSOs, the NSPCC and health professionals, to support children and families.

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

25 Senior Leadership/Management Team responsibilities:

25.1 Contribute to inter-agency working in line with Working Together to Safeguard Children 2026 and local safeguarding procedures.

25.2 Provide a coordinated offer of early help when additional needs are identified, working with children, families and other agencies as appropriate.

25.3 Ensure all staff, supply staff and volunteers are aware of the definitions and indicators of abuse and neglect through induction, regular safeguarding training and updates.

25.4 Ensure staff understand and remain alert to the factors that may increase a child's vulnerability and indicate that early help or additional support may be needed.

25.5 Work with Children's Social Care and other relevant agencies to support assessment and planning processes, including contributing to Child Protection Conferences, Core Groups and other meetings where appropriate.

25.6 Carry out safeguarding responsibilities delegated by the governing body, including supporting staff and volunteer training, safer recruitment processes and the maintenance of the Single Central Record.

25.7 Provide support, advice and guidance to all staff on matters relating to safeguarding and child protection, regardless of their role within the school.

25.8 Treat information shared by staff, children and families appropriately and confidentially, following the school's safeguarding and information-sharing procedures.

25.9 Ensure that allegations or concerns about staff, including low-level concerns, are dealt with promptly and in accordance with Keeping Children Safe in Education 2026 Part Four and the school's procedures for managing allegations and concerns about adults working with children.

25.10 Work in line with the procedures and guidance of the Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) and Leicestershire County Council (LCC).

26 Teachers (including ECTs) and Headteachers – Professional Duty

- a. 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.
- b. 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.
- c. At Belton CE Primary School, we do not currently have a separate Designated Teacher for children who have left care through adoption, special guardianship or child arrangement orders, or children who were adopted from state care outside England and Wales. **The Headteacher undertakes this responsibility** and ensures that the educational achievement and wellbeing of any child meeting these criteria are appropriately supported.

The Headteacher works closely with the DSL, SENDCo, class teachers, parents/carers and relevant external professionals to ensure that the child's individual needs are understood and that appropriate support is provided. The child's progress, attendance, wellbeing and wider needs are monitored, with additional support put in place where required.

As a small school, we are able to provide a personalised approach and maintain close communication with families and professionals. Information is shared with relevant staff on a need-to-know basis to ensure that the child is supported appropriately while maintaining confidentiality.

- d. Children who meet these criteria are supported to understand who is responsible for supporting them in school. The Headteacher is known to the children and is available for them to speak to if they have a worry or concern. Children are also encouraged to speak to their class teacher or another trusted adult if they would prefer. Staff ensure that children feel listened to and know that they can ask for help at any time. Parents and carers are also made aware of the support available through discussions with the school and can contact the Headteacher through the school office if they require advice or have concerns about their child's wellbeing or education.

27 Designated Safeguarding Lead

27.1 We have a Senior Designated Safeguarding Lead who takes lead responsibility for safeguarding children and child protection and who has received appropriate training and support for this role. The Senior 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 three Deputy Safeguarding Leads, who provide cover for the Senior Designated Safeguarding Lead when they are not available. Our Deputy Safeguarding Leads have received appropriate safeguarding and child protection training and provide additional support to ensure that safeguarding responsibilities are fully embedded within the school. They support the Senior Designated Safeguarding Lead with referrals and, where appropriate, attendance at Child Protection Conferences, reviews, Core Group meetings and other safeguarding meetings.

27.3 The Senior Designated Safeguarding Lead and Deputy Safeguarding Leads work together to ensure that safeguarding concerns are responded to promptly and that children receive appropriate support. Clear arrangements are in place to ensure that safeguarding responsibilities are maintained when the Senior DSL is unavailable.

27.4 All Designated Safeguarding Leads and Deputy Designated Safeguarding Leads at Belton CE Primary School complete the required safeguarding and child protection training and undertake regular updates in line with current statutory guidance.

The DSL has overall responsibility for safeguarding and child protection within school and ensures that the safeguarding team is appropriately trained, supported and kept up to date. The DSL team work closely together to ensure that concerns are responded to appropriately and that the safeguarding needs of all children on roll are considered.

The Headteacher provides senior leadership oversight of safeguarding arrangements and works closely with the DSL to ensure that the school fulfils its child protection responsibilities. Safeguarding practice, procedures and training needs are reviewed regularly to ensure that they remain appropriate for the needs of our pupils and the school community.

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 that there is a clear and structured procedure within the school, which is followed by all members of the school community when there are concerns about a child's welfare or suspected abuse.

The DSL and Deputy DSLs ensure that safeguarding information is shared appropriately and on a need-to-know basis. Staff are expected to report concerns promptly using the school's agreed safeguarding procedures, and all concerns are recorded and monitored to ensure that appropriate action is taken.

28 The Senior Designated Safeguarding Lead is expected to:

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 agencies in accordance with local and national safeguarding procedures.

28.1.2 Support staff who make referrals to Children's Social Care and other appropriate referral pathways.

28.1.3 Refer cases where a person has been dismissed or removed from working with children due to risk or harm to a child, or would have been dismissed had they not resigned, to the Disclosure and Barring Service (DBS), where the legal criteria are met.

28.1.4 The Headteacher, working with the DSL and relevant safeguarding professionals where appropriate, will ensure that any required DBS referral is made promptly and in accordance with statutory requirements. All relevant information and records will be maintained securely and confidentially.

28.1.5 Staff involved in managing safeguarding concerns will be aware that the duty to make a DBS referral may apply even where an individual has resigned before disciplinary or safeguarding procedures have been completed.

28.2 Ensure arrangements are in place throughout the year for all staff and volunteers to seek advice, share safeguarding concerns and report incidents or disclosures where a child may be at risk of harm, abuse, bullying, sexual harm or harassment.

28.3 Ensure appropriate systems are in place to manage and address online safety, including access to mobile phone networks, particularly for children who may be at greater risk of harm, abuse or exploitation. Concerns relating to radicalisation will be managed in line with the Prevent Duty.

28.4 The Headteacher, as Senior Designated Safeguarding Lead, works closely with the DSL team to ensure that safeguarding concerns are shared, reviewed and responded to appropriately. The DSL team meets regularly to discuss current safeguarding concerns, children who may require additional support, referrals, actions and any changes in circumstances.

Due to the size of our school, safeguarding information is also shared promptly between the Headteacher, DSL team and relevant staff when concerns arise, rather than waiting for a scheduled meeting. This ensures that important information is acted upon quickly and that appropriate adults are aware of any support or protective measures required.

The DSL team reviews ongoing concerns and actions, ensuring that children subject to safeguarding plans or receiving additional support are monitored and that agreed actions are followed up. Information is shared on a need-to-know basis and recorded appropriately on CPOMS.

The Headteacher provides senior oversight of safeguarding and ensures that the DSL team has the information, training and support required to respond effectively to the safeguarding needs of children on roll.

28.5 At Belton CE Primary School, we recognise that some children may be more vulnerable to safeguarding concerns because of their individual circumstances, SEND, family circumstances or other factors. We take a child-centred approach and ensure that concerns are identified early, shared appropriately and acted upon.

The Senior DSL has overall responsibility for safeguarding and works closely with the DSL team, SENDCo, class teachers and other staff to ensure that children who are vulnerable or subject to safeguarding concerns receive appropriate support. Safeguarding concerns and actions are recorded and monitored through CPOMS, with information shared on a need-to-know basis.

Support is tailored to the individual child and may include regular check-ins with a trusted adult, support from our ELSA, access to our SNUG areas, additional pastoral support, adaptations within the classroom, support with friendships and relationships, or involvement from relevant external agencies. Where appropriate, we work closely with parents, carers and other professionals to ensure that the child's needs are understood and met.

Children who are subject to Child Protection Plans, Child in Need Plans or other safeguarding arrangements are closely monitored by the DSL team. The DSL maintains communication with Children's Social Care and other relevant professionals, contributes to meetings and reviews, and ensures that agreed actions are followed up.

Belton CE Primary School does not currently have any pupils accessing alternative provision. If this were to change, the Senior DSL would retain overall responsibility for safeguarding the child and would ensure that appropriate safeguarding checks, information sharing, attendance monitoring and communication arrangements were in place with the provider. The school would continue to monitor the child's welfare and progress and work with the provider, parents/carers and relevant professionals to ensure that the child's needs were met and that any concerns were acted upon promptly.

As a small school, we are able to maintain close relationships with children and families and respond quickly when concerns arise. Safeguarding remains a shared responsibility across the school, with the child's safety, wellbeing and individual needs at the centre of our decision-making.

28.6 Work with others:

28.6.1 Liaise with the Headteacher where the Senior Designated Safeguarding Lead role is not carried out by the Headteacher, to ensure that they are aware of relevant safeguarding issues and ongoing investigations.

28.6.2 As required, liaise with the case manager and the Local Authority Designated Officer (LADO) where there are safeguarding concerns or allegations relating to a member of staff.

28.6.3 Liaise with the case manager and LADO or LADO Allegation Officer where there are concerns about a member of staff.

28.6.4 Liaise with staff on matters of safety and safeguarding, deciding when to make a referral and acting as a source of support, advice and expertise for staff.

28.6.5 Take part in strategy discussions and inter-agency meetings, and support other staff to contribute to the assessment and support of children where appropriate.

28.6.6 Liaise with the Local Authority and other agencies in line with Working Together to Safeguard Children 2026 and the procedures and practice guidance of the Leicestershire and Rutland Safeguarding Children Partnership.

28.6.7 The Headteacher, Designated Safeguarding Leads and governing body are aware of the local arrangements put in place by the Leicestershire and Rutland Safeguarding Children Partnership and know how to access relevant guidance, procedures and training.

28.7 The DSL and safeguarding team at Belton CE Primary School share relevant safeguarding information with staff through staff meetings, briefings and day-to-day communication. Emerging safeguarding threats, risks or themes are discussed where appropriate so that staff are aware of issues that may affect our pupils and know how to respond.

Safeguarding information is also shared through staff updates, notices and relevant training. Where a particular concern or emerging risk is identified, the DSL works with staff to consider whether additional support, teaching or learning opportunities are needed for pupils.

The DSL works alongside the SENDCo, class teachers and wider staff team to ensure that safeguarding is reflected within the curriculum and the wider experiences provided for children. This may include adapting PSHE or Computing lessons, using age-appropriate resources, providing additional opportunities to discuss a particular concern or risk, or reinforcing messages through assemblies and class discussions.

Staff are encouraged to share observations and concerns with the DSL so that emerging patterns or risks can be identified and responded to appropriately. Where additional staff training or support is needed, the DSL will arrange appropriate CPD, briefings or external training.

28.8 The DSL and staff team contribute to developing the curriculum and learning experiences for children through staff meetings, regular briefings and day-to-day communication. Relevant safeguarding information, emerging risks and concerns are shared with staff so that they can be reflected in teaching and pastoral support where appropriate.

Where a particular safeguarding issue or emerging risk is identified, the DSL works with teachers and support staff to consider whether children need additional opportunities to discuss or learn about the issue. This may be through PSHE, Computing, assemblies, class discussions or other age-appropriate learning activities.

As a small school, our close working relationships mean that safeguarding information can be shared quickly and can directly inform the curriculum, classroom practice and wider support provided to our children.

28.9 Belton CE Primary School maintains links with relevant safeguarding agencies to ensure that advice, support and information can be accessed when required.

We work with Leicestershire Police, Leicestershire County Council Children and Family Services, safeguarding services and other relevant agencies, including SEN and specialist support services, where appropriate. The DSL works with these agencies to seek advice, make referrals and share information when there are concerns about a child's safety or wellbeing.

We also work with other relevant professionals and services according to the individual needs of a child. These links enable us to seek timely advice and ensure that children and families receive appropriate support.

The DSL keeps up to date with local safeguarding arrangements and referral pathways and ensures that staff know how to raise concerns internally so that appropriate action can be taken.

28.10 Undertake training:

28.10.1 Formal Designated Safeguarding Lead training will be undertaken in line with local and statutory requirements. The Senior DSL and Deputy DSLs will also undertake regular safeguarding updates to maintain their knowledge and skills.

28.10.2 The Senior Designated Safeguarding Lead is responsible for ensuring that their safeguarding knowledge and skills remain up to date and for accessing relevant training and resources.

28.10.3 The Senior Designated Safeguarding Lead is also responsible for ensuring that staff with designated safeguarding responsibilities access appropriate and up-to-date training. Records of safeguarding training are maintained by the school.

28.11 During the 2026–2027 academic year, Belton CE Primary School will continue to provide safeguarding training and awareness-raising opportunities for staff and governors to ensure that everyone remains up to date with their responsibilities.

All staff and governors will receive training and/or updates on Keeping Children Safe in Education 2026, including any changes to safeguarding procedures and expectations.

We will also provide allergy awareness training for staff to ensure that everyone understands the needs of pupils with allergies, how to recognise and respond to an allergic reaction and the school's procedures for managing allergy-related risks.

Additional safeguarding training will be arranged where a particular need is identified, in response to emerging risks, changes in guidance or the individual needs of pupils within our school.

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

28.12.1 Understand the assessment process for providing early help and intervention through the local Thresholds for Access to Services.

28.12.2 Have a working knowledge of how the Leicestershire and Rutland Safeguarding Children Partnership operates, the conduct of Child Protection Conferences and how to attend and contribute effectively when required.

28.12.3 Ensure that each member of staff has access to the Child Protection Policy and safeguarding procedures.

28.12.4 Understand the lasting impact that adversity and trauma can have on children's behaviour, mental health and wellbeing, and what is needed to respond appropriately and promote positive educational outcomes.

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

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

28.12.7 Understand the Prevent Duty and provide advice and support to staff on protecting children from the risk of radicalisation and grooming into extremist behaviours and attitudes.

28.12.8 Understand the reporting requirements for female genital mutilation (FGM).

28.12.9 Understand and support children to keep safe online, both when learning at home and in school.

28.12.10 Encourage a culture of protecting children, listening to children and taking account of their wishes and feelings.

28.13 Raise awareness:

28.13.1 Ensure that the Child Protection Policy and safeguarding procedures are known, understood and used appropriately by staff.

28.13.2 Ensure that the Child Protection Policy is reviewed annually and that safeguarding procedures are reviewed and updated regularly. The governing body will be kept informed and involved in safeguarding oversight.

28.13.3 Work strategically to ensure that safeguarding policies and procedures remain up to date and support ongoing safeguarding development within the school.

28.13.4 Ensure that the Child Protection Policy is available to parents and carers through the school website and that parents and carers are aware that referrals may be made where there are concerns about suspected abuse or neglect.

28.13.5 Ensure that all staff receive appropriate safeguarding induction before working with children and understand how to recognise and report concerns promptly.

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

29.1 Ensure that, when a child leaves the school, their child protection, child in need or other safeguarding records are transferred securely to the new school or education provision in line with statutory guidance and local procedures.

29.2 Keep an overview of the number of children who are subject to Child Protection Plans, Child in Need Plans or are Looked After Children, with relevant information shared with the governing body through appropriate safeguarding reporting.

29.3 Maintain appropriate records and oversight of children who have, or have previously had, a social worker or other social care involvement, in order to support their safeguarding, attendance, engagement and educational progress.

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

29.5 At Belton CE Primary School, all staff understand that safeguarding is everyone's responsibility and that concerns must be reported to the DSL or Deputy DSL without delay. Staff do not investigate concerns themselves but pass them to the appropriate member of the safeguarding team so that they can be considered and responded to appropriately.

We use CPOMS as our electronic safeguarding management and recording system. Safeguarding concerns, disclosures, incidents, actions and decisions are recorded securely on CPOMS. Records include a clear summary of the concern, the action taken, decisions made, the rationale for those decisions and the outcome, where known. The DSL reviews concerns and ensures that appropriate action, follow-up and referrals are undertaken.

Access to safeguarding records is restricted to those who need to see the information. Information is shared appropriately and securely, in line with safeguarding and information-sharing requirements. We recognise that data protection is not a barrier to sharing information where this is necessary to protect a child.

The DSL maintains oversight of children who are subject to safeguarding concerns and ensures that actions and referrals are followed up. Where appropriate, the DSL works with parents/carers, social care, the police, Leicestershire County Council and other relevant agencies to ensure that children receive the right support at the right time.

When a child moves to another school, the DSL ensures that the child's child protection file is transferred securely and separately from the main pupil file. The transfer is completed without delay and, for an in-year transfer, within five working days, or within the first five working days of the new term where the child moves at the end of a term. Confirmation of receipt is obtained.

Where significant safeguarding concerns exist, the DSL will liaise directly with the receiving school's DSL to support continuity of safeguarding and ensure that relevant information is understood.

If a child leaves Belton CE Primary School for Elective Home Education, alternative provision or another setting, the DSL will consider what safeguarding information needs to be shared with the relevant professionals or receiving setting and will follow the appropriate local and statutory procedures.

As a small school, we aim to ensure that safeguarding information is not simply transferred as a record, but that relevant information is understood by those supporting the child so that safeguarding support and protective action can continue without unnecessary delay.

29.6 Availability – During term time, the Senior Designated Safeguarding Lead or a Deputy DSL will always be available during school hours for staff to discuss safeguarding concerns. Arrangements are also in place to ensure that a member of the safeguarding team is contactable during out-of-school-hours activities where required.

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 maintained in accordance with current 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 and support 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, effectively and in a timely manner in accordance with the school's whistleblowing procedures.

30.1.5 The Headteacher will ensure that all staff, including supply teachers and volunteers, have access to and understand the requirements placed on them through the school's Child Protection Policy and Staff Behaviour Policy or Code of Conduct.

30.1.6 The Headteacher will ensure that appropriate mechanisms are in place to assist staff to fully understand and discharge their safeguarding roles and responsibilities as set out in KCSIE 2026.

30.1.7 Where an allegation is made against a member of staff, whether paid or unpaid, including volunteers, which meets the criteria for a referral to the LADO, the Headteacher will discuss the matter with the LADO without delay and ensure that the case is managed in accordance with Part Four of KCSIE 2026: Allegations made against/Concerns raised in relation to teachers, including supply teachers, trainee teachers, other staff, volunteers and contractors.

Where an allegation is made against the Headteacher, the Chair of the Governing Body will be informed without delay and will manage the allegation in accordance with the appropriate safeguarding and LADO procedures.

31. Governing Body

29.1 We recognise that the governing body has strategic leadership responsibility for the school's safeguarding arrangements and must ensure that these comply with its duties under legislation and have regard to Keeping Children Safe in Education 2026. The governing body will ensure that safeguarding policies, procedures and training are effective, regularly reviewed and compliant with statutory requirements.

29.2 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:

29.2.1 Ensuring that an individual member of the governing body is nominated to take a strategic lead for safeguarding and champion child protection issues within the school.

29.2.2 Ensuring that the school has effective safeguarding and child protection policies and procedures in line with statutory guidance, including Working Together to Safeguard Children 2026, and relevant local safeguarding partnership guidance, and monitoring the school's compliance with them.

29.2.3 Ensuring that safeguarding policies and procedures are in place so that appropriate action can be taken in a timely manner to promote and protect children's welfare.

29.2.4 Recognising the importance of effective and appropriate information sharing between agencies in accordance with statutory guidance.

29.2.5 Ensuring effective cooperation with the local authority, safeguarding partners and other relevant agencies.

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

29.2.7 Ensuring that all staff, including supply staff, and governors read and understand at least Part One of Keeping Children Safe in Education 2026, and that appropriate arrangements are in place to support them in understanding and discharging their safeguarding responsibilities.

29.2.8 Recognising that the governing body is collectively responsible for the school's safeguarding arrangements, while a nominated Safeguarding Governor provides strategic challenge and champions safeguarding within the governing body.

29.2.9 Ensuring that all members of the governing body undertake appropriate safeguarding training so that they have the knowledge required to provide effective strategic challenge and assurance that the school's safeguarding policies and procedures are effective. This training will focus on their strategic responsibilities rather than operational safeguarding procedures.

29.2.10 Ensuring that the Chair of Governors and the nominated Safeguarding Governor access appropriate role-specific training to enable them to fulfil their safeguarding responsibilities, including responding appropriately should an allegation be made against the Headteacher.

29.2.11 Ensuring that a safeguarding training strategy is in place for all staff, including the Headteacher, so that safeguarding and child protection training is undertaken and refreshed in line with Keeping Children Safe in Education 2026 and local safeguarding partnership guidance.

29.2.12 Ensuring that staff receive appropriate safeguarding and child protection training as part of their induction and receive regular updates so that safeguarding remains a priority.

29.2.13 Ensuring that temporary staff and volunteers who work with children are made aware of the school's child protection arrangements and understand their safeguarding responsibilities.

29.2.14 Ensuring that procedures are in place to manage allegations against staff and to exercise disciplinary functions in accordance with Keeping Children Safe in Education 2026 Part Four.

29.2.15 Ensuring that arrangements are in place to manage and provide clarity about the process for reporting and recording low-level concerns, in accordance with the school's Staff Code of Conduct and Keeping Children Safe in Education 2026 Part Four.

29.2.16 Ensuring that appropriate arrangements are in place to respond to an allegation against the Headteacher, including liaison with the LADO or other appropriate local authority officers.

29.2.17 Ensuring appropriate procedures are in place to respond to children who are missing from education, particularly where there are repeated episodes, so that potential safeguarding risks can be identified and addressed.

29.2.18 Being aware of the issues surrounding serious violence and sexual violence and sexual harassment between children, and ensuring that the school has appropriate policies, procedures, training and resources in place to recognise, respond to and support those involved.

29.2.19 Being alert and responding appropriately to harmful online challenges and hoaxes, including ensuring that relevant information, advice and support can be provided to children, parents and carers where required.

29.2.20 Being aware of concerns relating to knife crime and serious violence and ensuring that the school works with the police and safeguarding partners where appropriate to raise awareness and respond to local concerns.

29.2.21 Ensuring that appropriate filtering and monitoring systems are in place to help protect children online and that children are taught how to keep themselves safe online through the curriculum.

29.2.22 Providing opportunities for staff to contribute to and help shape the school's safeguarding arrangements and Child Protection Policy.

29.2.23 When the school's premises are used for non-school activities, seeking appropriate assurances that the organisation or individual concerned has suitable safeguarding and child protection arrangements in place. This will apply regardless of whether children attending the activity are on the school roll.

29.2.24 Ensuring that any safeguarding concerns involving outside organisations using the school premises are addressed through the school's safeguarding policies and procedures and in line with local safeguarding partnership procedures.

29.2.25 Preventing people who may pose a risk of harm from working with children by ensuring that appropriate safer recruitment and vetting checks are undertaken and that volunteers are appropriately checked and supervised.

29.2.26 Ensuring that at least one person on every recruitment interview panel has completed appropriate safer recruitment training.

29.2.27 Informing prospective employees that the school will carry out appropriate online searches as part of the recruitment process, in line with Keeping Children Safe in Education 2026 Part Three.

29.2.28 Recognising that some children may be more vulnerable to safeguarding concerns than others, including children who are looked after, previously looked after, have a social worker or have special educational needs and/or disabilities.

29.2.29 Maintaining an open and vigilant safeguarding culture which recognises that abuse, neglect, exploitation and safeguarding incidents can happen within any school community, and being prepared to respond appropriately, promptly and decisively when concerns arise.

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

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 may remain vulnerable, and all staff will be aware of the importance of maintaining appropriate support for them within our school. We will continue to work with relevant agencies and take prompt action where necessary to safeguard and support these children.

32.4 We recognise the role of the Virtual School in promoting the educational achievement of children who are looked after, previously looked after and, where appropriate, children who have or have had a social worker or are in kinship care.

Currently, Belton CE Primary School does not have any children who are looked after on roll. However, we recognise that this may change and the school will ensure that appropriate arrangements are put in place to meet the needs of any child who becomes looked after or who has previously been looked after, in accordance with statutory guidance and local safeguarding procedures.

3. Children with Special Educational Needs and Disabilities

33.1 We recognise that children with special educational needs and/or disabilities can face additional safeguarding challenges both on and offline. Children with SEND may be especially vulnerable when identifying concerns due to difficulties in communicating, understanding or recognising abuse, neglect or exploitation. Some children may have speech, language and communication needs which can make it more difficult for them to tell others what is happening.

33.2 All staff are aware that additional barriers can exist when recognising abuse, neglect and exploitation in children with SEND. Children with SEND may be more prone to peer isolation or bullying, including prejudice-based bullying, and may not always show outward signs of abuse or harm. Communication difficulties may also create barriers to reporting concerns, particularly where exploitation or incidents involving child-on-child abuse, sexual violence or sexual harassment are involved. Staff vigilance is therefore an important part of keeping all children safe.

33.3 Staff will consider whether children with SEND require additional pastoral support or adaptations to communication when discussing safeguarding concerns. At Belton CE Primary School, safeguarding information and support may be adapted to meet individual needs through the use of visual resources, clear and simplified language, repetition, additional processing time, social stories or other appropriate communication strategies.

The DSL works closely with the SENDCo, class teachers, parents and relevant external professionals to ensure that a child's individual needs and vulnerabilities are understood and considered as part of safeguarding arrangements.

33.4 Our policy reflects the fact that additional barriers can exist when recognising abuse, neglect and exploitation in children with SEND. These can include:

33.4.1 Assumptions that indicators of possible abuse, such as behaviour, mood or injury, relate to the child's disability or additional needs without further exploration.

33.4.2 Children with SEND being more prone to peer isolation or bullying, including prejudice-based bullying, and some children with SEND or certain medical conditions being disproportionately affected by behaviours such as bullying without outwardly showing signs.

33.4.3 Communication barriers and difficulties in managing or reporting concerns, including the possibility that a child may not understand that what is happening to them is abuse, neglect or exploitation.

33.4.4 The need for intimate care or circumstances where a child may be more isolated from others.

33.4.5 Children being more dependent on adults for care and support.

33.4.6 Cognitive or developmental differences which may affect a child's understanding of online content, including difficulty distinguishing between fact and fiction or understanding the consequences of sharing or repeating online content or behaviours.

33.5 When responding to individual behaviour concerns or incidents, staff will consider the child's special educational needs and/or disabilities alongside any potential safeguarding concern. We recognise that changes in behaviour, communication, presentation or attendance may indicate an underlying safeguarding issue and should not automatically be attributed to a child's SEND.

33.5.1 Staff will recognise where additional support may be needed to teach, advise, mentor and support children with SEND in relation to online harms, hoaxes, bullying, grooming and radicalisation. Teaching and safeguarding support will be adapted where necessary to help children develop the confidence, understanding and skills needed to recognise risk, seek help and stay safe both in and 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 who is in immediate danger.

34.2 If staff have concerns about a child, they will discuss these with the Senior Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead to agree an appropriate course of action.

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

34.4 If a child chooses to tell a member of staff about alleged abuse, staff will take the following actions to support the child:

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

34.4.2 No promises will be made to the child, for example, 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 necessary, these should be asked without pressurising the child and should use 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 should not put words into the child's mouth but will carefully note the main points of what the child has said.

34.4.9 A full written record will be kept by the member of staff, signed and dated, including the time the conversation with the child took place, an outline of what was said and any relevant observations, such as the child's presentation or body language.

34.4.10 It is not appropriate for staff to ask children to write statements about abuse that may have happened to them or to sign the staff member's record.

34.4.11 Staff will reassure the child, let them know that they were right to tell someone and explain that the information will need to be passed on to those who can help keep them safe.

34.4.12 The Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will be informed immediately, unless the disclosure has been made directly to them.

34.4.13 Information should be shared with Children's Social Care without delay, either with the child's own social worker or through First Response. Children's Social Care will liaise with the police where required to ensure an appropriate response.

34.4.14 The police will normally only be contacted directly in an emergency or where a child is at immediate risk of harm, abuse or danger.

34.5 Staff should never attempt to carry out an investigation into suspected child abuse by interviewing the child or other people involved, particularly where a criminal offence may have occurred. Staff must report and record their concerns and allow the appropriate agencies, including Children's Social Care and the police, to undertake any necessary investigation.

34. Confidentiality

35.1 We recognise that all matters relating to child protection are confidential. However, a member of staff must never guarantee confidentiality to a child. Children will not be given promises that information about a concern, disclosure or allegation will not be shared.

35.2 Where there is a child protection concern, the information will be passed immediately to the Designated Safeguarding Lead and/or Children's Social Care, as appropriate. When a child is in immediate danger or at risk of serious harm, Children's Social Care and/or the police will be contacted without delay.

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 and where this is necessary to safeguard and promote the welfare of the child.

35.4 All staff are aware that they have a professional responsibility to share information with other agencies where this is necessary to safeguard children. Staff understand that data protection legislation is not a barrier to the sharing of information where failure to do so could result in a child being placed at risk of harm. Staff should refer to the relevant DfE guidance on data protection and information sharing.

35.5 Further guidance and local safeguarding procedures can be accessed through the Leicestershire and Rutland Safeguarding Children Partnership.

35. Information Sharing

36.1 Effective sharing of information between practitioners, local organisations and agencies is essential for the early identification of need, assessment and provision of services to keep children

safe. Rapid Reviews have highlighted that missed opportunities to record, understand and share information in a timely manner can have serious consequences for the safety, welfare and wellbeing of children.

36.2 We will adopt the information-sharing principles detailed within relevant statutory safeguarding guidance, including:

36.2.1 Keeping Children Safe in Education 2026, including the sections relating to information sharing and data protection, and Annex B, which provides further information about the powers to hold and use information when promoting children's welfare.

36.2.2 Working Together to Safeguard Children 2026, including the statutory guidance relating to information sharing.

36.2.3 Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, which reflects the requirements of the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018.

36.2.4 The Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) Policy and Practice Guidance.

37. Records and Monitoring *[KCSiE 2026 paragraphs 72 to 73, Part Four, Part Five, Annex B]*

37.1 Any concerns about a child will be recorded without delay and, where possible, within 24 hours on the school's CPOMS system. Where CPOMS is temporarily unavailable, the appropriate body map or recording template available in the staffroom or school office will be used and the information transferred to CPOMS as soon as possible.

37.2 All records will provide a factual and evidence-based account, with an accurate record of any actions taken. Records will be dated and will clearly identify the member of staff making the record. Where an opinion or professional judgement is recorded, this will be clearly identified as such.

37.3 In addition to keeping records of concerns, discussions and decisions, the Designated Safeguarding Lead will maintain a record of the rationale for decisions made and the actions taken.

37.4 At no time should an individual teacher, member of staff or the school be asked to, or consider, taking photographic evidence of injuries or marks to a child's person. This could result in the member of staff being subject to managing allegations procedures.

37.5 Body maps should be used in accordance with the school's recording guidance to support clarity when recording, for example, the location of injuries, marks, bruising or areas of concern relating to physical contact.

37.6 Any concerns should be reported and recorded without delay. Where appropriate, concerns will be referred to the relevant safeguarding services, for example First Response or the child's allocated social worker where the child is already known to Children's Social Care.

37.7 Safeguarding, child protection and welfare concerns will be recorded on CPOMS using the relevant category or tag to ensure that concerns can be appropriately monitored and patterns identified.

37.8 The school will ensure that safeguarding and child protection records are maintained securely and are available for appropriate external scrutiny, including safeguarding audits, inspections, regulatory processes, Rapid Reviews or other statutory safeguarding reviews, where required.

38. Why recording is important - CPOMS

38.1 Our staff are encouraged to understand why it is important that safeguarding recording is comprehensive, accurate and timely, and to understand the learning from serious safeguarding incidents, including the importance of recording and sharing information.

38.2 It is often when a chronology of information is pieced together that the level of concern escalates or the full or wider picture becomes known. Accurate recording on CPOMS enables concerns, patterns and emerging risks to be identified and appropriately monitored.

38.3 We acknowledge that if information is not recorded, it may be lost. This could include information whose importance is not immediately apparent at the time but which may later be crucial in safeguarding a child or providing evidence in future criminal proceedings.

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' files should contain the following. At Belton CE Primary School, CPOMS is used as the electronic safeguarding management and recording system and is used to record safeguarding information in accordance with statutory guidance:

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

39.3 Belton CE Primary School will keep electronic records of concerns about children on CPOMS, even where there is no need to refer the matter to First Response/Children's Social Care

immediately. Safeguarding concerns are recorded separately from the child's main educational record and are accessible only to authorised staff in accordance with their safeguarding responsibilities.

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

At Belton CE Primary School, CPOMS is used to record safeguarding concerns, actions, decisions, referrals and outcomes. Access to safeguarding records is restricted to authorised staff on a need-to-know basis. The DSL and safeguarding team maintain appropriate oversight of records to identify patterns, monitor concerns and ensure that actions are followed up appropriately.

39.5 The 'confidential' file can be active or non-active in terms of monitoring, for example where a child is no longer looked after, subject to a child protection plan or receiving early help. This level of activity can be recorded within CPOMS, including relevant start and end dates.

If future concerns arise, the safeguarding record can be reactivated, with new information recorded on the child's chronology and relevant safeguarding record as appropriate.

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 2026 and ensure that, when a child moves school or education provision, their child protection or confidential file is transferred securely to their new educational setting when the child starts or leaves the school.

40.2 For those children subject to social care or safeguarding agency involvement, we will ensure that the file is able to evidence the child's journey and includes the key information described in KCSiE 2026. Where a child subject to social care involvement transfers to another school, college or education provider, we will ensure that the child's child protection or confidential file is transferred within five days, as required by KCSiE.

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

40.4 When a child moves to or from the school, and there are safeguarding issues or concerns, a conversation between the DSLs from both settings is recommended as good practice.

40.5 In accordance with KCSiE 2026, we will maintain information on cohorts of children who have been open to social care, have had a social worker or who are closed to social care and may have

returned to the family home. This information will only be considered for sharing, where appropriate, with the new school or provider in advance of the child leaving, to allow the new school to continue supporting children who have had a social worker or been victims of abuse, including those who are currently receiving support through the Channel programme.

40.6 When a child attends Alternative Provision, the safeguarding file will remain with the child's school. The DSL will share relevant information with the Alternative Provision to enable the provider to safeguard and support the child appropriately, in accordance with KCSiE 2026 Annex B.

41. Recording Practice- CPOMS

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 on CPOMS, 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 the roles and responsibilities of each agency will be clarified, with outcomes recorded.

41.3 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.

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

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

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

41.7 The Designated Safeguarding Lead will have a systematic means of monitoring children known or thought to be at risk of harm through the safeguarding records on CPOMS and through ongoing dialogue with relevant staff. They will ensure that the school contributes to assessments of need and supports multi-agency plans for those children.

42. Educating Young People – Opportunities to teach safeguarding (KCSiE 2026 paragraphs 156 to 166)

42.1 As a school, we will teach children in an age-appropriate way about the four Cs of online safety: content, contact, conduct and commerce, as outlined in KCSiE 2026. This will include youth-produced sexual imagery, online risks associated with social networking and other online platforms, and the skills, attributes and knowledge children need to navigate online risks safely. Online safety education will include remote learning, filtering and monitoring, information security, cybercrime, fake news, disinformation, conspiracy theories and the safe use of mobile technology. We will ensure that appropriate filtering and monitoring systems are 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 to use online technologies, including generative artificial intelligence, in a safe environment, whether that be in school, at home or in the wider community. This will be taught as part of a wider RSHE programme, as well as through other appropriate subject areas and Computing.

42.3 We will ensure that a whole-school approach is in place to give children the opportunity to explore key issues in a sensitive and age-appropriate way and develop the confidence to seek support from trusted adults should they encounter problems, online harms, hoaxes or harassment, including incidents involving sexual violence and sexual harassment between children.

42.4 Belton CE Primary School is a mobile phone-free environment by default. This includes during lessons, between lessons, at breaktimes and lunchtimes. Any exception to this arrangement will only be made with the agreement of the Headteacher.

42.5 Our arrangements will be regularly reviewed to address this additional area of safeguarding as technology continues to change. We recognise that access to mobile and smart technology can enable some children, including whilst at school, to sexually harass, bully or control others; share indecent images consensually or non-consensually, including through large group chats; and access, view or share pornography and other harmful content.

42.6 The school has updated its RSHE policy and curriculum in line with current guidance. The school uses the Kapow programme to support the delivery of age-appropriate RSHE, including online safety education.

42.7 Children and parents are made aware of online safety and the safeguarding risks that technology can pose, as well as where they can seek advice, help and support. This is promoted through school communications and newsletters, online safety sessions, Computing and PSHE/RSHE lessons.

43. Helplines and reporting

43.1 Children can talk to a Childline counsellor 24 hours a day about anything that is worrying them by calling 0800 1111 or through the online counselling service.

Childline – 1-to-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 that they may wish to consider using appropriate whistleblowing channels.

43.3 If parents or carers are concerned about the safety or welfare of a child, they can contact the NSPCC Helpline for advice and support.

44. Child on child sexual harassment and sexual violence

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

44.2 All staff will maintain an attitude that “it could happen here” when considering safeguarding concerns, including concerns relating to child-on-child abuse, sexual harassment and sexual violence.

44.3 Forms of child-on-child abuse can include:

- bullying, including cyberbullying, prejudice-based and discriminatory bullying;
- abuse within intimate personal relationships between children, sometimes known as teenage relationship abuse;
- physical abuse, which can include hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- physical assault and harm, or the threat of harm with a weapon;
- harmful sexual behaviour, sexual violence and sexual harassment, which may include misogyny or misandry;
- consensual and non-consensual sharing of nudes and semi-nudes, including images generated or manipulated using artificial intelligence;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually or engage in sexual activity with a third party;
- upskirting, which is a criminal offence and typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification or to cause the victim humiliation, distress or alarm; and
- initiation or hazing-type violence and rituals.

44.4 Disclosures or concerns about harmful sexual behaviour must be reported immediately to the DSL and managed in accordance with the school’s safeguarding procedures. The Hackett continuum may be used as a tool to support consideration of the behaviour and the appropriate response.

44.5 Concerns, disclosures, actions and decisions will be recorded on the school’s safeguarding recording system, CPOMS.

44.6 All children involved in an incident will be treated as potentially vulnerable and will be offered appropriate support. The school will consider the needs and circumstances of all children involved and will take a child-centred approach when determining the appropriate response.

44.7 The school will, where necessary, seek advice from safeguarding partners or use appropriate specialist resources, including those provided by the Centre of Expertise on Child Sexual Abuse.

44.8 In some cases, including incidents of harmful sexual behaviour or sexual harassment, it may be appropriate for the school to manage the situation internally. Decisions will be made on a case-by-

case basis by the DSL, taking account of the needs and safety of all children involved and following statutory and local safeguarding procedures.

44.9 In some cases, the school may have a statutory duty to refer the incident to the police and/or children's social care. Where a report of rape, assault by penetration or sexual assault is made, the starting point is that this should be referred to the police. While the age of criminal responsibility is ten, where the alleged perpetrator is under ten, the police may still need to be involved and will take an appropriate welfare-based approach.

44.10 The school will seek to protect the anonymity and privacy of all children involved, sharing information only where necessary to safeguard children and in accordance with relevant information-sharing requirements.

44.11 Where appropriate, risk and needs assessments will be completed and regularly reviewed. These will consider the safety, wellbeing and ongoing support needs of all children involved, alongside any measures required to manage identified risks within the school environment.

45. Children who are questioning their gender

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

45.2 In accordance with Keeping Children Safe in Education 2026, the school will adopt a safeguarding-led approach when responding to any child who is questioning their gender. Decisions will be made on an individual basis, taking account of the child's age, developmental stage, wishes and feelings, wider vulnerabilities, educational needs, neurodiversity, family circumstances and the rights and wellbeing of other children. The child's best interests will always be the primary consideration.

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

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

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

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

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

45.8 KCSiE 2026 paragraphs 95–98 confirm that schools and colleges can lawfully separate children according to their biological sex for sport. In cases where a gender-questioning child makes a request relating to how they participate, if there are no safety concerns, the school will consider whether supporting social transition is overall in the best interests of the child, while also considering the impact on other children and the need to create safe and fair environments for all children participating in PE.

45.9 KCSiE 2026 paragraphs 105–116 explain the arrangements relating to toilets, showers and changing facilities. At Belton CE Primary School, the toilet facilities are currently mixed-gender spaces. The school will manage any safeguarding or welfare concerns on an individual basis and in accordance with current statutory guidance and its legal responsibilities.

45.10 Paragraphs 197–202 include guidance relating to overnight accommodation. The school will ensure that arrangements for residential visits and overnight stays are made in accordance with current statutory guidance, with the safety, comfort, privacy, dignity and wellbeing of all children taken into account. Where alternative arrangements are required for an individual child, these will be considered on a case-by-case basis without compromising the safety, comfort, privacy or dignity of any child.

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.

lrsdp.proceduresonline.com/index.htm

NSPCC Whistle blowing
Tel: 0800 028 0285
Police Tel:101

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

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

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

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

APPENDIX 2

Radicalisation and Extremism Risk Assessment

School Belton CE Primary

	Yes/No	Evidence
Does the school have a policy?	Yes	As part of this policy
Does the school work with outside agencies on radicalisation and extremism e.g. Channel?	Yes	Police + others if required
Have staff received appropriate training?	Yes	Home Office Prevent Training.
Has the school got a trained Prevent lead?	Yes	Joanna Scott
Do staff know who to discuss concerns with? (DSL)	Yes	Designated Safeguarding Lead
Is suitable filtering of the internet in place?	Yes	See annual contract
Do children know who to talk to about their concerns?	Yes	Yes, pupil surveys
Are there opportunities for children to learn about radicalisation and extremism?	Yes	Collective Worship, PSHE
Have any cases been reported?	No	
Are individual pupils risk assessed?	Yes	

What factors make the school community potentially vulnerable to being radicalised? (e.g. EDL local base, extreme religious views promoted locally, tensions between local communities, promotion of radical websites by some pupils/parents)		None- currently.
Comment on the school's community, locality and relevant history It is a predominately white, middle classed, village school.		
Risk evaluation	Low	Way Forward Continue to monitor and review

Appendix 3

Body Map Guidance for Schools

Medical assistance should be sought where appropriate.

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

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

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

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

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

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

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

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

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

Ensure First Aid is provided where required and record.

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

BODYMAP

(This must be completed at time of observation)

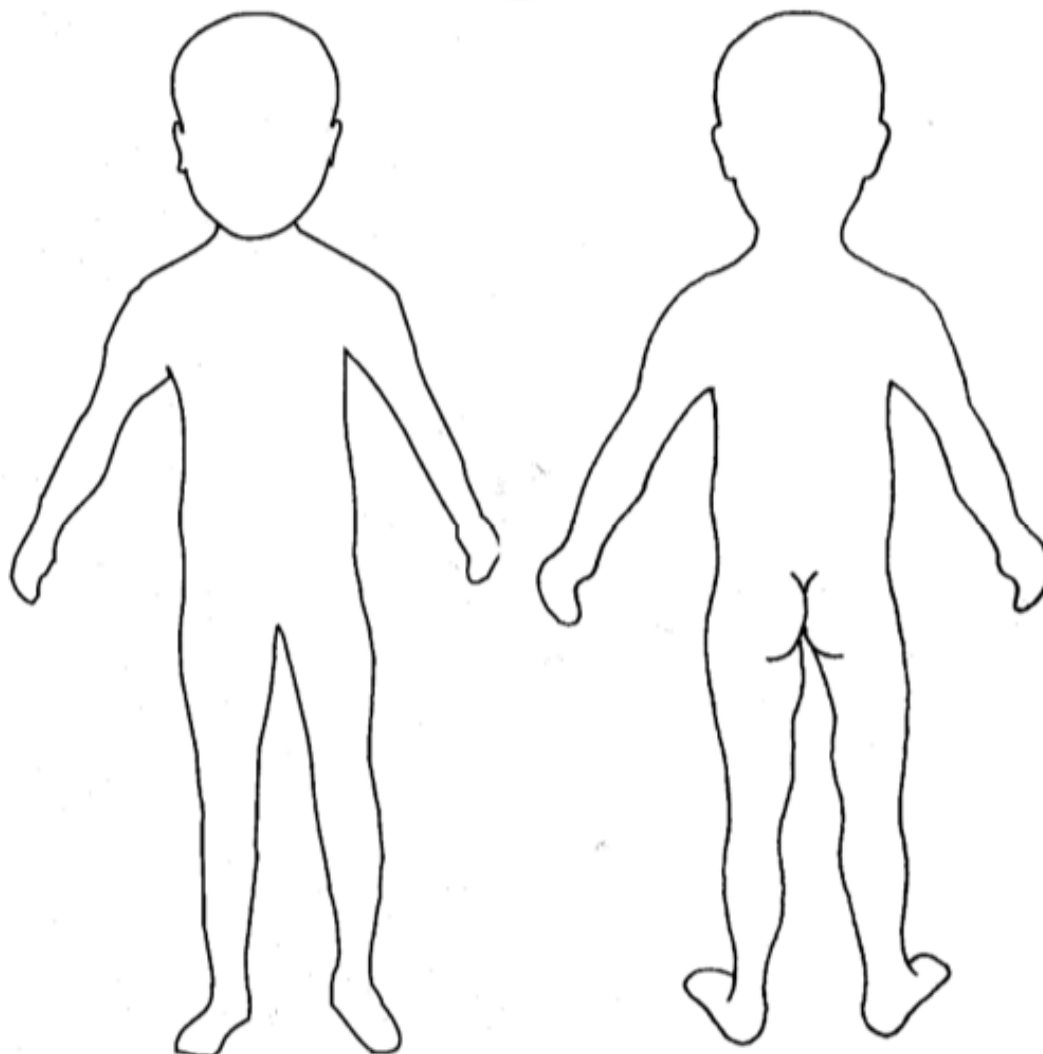
Names for Child:

Date of Birth:

Name of Worker:

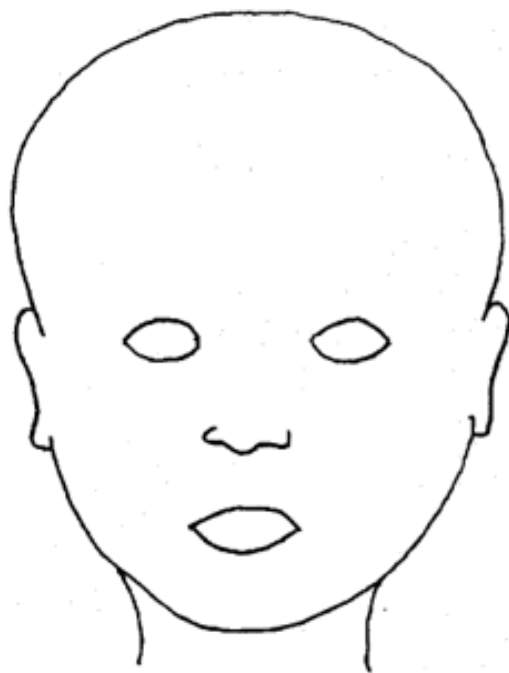
Agency:

Date and time of observation:

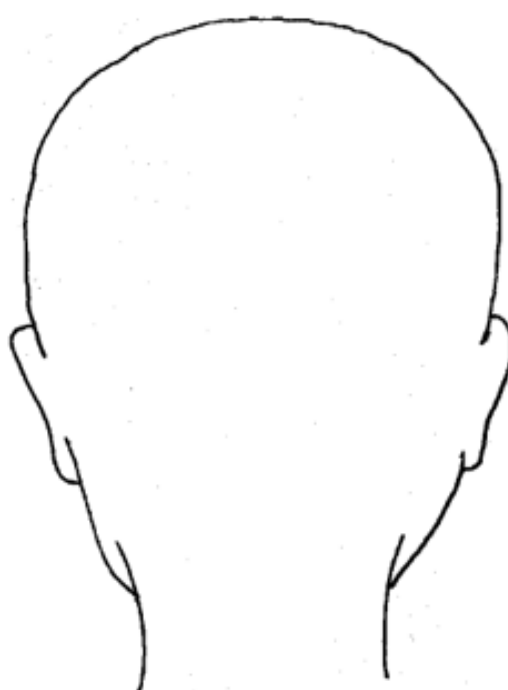


Name of Child:

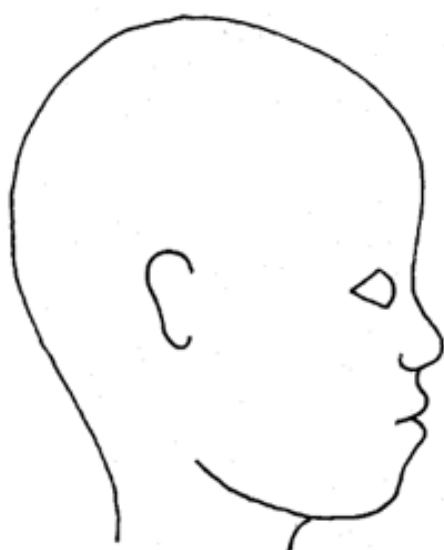
Date of observation:



FRONT



BACK

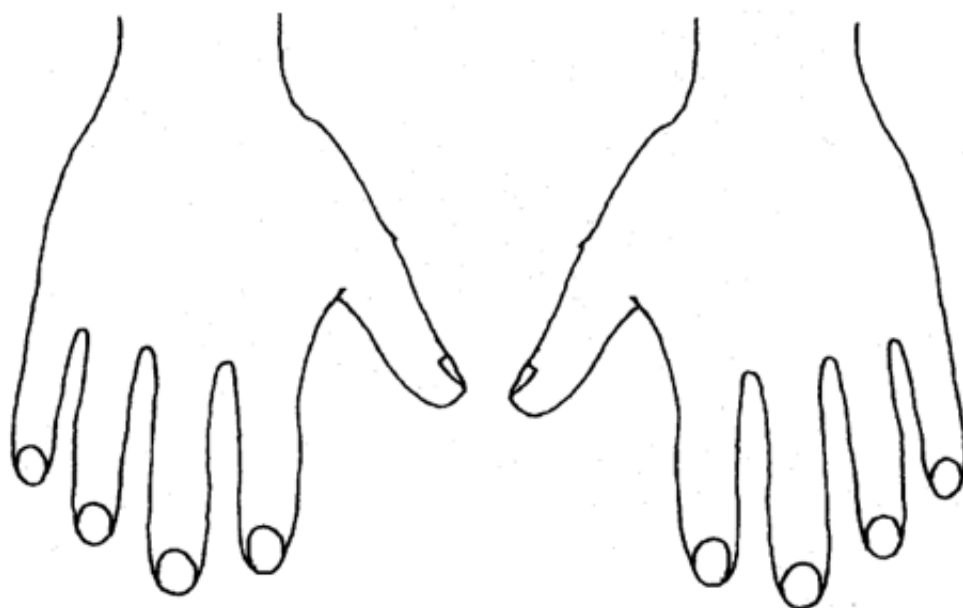


RIGHT

LEFT

Name of Child:

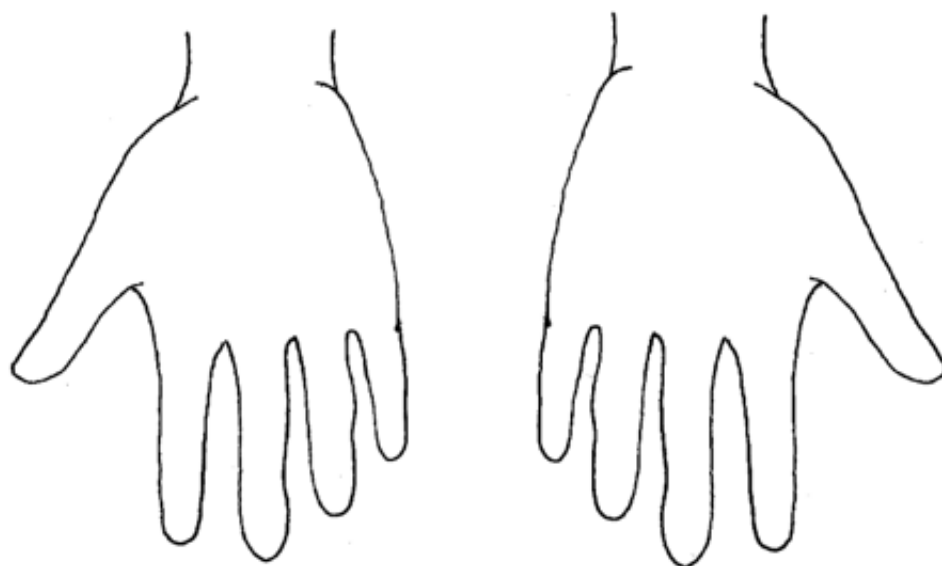
Date of observation:



R

L

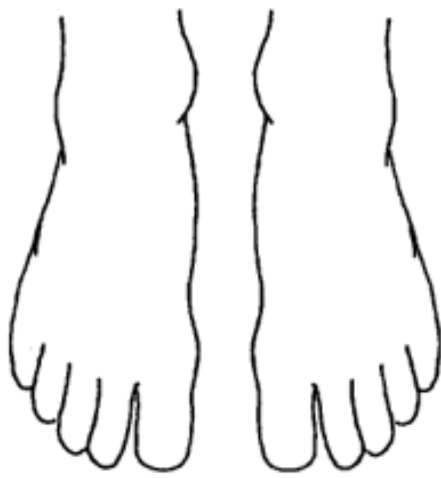
BACK



PALM

Name of Child:

Date of observation:



R

TOP

L



R

BOTTOM

L



R

INNER



L



Printed Name and

Date:

Signature of worker:

Time:

Role of Worker:

Other information:

.....

.....

Appendix 4 – *See child on child abuse policy*

Appendix 5

Existing Injuries Form – Tool to support reflection.

The recording of injuries which children have sustained outside of a care or education setting, including the explanation given by the child, their parent or carer, plays a key role in identifying safeguarding concerns. Lessons from Child Safeguarding Practice Reviews tell us that the reflection which takes place alongside the recording is also key, particularly in identifying patterns to injuries.

This tool has been co-designed by practitioners who are dealing with these issues on a day-to-day basis. Whilst it is for each setting to determine how they discharge their safeguarding responsibilities, this tool is being made available to support you in the difficult work you do, with the aim of keeping our children safe.

Are there existing safeguarding concerns or Children's Social Care current or past involvement?	Yes / No Comments:
When was the last injury(ies)?	Date(s) and injury(ies)
Is this part of a pattern?	Yes / No Comments:
Is the explanation consistent with the injury?	Yes / No Comments:
Is the explanation concerning or are there conflicting explanations?	Yes / No Comments:
Interpretation of level of risk	Low Medium High

Actions to be taken, either in response to the injury, or to reduce further risk.

What, By who, By when

Referral to First Response Y/N

Signed by....

Role....

Date

Reviewed by (e.g., DSL)

Date....