Safeguarding and Child Protection Policy

St Leonard's CE Primary School

Innage Lane, Bridgnorth, Shropshire, WV16 4HL

Effective from: 1 September 2026

At St Leonard's CE Primary School, we seek to empower children to be courageous learners in a nurturing, safe and inclusive environment. Inspired by God's love, we strive to demonstrate St Paul's teaching on the fruit of the Spirit:

"love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control"
Galatians 5:22–23

These Christian values are central to the life of our school and underpin the way we treat one another. We believe every child is uniquely valued and deserves to feel safe, respected and able to flourish. Bullying, unkindness and intimidation are not compatible with our vision and will not be tolerated.

Our school community encourages pupils to speak with courage, act with compassion and take responsibility for making the world a better place.

Approved by the Local Governing Body: September 2026

Review Date: September 2027

Key Personnel

Role	Name	Contact Details
Headteacher	Luke Bridges	head@stleonardsprimary.co.uk 01746 762781
Designated Safeguarding Lead (DSL)	Luke Bridges	head@stleonardsprimary.co.uk 01746 762781
Deputy DSL(s)	Ruth Spencer Cat Weaver Patricia Ashling	Via School 01746 762781
Designated Teacher	Ruth Spencer	Via School 01746 762781
Mental Health Lead	Nicola Carter-Rix	Via School 01746 762781
Online Safety Co-Ordinator/Lead	Patricia Ashling	Via School 01746 762781
Relationship Sex Health Education Lead	Nicola Carter Rix	Via School 01746 762781
Special Educational Needs Coordinator (SENCO)	See current school staffing information	Via School 01746 762781
Chair of Governors	Rose Patey	Rose.patey@trusted-schools.com
Safeguarding Governor/Trustee	Rebecca Rochester	Rebecca.rochester@stleonardsprimary.co.uk

Key personnel and emergency arrangements are reviewed whenever staffing changes; out-of-hours arrangements are communicated to staff and relevant safeguarding partners.

Contents

Policy Scope and Aims
Safeguarding Statement
Key Terms
Legislation, Standards and Guidance
Linked Policies
Roles and Responsibilities
Non-Designated Safeguarding Senior Leaders
Professional development and support
Ensuring Safe Practice
Record Keeping and Information Security
Working in Partnership
Teaching our children how to keep safe.
Online Safety
Preventing Radicalisation
Children potentially at greater risk of harm
Children from Black, Asian, Mixed Heritage and other minoritised ethnic communities
Children under 5, including unborn babies
Child-on-Child Abuse (including harassment and violence)
Staff Safeguarding Concerns: Recognise, Respond, Report
Designated Safeguarding Lead Response
Appendix A: Alternative Provision Quality Assurance Checklist
Appendix B: Child-on-Child Abuse (including harassment and violence) Procedures
Appendix C: File Transfer Record and Receipt
Appendix D: Safeguarding Concern Reporting Form

Policy Scope and Aims

This policy applies to everyone working for or on behalf of St Leonard's CE Primary School, including the Local Governing Body, senior leaders, teachers and support staff, volunteers, contractors, agency staff, trainee teachers and students.

The policy is publicly available on the school website (or on request the school office) so that it can be accessible for our children, their families and anyone visiting and/or working with us.

The policy aims to meet the requirements as outlined in Part 2 Keeping children safe in education and Part 3 EYFS statutory framework for group and school-based providers.

Safeguarding Statement

We believe that:

- All children have the right to protection from all types of abuse, neglect, exploitation and/or harm.
- Everyone has a responsibility to promote the welfare of all children and young people, to keep them safe and to practice in a way that protects them.

This means that we will:

- Not tolerate the abuse, neglect or exploitation of children. This includes never accepting and always challenging or raising concerns about words or actions which downplay, justify, or promote abuse, neglect, exploitation and/or harm. This applies to anyone who is part of, comes into or works with our school.
- Be child centred and ensure that we consider the best interests of children in everything that we do. This includes ensuring that we enable children's voices and experiences to be heard (using communication tools and advocacy if necessary); and that children are involved in and informed about the decisions being made about them.
- Ensure we provide a safe environment for children to learn, grow and develop and feel able to raise any concerns they may have for themselves or others.
- Look out for and respond promptly and appropriately to all identified concerns, incidents or allegations of abuse, neglect, exploitation and/or harm of a child.
- Ensure no child or group of children are treated less favourably by us than others.
- Be aware of and take extra positive actions that may be needed to safeguard and promote the welfare of a child(ren) who we know are more vulnerable to experiencing abuse, neglect, exploitation, harm or discrimination.
- Work in partnership with our children, their parents, carers, and other agencies.

Key Terms

Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children 2026 as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether this is within or outside of the home, including online.
- preventing 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;
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children; and
- taking action to enable all children to have the best outcomes:

Child Protection is a part of safeguarding and promoting welfare. It refers to the specific activity that is undertaken to protect specific children who are suspected to be suffering, or are likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Abuse is 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.

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.

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 another child or children.

There are several types of abuse and safeguarding issues that could increase the risk that a child could be abused. These are further defined and explained in Part 1, Part 2, Part 5 and Annex A of Keeping Children Safe in Education 2026. See Keeping Children Safe in Education for further information.

Staff refers to all those working for or on behalf of the school, full or part time, temporary or permanent in either a paid or voluntary capacity. The exception to this term is Governors/Trustees.

Governors/Trustees refers to those who are part of the School's Governing Body. This includes individuals who are at Trust or Charity governing body level as well as part of local school governance bodies.

Child includes everyone under the age of 18.

A Parent refers to birth parents and others who have parental responsibility (as defined by the Children Act 1989) or has care of a child.

Legislation, Standards and Guidance

This policy is based on the following legislation, guidance, standards, and procedures:

Legislation	**Statutory National Guidance/Standards**	**Local Procedures**
Education Act 2002 Section 175 (maintained schools only) Education Act 2002 Section 157 (Independent schools incl Academies and CTC's) The Education (Independent School Standards) (England) Regulations 2003 Children Act 2004 Children's Wellbeing and Schools Act 2026 Crime and Policing Act 2026	Keeping Children Safe in Education 2026 and any legislation or guidance (statutory/non-statutory) outlined or referenced within it. Early years foundation stage (EYFS) statutory framework. Working Together to Safeguard Children 2026 and any legislation or guidance (statutory or non-statutory) outlined or referenced within it.	Shropshire Safeguarding Community Partnership / West Midlands Safeguarding Children Procedures. Shropshire safeguarding local criteria for action and assessment and the Family Help Together Framework. Shropshire Safeguarding Community Partnership arrangements for allegations about staff/volunteers.

Linked Policies

Behaviour/Anti-Bullying Policy	Administration of first aid/medicines (in Staff Handbook)
Staff handbook	Supporting Pupils with Medical Conditions
Code of Conduct (Trust Policy)	Restraint (Positive Handling)
Whistleblowing (Trust Policy)	E Safety, including staff use of mobile phones/ devices with imagery and sharing capacity.
Health & Safety (Trust Policy)	
Health & Safety Part 3 (St Leonard's specific arrangements)	Risk Assessments (found on the admin server – Premises Audits and Risk Assessments
Allegations of abuse (against staff, Trust Policy)	Educational Visits Risk Assessments
Attendance and Punctuality	Safer Recruitment (Trust Policy)
Curriculum	Disciplinary and grievance
Relationship and Sex Education	Intimate Care
Complaints	Data Protection/GDPR Guidance
SEND	Modern Slavery and Human Trafficking (Trust Policy)
SEND Information Report	Domestic Abuse (Trust Policy)
Remote Learning	Unregulated School Provision (Trust Policy)
Equality Policy	Data Protection Policy
Mobile Phone Policy	Trust KCSIE Safer Recruitment Policy
Visitor to Schools Policy	

Roles and Responsibilities

We follow the statutory guidance as set out in the latest Keeping children safe in education (and associated documents and guidance); adhering to the roles and responsibilities and expectations identified for:

The Local Governing Body (LGB):

Have a strategic leadership responsibility for ensuring we take a whole school approach to safeguarding arrangements as outlined in this policy and that we comply with our duties under Legislation and Guidance. Part 2 Keeping children safe in education that outlines their key responsibilities.

The Safeguarding Governor of the local Governing Body is responsible for leading on the governance oversight of safeguarding arrangements; meeting with the Designated Safeguarding Lead every term and reporting back to the Governing Body at the Local Governing Body Meeting.

The Chair of the Local Governing Body will liaise with the Local Authority and the CEO of Trusted Schools in the event of an allegation of abuse made against the Headteacher in line with Ensuring safe staff section of this policy

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All Governors/Trustees will ensure:

- The school has a Designated Safeguarding Lead who has the appropriate status and authority to carry out duties of the post and is provided with the time, funding, resources, and support needed to carry out their role effectively.
- The school has safeguarding policies and procedures in place (as outlined in Part 2 Keeping Children Safe in Education) that are implemented effectively and comply with our duties under Legislation, Standards and Guidance always.
- All staff and governors are knowledgeable and confident in carrying out their safeguarding duties in line with Professional development and support.
- That the effectiveness and implementation of safeguarding arrangements are robustly overseen by the Local Governing Body. Safeguarding is a standing item on the agenda of the local governing body.

The Headteacher:

Is responsible (with the lead support of the Designated Safeguarding Lead) for ensuring safeguarding arrangements are implemented effectively in school.

This includes:

- Having the overarching responsibility of ensuring the effectiveness of our school safeguarding arrangements as outlined in this policy.
- Being accountable and reporting to the Governing Body (with the support of the Designated Safeguarding Lead) on the effectiveness of school safeguarding arrangements.
- Supporting and promoting a whole school safeguarding culture and ethos as outlined in our Safeguarding Statement. This includes ensuring that the Senior Leadership Team work effectively together and with the Designated Safeguarding Lead, to ensure a whole school approach to safeguarding.
- Take the lead role in Ensuring Safe Practice; including ensuring staff are knowledgeable and confident in their safeguarding practice; including making sure that their practice is in line with national and local requirements. The Headteacher is also the lead person responsible for receiving, managing, and referring to/liaising with the Local Authority Designated Officer (with the support of the Designated Safeguarding Lead) or any other authorities regarding allegations of abuse made against staff or other organisations/individual who use school premises.
- Enabling the Designated Safeguarding Lead and any deputy(ies) to carry out their roles effectively. This means ensuring they are given sufficient time, training, support, resources, including cover arrangements where necessary.
- Ensuring that all school policies including safeguarding policies and procedures and those required to be in place, are implemented and followed by all staff.
- The school maintains appropriate site, premises, health and safety and medical arrangements, including paediatric first aid and safer eating arrangements where applicable to Reception. The school also complies with relevant local requirements for notifying significant or notifiable incidents and keeps under review its responsibilities under the Terrorism (Protection of Premises) Act 2025 (Martyn's Law).

The Designated Safeguarding Lead (DSL) who, at St Leonard's, is also the Headteacher:

Takes the lead responsibility for safeguarding and child protection in our school. Annex B of Keeping Children Safe in Education 2026 outlines the role and responsibilities of the Designated Safeguarding Lead. Deputy Designated Safeguarding Lead(s) support the DSL in carrying out these responsibilities; ultimate lead responsibility remains with the DSL and is not delegated. During term time the DSL or a deputy will always be available during school hours for staff to discuss safeguarding concerns. Robust cover arrangements will be in place whenever the DSL is unavailable, including during holidays and other out-of-term activities, so that concerns can be raised, received and acted upon without delay. CPOMS is the school's secure safeguarding recording system and the school will ensure that an appropriate senior member of staff has access to safeguarding concerns when the DSL is unavailable.

Responsibilities include:

- Ensuring that the school has a child protection policy in place as required by Keeping Children Safe in Education, that is implemented and followed by all staff.
- Being available to deal with safeguarding and child protection during school hours. During school holidays a senior member of staff reports to the Trust to tell them who to contact in an emergency.
- Acting as the point of contact with whom to raise safeguarding concerns within (including those raised by the school filtering and monitoring system) and to our school.
- Managing safeguarding referrals to the Local Authority; Police and any other statutory authorities or multi-agency risk management arrangements (see Designated Safeguarding Lead Response).
- Working closely with the Local Governing Body, Headteacher and relevant senior leadership team members to ensure a whole school safeguarding culture and ethos as outlined in our Safeguarding Statement and the implementation of effective safeguarding arrangements, as outlined in this policy.
- Acting as the point of contact to and proactively engaging with the Shropshire Safeguarding Community Partnership arrangements as outlined in Working in Partnership.
- Ensuring children and parents are aware of how and encouraged to raise safeguarding concerns and how they will be responded to as outlined in Working in Partnership.

- Act as a source of support, advice, and expertise to all staff; including ensuring that there is ongoing promotion and awareness of safeguarding and child protection in school.
- Ensuring the effective management and oversight of safeguarding information as outlined in Record Keeping and Information Security.
- Maintaining access to professional development and support.

Non-Designated Safeguarding Senior Leaders

Senior leaders who are not the DSL or a deputy support the Headteacher and DSL in maintaining a whole-school safeguarding culture. They work closely with the DSL, contribute to safeguarding decision-making within their areas of responsibility, ensure relevant policies and procedures are implemented, and provide leadership on safeguarding matters when delegated by the Headteacher or DSL.

All staff (including students and volunteers):

Are expected to work in line with our Safeguarding Statement and adhere to the policies, processes and systems that support safeguarding as outlined in this policy. This specifically includes:

- Accessing and maintaining Professional development and support to ensure they remain knowledgeable and confident in their safeguarding practice.
- Recognise, Respond and Report Staff Safeguarding Concerns
- Engaging in Safe Practice. This includes raising concerns (however small) about individual behaviour or practices or cultures in schools that compromise the safety of children as outlined in Ensuring safe staff.
- Teaching our children how to keep safe

Professional development and support

To ensure all our staff and governors are knowledgeable and confident in keeping children safe in our school; they will complete the professional development activities as outlined below. We monitor professional development activities and maintain a central professional development record.

The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead(s) provide all staff with ongoing safeguarding support, advice, and expertise. Staff safeguarding knowledge and competence is overseen as part of the staff induction, appraisal, and performance processes in school.

The Designated Safeguarding Lead deputies receive regular support and supervision from the Headteacher, who acts as a professional liaison during difficult times. The Headteacher, who is also the DSL, liaises with the link supervisor from the school trust (Jo Evans) for support and advice during difficult times. The weekly meeting between the Headteacher and Jo Evans is an opportunity to discuss matters arising.

All Staff (including volunteers)

Activity	Frequency
Receive information on school safeguarding arrangements and procedures as outlined in Keeping children safe in education	Induction or when arrangements/procedures are updated.
Read Keeping Children Safe in Education 2026. All staff, including staff who do not work directly with children, read Part 1. Senior Leadership Team: entire document. Staff with additional safeguarding responsibilities: relevant sections of Parts 2, 4 and 5. Early Years staff: relevant requirements of Section 3 of the EYFS statutory framework.	Induction then annually (in Autumn Term) or when updated.
Complete Safeguarding Awareness Training, including online safety and child-on-child abuse (including harassment and violence).	Induction and then every 2 years.
Teaching and early years staff, as a minimum: complete FGM training appropriate to role.	Induction and then every 2 years.
Complete Prevent Awareness Training appropriate to role.	Induction and then annually.
Complete Cyber Security Training appropriate to role.	Induction and then annually.
Receive regular national and local safeguarding updates, including online safety. Safeguarding is a standing item at staff meetings.	As required and at least annually.

Designated Safeguarding Leads (including any deputies)

Activity (in addition to all staff above)	Frequency
Complete Designated Safeguarding Lead training to the standard outlined in KCSIE 2026 Annex B.	On induction into role and then every 2 years.
Read Keeping Children Safe in Education 2026 in its entirety.	Induction into role then annually (in Autumn Term) or when updated.
Maintain knowledge and development relating to the role of DSL, including local safeguarding arrangements.	As required, but at least annually.
Complete Prevent training appropriate to the DSL role.	On induction and then every 2 years.
Complete Operation Encompass National Key Adult training.	At least once and before Operation Encompass referrals are received.
Complete locally recommended training for assessing harmful sexual behaviour, child-on-child sexual harassment and sexual violence (for example Brook Traffic Light or equivalent local training).	On induction and then every 2 years, where required by local arrangements.

All Governors

Activity	Frequency
Complete Governor/Trustee safeguarding training to equip governors with the knowledge to carry out their strategic safeguarding responsibilities.	Induction and then every 2 years.
Read Keeping Children Safe in Education 2026: all Governors – Part 1 and Part 2; Chair and Safeguarding Link Governor – entire document.	Induction into role then annually (in Autumn Term) or when updated.
Complete Cyber Security Training appropriate to role.	Induction and then annually.
Complete Prevent Training appropriate to role.	Induction and every 2 years.

Staff/Governors involved in recruitment of staff (including administration)

Activity (in addition to other relevant above)	Frequency
Read Part 3: Keeping Children Safe in Education	Induction into role then annually (in Autumn Term) or when updated.
Complete appropriate safer recruitment training (that is in alignment with Part 3 KCSiE)	Induction and every 3 years (or when KCSiE Part 3 is updated)

Ensuring Safe Practice

Safer recruitment

We adopt robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment or volunteering opportunities. All staff and Governors/Trustees involved in recruitment complete additional safer recruitment training. Our recruitment procedures are outlined in the Trust's Safer Recruitment Policy and are aligned with Keeping Children Safe in Education 2026: Part 3 and the EYFS statutory framework.

As part of our recruitment and selection processes; we ensure that our commitment to safeguarding and promoting the welfare of children is evident to candidates throughout each stage of the process; with any candidate who is not suitable to work with children being deterred and identified at the earliest point. This policy is included in the application information for candidates. We also ensure that all applicants complete a robust application form. We seek suitable references; as well as ensure that there is a focus on the candidate's knowledge and competency in safeguarding practice as part of the interview processes. The school may carry out an online search on shortlisted candidates in accordance with KCSIE and the Trust's Safer Recruitment Policy. Any information identified for further consideration will be addressed appropriately with the candidate.

We maintain a record of information we have received to confirm the necessary pre-appointment safer recruitment checks are completed on staff (including volunteers, supply staff and students); Governors/Trustees; contractors; and visitors who attend our school in a professional capacity. We complete the checks on staff, volunteers, and Governors/Trustees who we recruit ourselves. For those who are recruited by others; we ensure that we receive written confirmation of the relevant checks completed and check their identification before they are allowed to work unsupervised or engage in regulated activity with children.

From 1 September 2026, the previous supervision exemption for regulated activity with children has been removed. The school will determine whether staff, volunteers and others are undertaking regulated activity in accordance with current DBS and KCSIE guidance. Volunteering that involves teaching, training, instructing, caring for or supervising children frequently or for more than three days in a 30-day period, or overnight, may constitute regulated activity and require the appropriate checks.

Where we do not have all the necessary information or there are gaps in the information; we have robust risk assessment processes in place to ensure that anyone who does not meet the required standards of pre-appointment

checks or suitability does not work unsupervised or engage in regulated activity with children. We reserve the right to refuse access to the school site any person who we are not assured is safe to work or engage in regulated activity with children.

On appointment; staff (including volunteers) receive a robust induction programme which provides them with the relevant safeguarding knowledge but also clarity on the expected standards of behaviour within and outside of school. Please see Professional development and support.
This includes trainee teachers, including those on salaried routes, who will be subject to the appropriate pre-appointment checks and safeguarding arrangements.

If any safeguarding concern or allegation arises relating to a member of staff, supply teacher, trainee teacher, Governor/Trustee, volunteer, contractor or other person working on our school premises, staff must act in line with Ensuring Safe Staff and Staff Safeguarding Concerns: Recognise, Respond, Report.

Contractors

We have several contracts with external providers to work in our school including with children. Contractors who work with children have to provide confirmation and evidence is requested that the necessary suitability checks have taken place. For example, this will include DBS checks, references, online information checks etc for supply teachers. Contractors who do not work with children will not be left unsupervised with children. Checks or confirmation that the checks have been made are kept on the School's Single Central Record.

Visitors

We have procedures for recording the details and confirming the identity of visitors, including prospective candidates. We ensure that we have control over who comes into the premises so that no unauthorised person has unsupervised access to children.

All visitors to our school are expected to act in accordance with our Safeguarding Statement.

When external speakers or visitors attend our school premises (whether for school or non-school activities); we conduct due diligence checks to ensure that their views and delivery of material continues to ensure our school is a safe place. This continues to ensure we are Teaching our children how to keep safe; as well as promoting fundamental British Values and community cohesion (please also see Preventing Radicalisation).

Educate Against Hate advice on hosting external speakers is a useful resource to assist us in making checks and appropriate decisions. St Leonard's has a separate Visitor to Schools policy which is available on our school website.

School premises and facilities

The school will ensure that arrangements for toilets, changing rooms and showers meet the School Premises (England) Regulations and the safeguarding requirements in KCSIE 2026. Children will not be permitted to use toilets designated for the opposite biological sex. Separate toilets for boys and girls will be provided for pupils aged 8 and over, except where individual toilets are in lockable rooms intended for one pupil at a time. For pupils aged 11 and over at the start of the school year, changing accommodation and showers will be suitable for pupils having regard to age, numbers, sex and any special requirements. Where an individual pupil needs an alternative arrangement, this will be considered sensitively and must not compromise the safety, privacy or dignity of that child or other pupils. Relevant decisions and arrangements will be recorded and reviewed where necessary.

Use of school premises for non-school activities

When we have arranged extra-curricular activities out of school hours which are under the direct supervision or management of school staff, this safeguarding policy is to be followed and any concerns should be managed in accordance with Staff Safeguarding Concerns: Recognise, Respond, Report and Designated Safeguarding Lead Response.

We will follow our Ensuring safe staff procedures if we become aware of any allegations relating to an organisation or individual using our school premises.

Where we have sessions or activities which are provided by another person or organisation that is using the school site and not during school time or under direct supervision, we seek assurances that they have the required child safeguarding arrangements in place as an individual/organisation as outlined in Keeping children safe during community activities and Visitors. This is regardless of whether children who are on roll at our school access the activity or not.

The arrangements for this will be set out within any transfer of control agreement, (i.e. lease or hire agreement); and failure to comply with these arrangements will lead to termination of the agreement.

Ensuring safe staff

Managing allegations (including low level concerns)

We promote an open and transparent culture in which all concerns about the behaviour or conduct of any adults working in, at or on behalf the school are dealt with appropriately.

There are two levels of allegations / concerns:

1. Allegations that may meet the harm threshold.

Where an allegation or concern may meet the harm threshold, the Headteacher/case manager will consult the Local Authority Designated Officer (LADO) without delay and follow the local allegations management procedure. The school will consider whether any referral to the DBS or Teaching Regulation Agency is required.

Where the school has a reportable serious childcare incident or significant event relating to an Ofsted-registered early years provision, the school will notify Ofsted as soon as reasonably practical and within the applicable statutory timescale.

It is essential that any allegations of abuse against a member of staff are dealt with quickly, in a fairly and consistent way to effectively safeguard all those involved.

We also have a duty of care towards our staff, and we will provide a named contact for the staff member.

If necessary, we will adhere to our legal reporting duties (such as referring to the Disclosure and Barring Service or Teaching Regulation Agency) as employers as outlined in Part 3 Keeping children safe in education if the criteria for such reporting is met.

2. Allegations / concerns that do not meet the harms threshold (Low level concerns).

The term low-level does not mean that these concerns are insignificant. A low-level concern is when a member of staff, supply staff member, trainee teacher, volunteer or contractor may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Our staff code of conduct outlines examples of what could be considered a low-level concern;
- Does not meet the harm threshold at point 1 above.

Low level concerns should be reported in person to the DSL/ Headteacher; to embed our culture of openness and transparency. To ensure that our school's values and expected behaviours are lived, monitored, and reinforced by all staff.

The Headteacher will decide the outcome of all low-level concerns (in consultation with the Deputy Designated Safeguarding Lead if necessary) raised in line with the staff code of conduct, disciplinary policy. Consideration will be given to whether there is a pattern of behaviour by the individual; or if there is a wider school culture issue and if policies need to be revised, or if all staff guidance or additional staff training is required.

Where the concern relates to the Headteacher, it must be reported to the Chair of Governors/appropriate Trust representative in accordance with the Trust's allegations/low-level concerns procedure.

Whistle Blowing

Whistleblowing is the mechanism by which staff can raise concerns about poor or unsafe practice, wrongdoing and/or potential failures in the school's arrangements in good faith without fear of repercussions. All staff have a duty to raise concerns about malpractice or wrongdoing where this is impacting on the safety and welfare of children.

If staff have such concerns; these should be raised to the DSL/ Headteacher.

If staff feel unable to raise concerns with the school directly; they can contact

- NSPCC Whistleblowing Advice Line. NSPCC whistleblowing advice line is available. Staff can call 0800 0280285 – 08:00 to 20:00, Monday to Friday and 09:00 to 18:00 at weekends.
- The email address is: help@nspcc.org.uk.
- Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH.
- Ofsted provides guidance on how to make complaints about a childcare and education providers: Complaints procedure - Ofsted - GOV.UK
- • General guidance on whistleblowing can be found via: Whistleblowing for employees: What is a whistleblower - GOV.UK

Record Keeping and Information Security

We have a legal duty to act in line with the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025 ('data protection laws'). We have processes to ensure that personal information about children, their families, staff and others is processed fairly and lawfully, kept secure and only accessed or shared when there is a lawful basis and a safeguarding or other legitimate purpose. This includes secure electronic systems, appropriate access controls, cyber-security measures, subject access requests and procedures for responding to data breaches. Safeguarding information is managed in accordance with our Data Protection Policy and relevant DfE and ICO guidance.

- Securely manage electronically held information in line with Meeting digital and technology standards in schools and colleges and Early Years practitioners: using cyber security to protect your settings - NCSC.GOV.UK (see also Online Safety)
- Manage requests for access to personal information we hold (known as subject access requests).

Details of our processes and how to request access to personal information we hold are outlined in the Data Protection Policy. See Data protection in schools - Guidance ; Information Commissioners Office Guidance for Organisations and/or Early Years practitioners: using cyber security to protect your settings - NCSC.GOV.UK)

Storage and management of safeguarding information (child protection files)

Safeguarding concerns and responses for individual children are kept in a child protection file. Child Protection files are stored individually for each child and are separate to a child's main pupil file. The Designated Safeguarding Lead is responsible for ensuring the quality, maintenance, and management of child protection files; as well as using the system to monitor themes and patterns of concern to inform and continue to improve the whole school approach to

safeguarding. At St Leonard's Primary School, we use CPOMS which is an online record keeping portal. This portal is used by all staff and tracks entries and frequency of different categories of reports. The portal is synced with our school data management system (SIMS) but it is not the same system and safeguarding concerns are not linked to the child's other educational records.

Sharing safeguarding information with others

We are proactive in sharing information with each other and others who are working with our children and their families as early as possible; so that children can receive the help and support they need; respond to any safeguarding concerns and where possible prevent abuse, neglect, exploitation and/or harm.

Staff are expected to share information with one another as part of their work in school about the needs and risks of children on a need-to know basis in line with our Safeguarding Statement so that we keep children safe and promote their welfare. They are not permitted to share information with friends, family, or anyone in the local community outside of their work.

Sharing information with other organisations

Staff should be familiar with and use Information sharing advice for safeguarding practitioners.

As part of our work in partnership with parents and children; consent to share their information with others outside of school should always be sought from a child and their parent(s) unless it is not safe to do so. This includes where seeking consent would:

- Place the child at increased risk of significant harm.
- Place any other at risk of injury.
- Obstruct or interfere with any potential Police investigation.
- Lead to unjustified delay in making enquiries about significant harm.

Where appropriate, the school will be open with children and parents/carers about what safeguarding information may need to be shared, who it may be shared with and why. We will ask for consent where this is appropriate. However, there are circumstances where safeguarding information can or must be shared without consent to protect a child or another person. Such situations would include circumstances where doing so may place a child or another person at risk, prejudice an investigation, cause unjustified delay or otherwise be inappropriate.

Information will be shared where there is a lawful basis or a legal duty to do so. This includes the statutory information-sharing duty under the Children Act 2004, as amended by the Children's Wellbeing and Schools Act 2026. The school will follow current statutory information-sharing guidance and will not allow uncertainty about data protection law to prevent necessary and proportionate safeguarding information sharing.

The new information sharing duty supports timely and appropriate sharing of information to safeguard children. The school will follow the statutory guidance issued for that duty and will not allow uncertainty about data protection to prevent proportionate safeguarding information sharing.

Decisions to share safeguarding information with other organisations will be overseen by the Designated Safeguarding Lead (please also refer to Designated Safeguarding Lead Response). The Designated Safeguarding Lead will keep detailed, accurate, secure written records of all concerns, discussions and decisions made including rationale for those decisions. This should include instances where referrals have or have not been made to another agency.

Transfer of child protection files and other safeguarding information

When a child leaves for a new education setting, including an in-year move, the DSL will arrange for the child protection file and any additional safeguarding information needed to protect and support the child to be transferred as soon as possible and within 5 working days for an in-year transfer or within the first 5 days of the new term. The file will be transferred separately from the main pupil file by secure means and confirmation of receipt will

be obtained. The transfer will include a clear, structured summary of current safeguarding concerns, relevant context and ongoing support needs, distinguishing current risk from historic information. Where appropriate, the DSL will consider a conversation with the receiving DSL before the child leaves.

If a child is absent from education or Electively Home Educated; we share relevant information with the Local Authority as required by law (please also see Children potentially at greater risk of harm). If the child leaves our setting and does not move to a new education setting; we transfer their child protection file (and any additional information as necessary) to the relevant Local Authority that they reside in line with the local protocol.

Working in Partnership

As is outlined in our Safeguarding Statement; and in order to ensure all children in our school are effectively safeguarded and their welfare is promoted; we will work in partnership with our children, their parents and other agencies/partnerships as follows:

Children

Our children are taught how to keep safe; including how and when to share or report to us any worries or concerns they may have about their safety and wellbeing or that of others. We encourage children to share and report worries and concerns by:

- Discussing concerns directly with a trusted adult
- Posting a worry in the class worry box – to be reviewed by the teacher at least weekly
- Using circle time in weekly PSHE lessons to discuss concerns
- Using worry books (where there is a child with significant concerns)

Staff are expected to build trusted relationships with and work in the best interests of children in line with our Safeguarding Statement; and recognise, respond and report Staff Safeguarding Concerns.

We also actively seek children's views of safety in school through pupil surveys held annually.

Parents

We recognise the importance of working together with and supporting parents to safeguard and promote the welfare of their children. This includes:

- Communicating to parents how we keep children safe in our school (including online). This policy is made available to all parents through our school website. If parents want to raise concerns or complaints about how we keep their children safe; they can do this using our Complaints Policy which is available on our website. We also actively seek parent views of safety in school through an annual parent survey and through conversations at parents evening.
- Encouraging parents to share and report worries and concerns about the safety and welfare of their child(ren) or any other children. We do this by having an open-door policy and a visible senior leadership presence at pick up and drop off which is approachable and keen to listen. Staff are expected to respond to any parents who raises worries or concerns to them either about their child(ren) or others in line with Staff Safeguarding Concerns: Recognise, Respond, Report. Staff use CPOMS to report concerns.
- The Headteacher/ Designated Safeguarding Lead will ensure that we work with parents to offer and enable support for children and their families; taking action to safeguard and promote their welfare (see Designated Safeguarding Lead Response) in line with the local arrangements in the area that they live.
- Ensuring that parents are made aware of how to raise safeguarding concerns or criminal behaviour themselves to the Local Authority and/or Enforcement Agencies.
- Providing parents with regular information, guidance and external support available to them by communicating advice and support from relevant agencies in the weekly newsletter and at parents consultation

evenings.

Other agencies/partnerships

As we operate in Shropshire; we engage and co-operate with our local safeguarding arrangements. Our local safeguarding partnership is the Shropshire Safeguarding Community Partnership (SSCP). We engage and co-operate by:

- Ensuring we effectively safeguard and promote the welfare of children living in Shropshire in line with Working Together to Safeguard Children 2026 and the Shropshire Safeguarding Community Partnership local criteria for action and assessment, including the Family Help Together Framework. Where children do not live in Shropshire but attend our school, we will work in line with the relevant local arrangements in their home area.
- Ensuring we work with other agencies and comply with other pieces of relevant statutory guidance in safeguarding Children potentially at greater risk of harm.
- Supplying information and co-operating in multi-agency forum/meetings, audit or learning reviews as requested by the safeguarding partners.
- Working closely with Shropshire Council Learning and Skills Services and other Shropshire Council Services/partnerships to ensure we are providing high quality education and support to children in Shropshire.
- Participating in the local Operation Encompass arrangements; an arrangement where police notify schools when a child who attends their school may have been subject or witness to police-attended incidents of domestic abuse. This enables us to provide appropriate emotional or practical support to a child/ren who may have been witness to and victim of domestic abuse. All new parents/carers are sent a letter informing them of our participation in Operation Encompass (the letter to send to parents can be found at School Operation Encompass – Shropshire Learning Gateway (shropshirelg.net)).

Teaching our children how to keep safe.

We recognise that educating our children in how to keep themselves and others safe both online and in face-to-face situation plays a crucial role in safeguarding them. We have a clear set of values and standards that provide opportunities for children to learn how to keep themselves and others safe; that are demonstrated and reinforced throughout school life and underpinned through -

- Safeguarding Statement
- Behaviour/Anti-Bullying Policy

Mobile phones and personal devices

The school operates a mobile-phone-free environment by default in accordance with the statutory guidance on Mobile phones in schools. The separate Mobile Phone Policy sets out the limited exceptions, arrangements for storage, and the response to inappropriate use. Any safeguarding concern arising from a mobile phone or personal device will be referred to the DSL.

- Preventing Radicalisation
- Our approach to Online Safety
- Our Personal Social Health and Education and Computing curriculum and policies including our RHE /RSHE Policy. Our RSHE programme is compliant with Relationships and sex education (RSE) and health education - GOV.UK. It is developed to be fully inclusive of all ages and stages of development and consideration of children's needs including Children potentially at greater risk of harm; and addresses issues as outlined in Keeping children safe in education Part 2: Opportunities to teach safeguarding.

The DSL, and other key members of the Senior Leadership Team (such as computing, Mental Health and SENDCo) will work collaboratively to ensure that this is implemented; and being responsive to any safeguarding themes or patterns of concern that arise in school.

Our preventative education will be age- and developmentally appropriate and will address healthy and respectful relationships, boundaries, consent, stereotypes, prejudice, equality, coercive and controlling behaviour, sexual harassment and violence, online harms, sharing images, deepfakes, pornography and misogynistic or misandrist online content. It will be adapted for pupils with SEND and other vulnerabilities.

Online Safety

Technology is an important part of school life and children's lives. We adopt a whole-school approach to online safety which aims to safeguard and educate pupils, families, staff and visitors. Online safeguarding risks are considered across content, contact, conduct and commerce, and include harmful content such as pornography, racism, misogyny/misandry, self-harm, suicide, radicalisation, extremism, extreme violence, misinformation, disinformation and conspiracy theories.

We recognise that online and offline harms can occur together. Concerns involving technology, including child-on-child abuse, online sexual harassment, sharing of nudes or semi-nudes, cyberbullying, grooming, exploitation and harmful online communities, will be managed as safeguarding concerns where appropriate.

- The school will promote critical thinking, media literacy, respectful online behaviour and age-appropriate understanding of online harms. This includes helping pupils understand the risks associated with deepfakes and AI-generated content, pornography, misogynistic influencers and other harmful online material.
- Where children are learning remotely, we follow current DfE safeguarding and remote education guidance. Our Remote Learning Policy sets out our arrangements.
- Filtering and monitoring systems are in place to protect children from harmful and inappropriate content. The SLT member responsible for filtering and monitoring will review their effectiveness at least annually with the DSL and IT support. The review will include checks that filtering works appropriately on internet-connected devices in relevant locations, and a record of the checks will be maintained. Staff will know how to escalate concerns arising from filtering or monitoring.
- The school will ensure that online safety training includes the responsibilities of staff in relation to filtering and monitoring. The school will consider the additional online risks faced by pupils with SEND and will provide appropriate support and reasonable adjustments.
  The school will use appropriate cyber-security measures and respond to cyber incidents and data breaches in accordance with our Data Protection Policy, cyber-security arrangements and relevant reporting requirements.

The school will review its online safety arrangements annually, supported by an online safety risk assessment. Findings and actions will be reported to and overseen by the Governing Body.
The school will promote the safe and effective use of generative AI. Staff and pupils will be made aware of safeguarding, privacy, misinformation, image manipulation, inappropriate content and other risks associated with generative AI. Any concerns will be managed through normal safeguarding procedures.
We will communicate with parents and carers about online safety and, where appropriate, explain the filtering and monitoring systems used by the school and the online activity pupils are expected to undertake.

All staff, senior leaders and Governors receive appropriate online safety training. They are expected to understand their responsibilities for filtering and monitoring and to respond to online safety incidents that indicate safeguarding concerns in line with this policy.

The school maintains appropriate arrangements for filtering, monitoring, cyber security and information security. These arrangements are reviewed regularly and in accordance with relevant DfE digital standards and the school's Data Protection Policy.

Any school cyber security incident or personal data breach will be managed and reported in accordance with the school's data protection and cyber-security procedures.Safeguarding and remote education

The DSL and the relevant IT/SLT lead will work together where filtering or monitoring identifies a safeguarding concern. The school will follow current DfE guidance on filtering and monitoring, cyber security and the safe use of generative AI.

Online safety arrangements, including filtering and monitoring, form part of the school's annual safeguarding review and are reported to Governors.

Preventing Radicalisation

The Prevent Duty for England and Wales (2015) under section 26 of the Counterterrorism and Security Act 2015; places a duty on schools and registered childcare providers to have due regard to the need to prevent people from being radicalised into terrorism.

The school follows the Prevent Duty and Shropshire local Prevent arrangements, with the DSL acting as the point of contact for Prevent concerns and referrals.

We fulfil our duty by:

- Promoting fundamental British Values as part of our values and curriculum (refer to relevant policies).
- Ensuring that we provide a "safe space" for children to understand and discuss sensitive topics, those linked to radicalisation and terrorism, and learn (according to their age and level of development) how to question and challenge these ideas in a politically balanced way.
- Being alert to and identify children who may be susceptible to radicalisation into terrorism and where it is assessed as appropriate by the Designated Safeguarding Lead; make a Prevent referral (in line with the local Preventing Terrorism Processes)
- Monitoring and report any hate based behaviour as part of our Behaviour and Child-on-Child Abuse Policies (Hate related incident reporting processes can be found here).
- Outlining in our Online Safety and Relationship Sex Health Education Policies (include any other curriculum subjects related policies) how children are being safeguarded from being drawn into terrorism. (please also refer to Teaching our children how to keep safe)
- Ensuring that hosting external speakers or visitors that attend our school premises are suitable and appropriately supervised (please also refer to Visitors)
- Assessing the risk of our children being drawn into terrorism, ensuring this is informed by the potential risk in the local area. Any identified risks are referenced in our school evaluation processes; and inform our approach to online safety (including filtering and monitoring and cyber security arrangements).

We regularly review our adherence to the Prevent Duty. Any actions arising from our assessment are included in our school evaluation and improvement action planning processes. These are reported to and overseen by our Governing Body.

All Staff, senior leaders and Governors are appropriately trained (see Professional Development and Supervision) to enable them to ensure that all children, particularly those who may be susceptible to radicalisation are effectively safeguarded. We respond to children who are identified as being susceptible to radicalisation in line with the Staff Safeguarding Concerns: Recognise, Respond, Report and Designated Safeguarding Lead Response sections of this policy.

Sport and physical education

The school will ensure that sport and PE are delivered in a safe, fair and inclusive environment. Where single-sex participation is required for safety or fairness, decisions will be made in accordance with the Equality Act 2010 and KCSIE 2026, including relevant guidance from national governing bodies of sport. The school will have regard to the Public Sector Equality Duty when developing or reviewing relevant policies and will consider issues including sexual harassment, misogyny/misandry, racism, faith-based prejudice and discriminatory behaviour. Safeguarding concerns or harmful behaviour associated with sport will be managed under this policy and the Behaviour Policy.

Children potentially at greater risk of harm

We recognise that all children should be protected, but some children may be at greater risk of harm or may face additional barriers to recognising, reporting or escaping abuse. The list below is not exhaustive. Where a child falls

into more than one category, their vulnerability may be increased. We will take a child-centred and professionally curious approach and will not assume that behaviour, mood, communication difficulties or physical signs are explained by a child's existing needs or circumstances.

We are also alert to children who are pregnant or are parents themselves; children affected by parental offending or a parent/carer being in custody; children in families experiencing domestic abuse, substance misuse or adult mental health difficulties; privately fostered children; children at risk of honour-based or faith-based abuse including FGM or forced marriage; children showing early signs of abusive, violent or harmful behaviour; children frequently missing from education, home or care; and children at risk of radicalisation or anti-social or criminal behaviour. These circumstances may indicate a need for universal services, community-based early help, targeted Family Help or statutory safeguarding action.

Children who need a social worker (Child in Need and Child Protection Plans).

Children may need a social worker because of safeguarding or welfare needs, including abuse, neglect, exploitation or complex family circumstances. Adversity and trauma can leave children vulnerable to further harm and can affect attendance, behaviour, mental health and educational outcomes. The DSL will know which pupils have or have had a social worker, understand the impact of their circumstances on attendance and attainment, and work with staff to provide appropriate pastoral, academic support and reasonable adjustments. We will work with the Virtual School Head and other agencies where appropriate.

We hold regular meetings in school, we take part in partnership forums/events, or accessing multi-agency training. We also offer to facilitate meetings for individual children and families in school to support easier local access and involvement by children, parents and or carers.

Children at risk of exploitation, modern slavery or trafficking

We recognise that children can be at risk of child criminal exploitation (CCE) and child sexual exploitation (CSE), including exploitation facilitated by organised networks or gangs. Exploitation may involve coercion, violence, threats, financial exploitation, county lines, sexual abuse or other forms of control and may constitute modern slavery. A child may appear to identify with or participate in a group that is exploiting them. Staff will remain professionally curious, consider extra-familial harm and report concerns promptly to the DSL. The school will follow relevant safeguarding and modern slavery referral procedures.

Children at risk of serious violence

We recognise that serious violence can be linked to exploitation, organised crime, peer groups, weapons, online activity and other safeguarding risks. Changes in behaviour, attendance, associations, exclusions, possession or use of weapons, or exposure to violent content may indicate a safeguarding concern. We will work with the DSL, parents/carers and relevant agencies to assess risk, support the child and take appropriate action, including contacting the police where necessary.

Looked After Children and previously looked after children.

The most common reason for children becoming looked after is because of abuse and/or neglect; as well as/or other significant complexities or adversity in their and their family's life.

At school/setting, we ensure that appropriate staff members have access to the information they need in relation to a child's looked after legal status, contact and care arrangements. School/setting has an appointed designated teacher who works with the local authority to promote the educational achievement of registered pupils who are looked after in line with Statutory guidance - Designated teacher for looked-after and previously looked-after children.

Children who attend Alternative Provision

Children placed in Alternative Provision (AP) may have complex needs and may be more vulnerable to harm. The school retains responsibility for the child's safety and welfare. Before commissioning AP, we will obtain written confirmation that appropriate safeguarding checks have been completed on relevant staff. The provider must inform the school of changes in staffing or other arrangements that could affect safeguarding so that the school can assure itself that appropriate checks have been completed. We will maintain appropriate oversight and use our Alternative Provision Quality Assurance Checklist.

Children placed in Alternative Provision (AP) often have complex needs and may be more vulnerable to harm. When a school commissions AP, it retains responsibility for the child's safety and welfare and must ensure the provider can meet the child's needs.

St Leonard's supports this by ensuring safeguarding arrangements at any Alternative Provision that we commission are effective and compliant with Keeping children safe in education (Part 2) and Alternative Provision Department for Education.

Children who are absent from or are not in receipt of full-time education

All children aged 5-16 are legally entitled to a full-time education, suitable to any special education need. Education is essential for children's progress, wellbeing and wider development and being in school is a protective factor against wider harms, including exploitation.

Children being absent from education including those accessing early years provision for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect (including Educational Neglect) or child exploitation; as well as other needs. Our response to persistently absent pupils and children who are absent from education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future.

Our approach to monitoring attendance and how we handle unauthorised attendance is outlined in our attendance policy.

We have policies in place; that are in line with associated statutory guidance and Shropshire Council Education Access Service Local Processes including:

- Attendance Policy (in line with Working together to improve school attendance and Children Missing Education.
- Children with health needs who cannot attend school in line with Education for children with health needs who cannot attend school
- Early years attendance policy. Template available at Early Years and Schools Safeguarding Policies and Guidance | Shropshire Learning Gateway (shropshirelg.net)

Children who are Electively Home Educated.

Many home educated children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs. When a parent notifies us that they wish to deregister their child to electively home educated them, we will immediately notify the local authority.

Our process for when a parent indicates they are interested in beginning home education for their child is in line with DfE Elective home education guidance and Shropshire Council processes and protocols.

We meet with the parent to discuss the reasons for home education. We endeavour to explain some of the risks associated with home education. We liaise with social services and Shropshire LA if we have concerns about how a child will be home educated and whether there are any further risks to the child.

Children who have experienced multiple suspensions and are at risk or, or have been permanently excluded

It is important that children in our school know and understand how we expect them to behave, and we ensure that our school is a safe place where all children feel safe and are able to learn. Serious, harmful and/or repeated behaviour by children will always be responded to. Such behaviour can be a sign or indicator that a child has an unmet need or could indicate that they are at risk of or are experiencing/have experienced abuse, neglect, exploitation or some other form of adverse experience in their life.

Our Behaviour Policy outlines the expected standards of behaviour for our children; as well as how the school will support and respond to children with additional needs (including Special Educational Needs and Disabilities), or whose needs or circumstances might affect their behaviour. Where a child's behaviour also indicates a safeguarding concern; staff will adhere to Staff Safeguarding Concerns: Recognise, Respond, Report.

Children requiring Mental Health Support

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Mental health concerns may require early help, Family Help or safeguarding action. Our Senior Mental Health Lead works with the DSL and relevant staff. Concerns are recorded on CPOMS and considered alongside safeguarding, behaviour, attendance and SEND information. We recognise that safeguarding and mental health concerns may overlap and will respond proportionately while keeping the child's welfare central.

We have a senior mental health lead who is a member of/ supported by the senior leadership team. When a member of staff has concerns about a child's mental health, the concern is reported on CPOMS, the class teacher alerted, and parents alerted if deemed necessary. Action taken will be based on our behaviour policy and our SEND policy. We also follow the guidance : Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk)

Young carers

We are alert to the needs of young carers because caring responsibilities can affect attendance, attainment, behaviour and wellbeing. We will seek to identify young carers early and, where appropriate, provide or facilitate support through school, the local authority and other services. Where caring responsibilities create or contribute to safeguarding concerns, these will be referred to the DSL.

Children with special educational needs, disabilities, medical conditions or health issues

Children with SEND or certain medical or physical health conditions can face additional safeguarding challenges online and offline. Additional barriers can include communication difficulties, dependence on adults for care, isolation, peer bullying, difficulty distinguishing fact from fiction online, or assumptions that behaviour, mood or injury is attributable to a child's condition. Reports of abuse involving a child with SEND will involve close liaison between the DSL and SENCO. We will ensure appropriate communication support, pastoral support and reasonable adjustments are in place.

We recognise that additional barriers can exist when recognising abuse and neglect in this group of children (e.g. assumptions that indicators of possible abuse such as behaviour, mood and injury, relate to the child's impairment without further exploration.

Safeguarding children with medical conditions

An incident involving the management of a child's medical condition or allergy does not automatically require a safeguarding referral. A safeguarding referral will be considered where the circumstances indicate that the child may be at increased risk of neglect, abuse or exploitation because of their medical condition, for example where essential

information is withheld or essential medication is repeatedly not provided. We will follow our Supporting Pupils with Medical Conditions and first aid/medicines arrangements.

Extra pastoral support is given to children with SEND through teaching assistants, teachers and senior leaders. We follow the SEND code of practice and The SEND local offer | Shropshire Council and Education for children with health needs who cannot attend school -.

Children from Black, Asian, Mixed Heritage and other minoritised ethnic communities

Children from Black, Asian, Mixed Heritage and other minoritised ethnic communities, including Gypsy, Roma and Traveller communities and children for whom English is an additional language, may face additional barriers in recognising or reporting abuse and may be more likely to experience racism, stereotyping, hate-related behaviour or discriminatory treatment. Staff will remain alert to bias and will use professional curiosity when identifying and responding to safeguarding concerns. The school will challenge racism and discriminatory behaviour and use local hate-related incident reporting arrangements where appropriate.

Children under 5, including unborn babies

Children under 5, particularly babies, are especially vulnerable to abuse and neglect. We recognise that safeguarding concerns can also arise before birth. Although St Leonard's does not provide a school-based nursery for babies, we work with families who may include younger children or unborn babies and will consider the safety and welfare of all children within the family. Where concerns arise, staff will report them to the DSL so that appropriate early help or safeguarding action can be considered.

Children who are lesbian, gay or bisexual and children who are questioning their gender

Being lesbian, gay or bisexual is not in itself a risk factor for harm, although children may be vulnerable to discriminatory or prejudice-based bullying. We will take prompt action against bullying, harassment and abuse and provide appropriate support.

Where a child or parent raises a request relating to gender questioning or social transition, the school will follow the current KCSIE 2026 guidance and its safeguarding, Equality Act 2010 and Human Rights Act duties. The school will not initiate social transition. Any request will be considered carefully, sensitively and on a case-by-case basis, with the child's best interests and safeguarding central to decision-making. Parents/carers will normally be involved, alongside the DSL and other relevant professionals where appropriate. Decisions will be documented and kept under review. Arrangements for toilets, changing facilities, PE/sport and other sex-specific facilities will follow the legal and safeguarding requirements set out in KCSIE 2026.

The school will keep up to date with DfE guidance relating to children who are questioning their gender and will review relevant school policies when national guidance changes.Final Report – Cass Review (2024).

Child-on-Child Abuse (including harassment and violence)

As set out in our Safeguarding Statement; we will not tolerate the abuse of children. This includes where children abuse other children (child-on-child abuse) or use words or actions which downplay or could (if not responded to) lead to abuse.

We want to ensure that no child-on-child abuse takes place in our school. However, we understand that we cannot just rely on children telling us that they are experiencing abuse from other children. Staff should understand that even if there are no reports in school, this does not mean child-on-child abuse is not happening. Staff will be made

aware of the signs and indicators of child-on-child abuse as part of their Professional Development and Supervision; which do not just rely upon children telling someone. Staff are expected to follow our Appendix B: Child-on-Child Abuse Procedures

The school monitors patterns of child-on-child incidents including those involving abuse, to ensure that we are aware of and able to minimise and respond to any emerging themes or patterns of behaviours. This helps us to continue to prevent, identify and respond to child-on-child abuse as outlined at the beginning of this section. This monitoring and our responses to it are reported to and overseen by our Governing Body.

We ensure that staff at our school know that child-on-child abuse can take different forms, such as:

• bullying (including cyberbullying, prejudice-based and discriminatory bullying)

• abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')

• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)

• sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)

• sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse

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

• making or sharing nudes or semi-nudes, including images or videos created or altered using artificial intelligence; all such incidents require a safeguarding response, whether the sharing is consensual or non-consensual

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

• initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element

The information below is informed by Part 2 and Part 5 of Keeping Children Safe in Education 2026.

We ensure that our school staff are aware that sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to-face (both physically and verbally) and are never acceptable.

We ensure our staff understand the definitions of sexual violence and sexual harassment as set out in part five of Keeping Children Safe in Education.

Staff Safeguarding Concerns: Recognise, Respond, Report

Recognise

Any child in any family could become a victim of abuse, neglect or exploitation. Abuse and safeguarding issues are complex; and can often involve a child experiencing multiple issues or types of abuse.
Staff should remember that safeguarding issues are rarely isolated and may overlap. Abuse can include harm caused by a child to a parent or caregiver. Staff should maintain professional curiosity and speak to the DSL whenever they are unsure whether behaviour or circumstances may indicate abuse, neglect or exploitation.

Staff should always maintain the attitude that abuse "could happen here". Staff should be particularly alert to Children potentially at greater risk of harm and vigilant in identifying the signs and indicators which could indicate a concern that a child is being or could be at risk of abuse.
As well as maintaining their professional development and accessing support, staff can remind themselves of the signs and indicators of abuse and safeguarding issues by referring to Keeping Children Safe in Education 2026 Part 1 and Annex A, and Shropshire safeguarding procedures.

Signs and indicators of concern may be evident in spaces and places where children spend time (including when online). They may be present in the child or others around them (including adults or children); in their:

- Appearance
- Behaviour
- Communication

Signs and indicators can be recognised by staff through:

Concerns shared directly by a child: Staff must not rely on children telling them they are experiencing abuse, neglect or exploitation. Children may not recognise; feel ready; know how to or be able to communicate concerns or worries. Staff must therefore act in accordance with our Safeguarding Statement; work in partnership and use professional curiosity and skills in developing trusted and supportive relationships in their everyday work with children.

Observations: In person or online (including online behaviour in school) of a child or someone else (for example a parent, someone working or visiting the school).

Concerns shared by others: either verbally or in written communications. This could be parents; other children; other staff members or other adults who may be working in or with the school or individual children.

Other systems we have in place: For example, online filtering and monitoring or information from other agencies through working in partnership etc.
There will be occasions where there are signs and indicators of concern but not enough evidence to indicate that the child is at risk of or experiencing abuse. Signs and indicators could be present for a variety of reasons as well as abuse (for example other family circumstances; health or learning needs); and may act as an early sign for the need for early help and support. In such circumstances, staff are still expected to respond in line with this policy.

Respond

Immediate safety

If a child is in immediate danger; staff must take individual action as necessary to keep the child, others, and themselves safe. They must:

- Contact emergency services if someone is in immediate danger (999).
- If necessary; refer child protection concerns themselves (follow Multi-agency Referral: Reporting concerns (MARF))
- Work in line with our Behaviour Policy and Use of reasonable force in schools guidance.
- Report any allegations of harm by adults in a position of trust or unsafe practices in school in line with the Ensuring safe staff.

Other relevant policies/processes

Staff may need to follow other school safeguarding policies/processes (see Linked Policies) as applicable along with responding in line with this policy. All staff will immediately consider how best to support and protect the child and any other children who may be at risk or involved; ensuring they act in their best interests. Where there are concerns of child-on-child abuse; Appendix B: Child-on-Child Abuse Procedures should be referred to.

Injuries

We request parents notify us of any accidents or injuries to their child before attending school. We will make a written record of the notification along with any injuries the child may have. Should a child receive any injuries during school time; staff will follow our accident reporting and first aid procedures.

We use body maps to record information about physical injuries to a child as part of our accident/behaviour/first aid safeguarding concern reporting processes.

Seek views and gather information from the child and others.

Where safeguarding concerns are identified; staff should (where it is safe to do so) always seek the views of and directly from:

- Children (where appropriate and depending on the circumstances and their role with children);
- any other people involved in school (only on a need-to-inform/know basis for the purposes of gathering information for the purposes of safeguarding: see Record Keeping and Information Security)
- Their parents (if necessary and depending on the circumstances and their role).

Any uncertainty about seeking views should be discussed with the Designated Safeguarding Lead.

Seeking views from the child/parents means asking them what they think using open questions (What? How? etc) and if they want any help or support. Staff should listen, reassure, and explain that concerns will be reported. Staff should avoid making assumptions, judgments or investigating. Please also refer to When concerns are directly shared by a child.

Views should always be sought unless it is not safe to do so. This includes where seeking views would:

- Place the child at increased risk of significant harm.
- Place any other at risk of injury.
- Obstruct or interfere with any potential Police investigation.
- Lead to unjustified delay in making enquiries about significant harm.

If needs for help and support are identified; parents and children should always be asked for their consent to share information with other organisations so that help and support can be provided to them. If consent is not given; staff

should follow guidance in the Recording Keeping and Information Security: Sharing safeguarding information with others section.

Any uncertainty about seeking views should be discussed with the Designated Safeguarding Lead. Decisions to share safeguarding concerns with other organisations without consent will be reported to and overseen by the Designated Safeguarding Lead.

If a child is non-verbal or not able to explain their views themselves due to their age, level of development or needs; then staff should pay attention to how the child may be expressing their views and feelings through their behaviour and use communication tools to help the child share their views. interpreters; Emotional Literacy Support Assistants; Makaton/BSL, Lego/Play are all used to gain views from children where a simple conversation is not effective.

When concerns are directly shared by a child

Children are more likely to share their experiences and feelings with someone they know and feel comfortable talking to.

When children share the details of or feelings about abuse/harm; the process of sharing can sometimes take time. Children may not share in full or give staff (and sometimes not the same staff member) pieces of information over time. When they do share, this may not always be verbally or directly; but the child may share in their Appearance, Behaviour or other forms of communication (see Recognise section).

It takes a lot of courage for a child to share that they feel unsafe or are experiencing abuse, neglect, exploitation and/or harm. There are many reasons why children do not share their experiences (for example, uncertainty, shame, experiences of discrimination, fear, denial or a lack of understanding or ability to recognise and explain their experience).

When children are sharing their concerns; staff should:

- Listen to the child. Please refer to this NSPCC poster.
- Remain calm: the child may stop sharing if they feel the staff member is upset or shocked by what the child is telling them.
- Explain it can't be a secret. Staff must explain to the child that what they share has to be passed on and to who so that you can help them. Think about when to do this to make sure the child feels safe and can continue to trust you and other staff.
- Reassure and offer comfort to the child (physical touch should not be automatically offered as comfort); recognise their feelings and their courage in sharing their experience. Never deny or minimise what the child is telling you or reprimand them if they decide not to share or for not telling you before.
- Seek the child's views: use questions or communication tools that help the child to share from their own point of view. Gather information: do not investigate or assume what is happening to the child.
- Explain what will happen next. If you don't know everything that is going to be done, tell the child that you will make sure that they are kept informed.
- Report and record the conversation immediately as outlined in the Reporting concerns section.
- Seek support from the Headteacher if you feel distressed.

Report

Report to Designated Safeguarding Lead

All safeguarding concerns must be Reported to the Designated Safeguarding Lead as soon as they are recognised and after the initial response to the child and others. Staff are expected to verbally report their concerns to the Designated Safeguarding Lead.

Where concerns involve an allegation of harm or a low-level concern about someone working in or at the school; staff must follow Ensuring safe staff.

Record concerns

All safeguarding concerns must be recorded by the staff member in writing using the CPOMS portal. If a member of staff cannot gain access to CPOMS they should report their concerns in writing using Appendix D: Safeguarding Concern Reporting Form CPOMS includes an opportunity to record injuries on a body map. Where physical injuries to a child form part of the evidence of the concern; staff will record information about the physical injuries observed on a Body Map. Body Maps are also available as part of the Compass Multi-Agency Referral Form or the Child Protection Body Map in the West midlands Physical Abuse Procedures).

Each safeguarding concern record should include:

- a clear and comprehensive summary of the concern.
- details of how the concern was followed up and resolved.
- any action taken, decisions reached and the outcome.

If staff are unsure of the recording requirements staff should seek advice from the Designated Safeguarding Lead.

Designated Safeguarding Lead Response

Safeguarding concerns can be raised by staff as above; but may also be raised to the Designated Safeguarding Lead by:

- Children, parents, or visitors to the school.
- Other agencies (see Working in Partnership)
- The school's ICT filtering and monitoring systems.

The Designated Safeguarding Lead will:

Consider and assess the concern.

Review the information reported; gather any further information as necessary; including conducting a risk and needs assessment if necessary. The Designated Safeguarding Lead will use and refer to the following:

- Working Together to Safeguard Children 2026 (particularly the child-centred approach and multi-agency working)
- Keeping children safe in education
- Shropshire safeguarding local criteria for action and Family Help Together Framework
- Other relevant local tools and pathways (West Midlands Procedures)
- If applicable Appendix B: Child-on-Child Abuse Procedures
- If applicable Understanding and identifying radicalisation risk in your education setting
- When to call the Police - information for schools

Decide on what action to take.

Once the concern has been considered and assessed; the Designated Safeguarding Lead will decide on action(s) to be taken. They may wish to delegate actions to other members of staff; in the best interests of the child. The DSL will assist the Headteacher with decisions to Ensuring safe staff in school.

In making decisions; the Designated Safeguarding Lead will work in partnership with the Headteacher; relevant staff/senior leadership team in line with their Roles and Responsibilities and any other organisations as appropriate (see Working in Partnership and Record Keeping and Information Security).

Actions could include one or more of the below:

- Manage internally: in alignment with school policies and processes including offering support to the child and their family through the school pastoral support (universal services and community-based early help) offer in a way which addresses the needs/risks identified. This may also include actions to make locations/infrastructure in school (including online) safer; adapt the curriculum to ensure we are Teaching our children how to keep safe. ; or Working in Partnership .
- Offer Family Help/targeted Family Help. This could include offering and/or referring any child involved to enhanced or specialist support services to address the needs/risks identified in line with the Shropshire safeguarding local criteria for action and Family Help Together Framework and locally available provision. Any referrals for support will require parental consent and will take account of children's wishes and feelings.
- Raise concerns to Children's Social Care in line with the Shropshire safeguarding local criteria for action and assessment protocols and relevant local safeguarding procedures.
- Report to the Police. If there are any concerns that a crime (including online) may have been committed by someone against or involving a child; concerns will be reported to the Police.

  Where there is possible criminal behaviour by a child (including in circumstances of child-on-child abuse); we will take account of When to call the police: guidance for schools and colleges.

  Other local referral processes will also be followed as applicable: including referring to relevant multi-agency forums and processes as outlined in relevant local tools and pathways (e.g. to Prevent Radicalisation; ensure Online Safety; respond to domestic abuse: Multi-Agency Risk Assessment Conference).

Record actions, decisions, and outcomes.

On the child protection file and in line with Record Keeping and Information Security. This will include assessments and discussions (including meeting notes/minutes) of discussions and meetings with staff or others (see Working in Partnership). The Designated Safeguarding Lead will keep detailed, accurate, written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency.

Manage and oversee any ongoing response.

Once the initial actions are taken; the Designated Safeguarding Lead will decide whether there is an ongoing need to actively monitor or manage the safeguarding needs of a child. Where this is decided; they will ensure that the school works in partnership with the child; parents, and any other involved agencies. This may include taking further actions (as outlined above) where concerns escalate.

The SSCP Escalation/Resolution of Professional Disagreements Policy will be used to challenge, resolve and if necessary escalate any concerns the school may have when working with other agencies in safeguarding children.

The following appendices form part of this policy and should be used alongside the main procedures. Electronic safeguarding records are normally managed through CPOMS; the paper forms are retained for contingency and transfer arrangements.

Policy status: This consolidated policy has been prepared for St Leonard's CE Primary School for the 2026–27 academic year. It incorporates the school's existing safeguarding arrangements and relevant content from the Shropshire Council Learning and Skills Safeguarding Team 2026–27 template.

Appendix A: Alternative Provision Quality Assurance Checklist

Alternative Provision Quality Assurance Checklist

Name of alternative provision:

Name of person completing checklist (from host school):

All agencies and settings who place pupils at alternative provision MUST quality assure the placement.
This quality assurance document must be completed prior to working with a new alternative provision and **annually** thereafter.

		On file/ evidence of check	Date & Initial
1	If this quality assurance check is a review, please confirm the date of previous assurance check.		
2	Is the alternative provision registered as an independent school with the DfE? Y/N The criteria to be registered as an independent school is that; - full-time[1] education is provided for five or more pupils of compulsory school age Or -full-time education is provided for one or more pupils with an EHC plan or who is "looked after" by a local authority 1 - There is no legal definition of what constitutes 'full-time' education. However, DfE would consider an institution to be providing full-time education if it is intended to provide, or does provide, all, or substantially all, of a child's education.		
3	What is the provider's DfE number? (If applicable)		
4	Copy of signed Service Level Agreement (SLA) /contract (attached)		
5	Is there a clear governance structure within the Alternative provision? Y/N		
6	Does the referral process include the requirement for a detailed pupil profile from the host school prior to agreement of placement? Y/N		
7	Pupil's attendance should be monitored daily. Is this included in the SLA? Y/N Copy of providers Attendance policy attached.		
8	Is there a procedure for when pupils fail to attend or the placement breaks down? Y/N		
9	Is there adequate access to resources for all pupils who access the provision? Y/N		
10	Is there inclusive practice with regards to positive behaviour management, attendance and punctuality? Y/N - Pro-actively promote and support the regular attendance of pupils - Effective reward/incentive strategies to promote participation		
11	Is there regular assessment and review of pupil progress? Y/N Provision agree to share weekly progress reports		
12	Are risk assessments completed for activities that pupils may undertake? Y/N (copy attached)		

13	Is there a full and clear pupil induction procedure regarding health and safety and fire evacuation? Y/N		
14	Are there robust procedures in place (including information sharing that are referenced in the SLA) to safeguard children in line with KEEPING CHILDREN SAFE IN EDUCATION? Y/N Copy of providers Safeguarding/Child protection policy attached.		
15	Has evidence of staff receiving accredited child protection training been seen? Y/N Has evidence of DSL receiving training for their role been seen? Y/N Have contact details for DSL been provided? Y/N (attached).		
16	Copy of public liability insurance document attached.		
17	Is there a policy for when members of staff are working alone with pupils? Y/N (copy attached)		
18	Does the provider have an online safety policy in line with KEEPING CHILDREN SAFE IN EDUCATION? Y/N (copy attached)		
19	Copy of health and safety policy attached.		
20	Has written confirmation from the provider that staff vetting checks have been undertaken been received? Y/N Checks include; • an identity check; • a barred list check; • an enhanced DBS check/certificate; • a prohibition from teaching check; • further checks on people who have lived or worked outside the UK • a check of professional qualifications, where required; and • a check to establish the person's right to work in the United Kingdom. Has confirmation of these checks been added to the Single Central Record?		
21	Is there a Designated First Aid Officer and suitable equipment available? Y/N - Qualified First Aiders identified - Recording system for accidents including informing host school and home - Historical or current RIDDOR investigations - Evidence of full first aid kit		
22	Has confirmation been received from the provider that a representative will attend or contribute to multi-agency meetings when necessary? Y/N		

Action Plan

If 'no' is answered to any of the questions in Part 2 an action plan must be formulated to obtain information

Action reference number.	Area for improvement	Intended action

Signed by host school: Date:

Signed by Alternative Provision: Date:

Appendix B: Child-on-Child Abuse (including harassment and violence) Procedures

We aim to prevent, identify, and respond to child-on-child abuse at the earliest opportunity by:

- Expecting all staff and Governors/Trustees in our school to ensure they are adhering to and promoting the commitments we make in our Safeguarding Statement.
- Ensuring staff are aware of and respond to signs and indicators of child-on-child abuse. This includes ensuring that our Designated Safeguarding Lead and other relevant staff have completed training in how to assess and respond to child-on-child abuse. For further detail; please refer to Professional Development and Support.
- Being clear how we expect our children to behave towards one another. Our Behaviour Policy outlines these expectations; how the school will support our children to understand and fulfil them; and how we will prevent and respond to behaviour which falls below our expected standards including all forms of bullying (St Leonard's has an anti-bullying policy which can be found on our website). Where behaviour also indicates child-on-child abuse; staff will adhere to the processes outlined in this section.
- Ensuring we are Teaching our children how to keep safe..
- Making sure that children who experience or are at risk of experiencing abuse from other children are identified, feel supported and safeguarded from further harm.
- Making sure that children who have caused or are identified as being at risk of being abusive in their behaviour towards other children are identified, supported and safeguarded from engaging in further harmful behaviour.
- Making sure that we are taking positive action to ensure that Children who are more vulnerable to child-on-child abuse are not disproportionately impacted by child-on-child abuse in our school.

What is child-on-child abuse?

Child-on-child abuse:

- Is when a child or group of children inflicts harm or fails to act to prevent harm to another child.
- Actions that cause harm can be a single serious incident or a pattern of incidents.
- Harm caused to a child can be physical, emotional and/or psychological; and can include witnessing the ill treatment of others.
- Can happen both inside and outside of school; at home or someone else's home; in public spaces and online.

In the school context, we know that child-on-child abuse can take place in spaces and at times of the school day where children are less likely to be supervised. We also know that where child-on-child abuse is taking place outside of school (including online) this abuse can also continue and have an impact on a child when they are at school.

- Can be defined in different ways; examples include bullying, physical abuse, sexual violence, sexual harassment, sharing nudes or semi-nudes, initiation/hazing, and other harmful or abusive behaviour. KCSIE 2026 emphasises that child-on-child abuse is a safeguarding issue for both the child harmed and the child who has caused harm, and may involve serious physical harm or threats involving weapons.
- A child may experience one or multiple types of child-on-child abuse at the same time.

Children who are more vulnerable to child-on-child abuse

Please read this alongside Children potentially at greater risk of harm.

Children who are perceived to be different to others can be particularly vulnerable to child-on-child abuse. When children are abused by other children; there is often a misuse of power or privilege by the child(ren) causing harm. This can have a significant impact on the emotional development and mental wellbeing of the child who is being harmed; and lead them to feel isolated, unsafe, and traumatised.

Children who harm others may have additional or complex needs. Harmful behaviour by children can also be a sign or indicator that a child has an unmet need or could indicate that they themselves are at risk of or are experiencing/have experienced abuse or neglect or some other form of adverse experience in their life. Children who harm other children may have power or privilege over a child(ren) they are causing harm to but can also be powerless or vulnerable in other part of their lives.

Child-on-child abuse is harmful to all children involved.

Evidence indicates that children from groups are more vulnerable to child-on-child abuse. This includes children who:

- Have special education needs and/or disabilities and/or health issues.
- Have already been and/or are experiencing abuse or some other kind of adversity or trauma. This includes children who are looked after or who have a social worker due to safeguarding concerns.
- Are eligible for free school meals. Socio economic inequality can increase incidents of bullying.
- Are from Black, Asian and/or other minoritized ethnic communities (including travelling communities and children for whom English is an additional Language). These children are more likely to be the target of hate-related behaviour/crime. They are less likely to be identified as children who are being harmed and more likely to be over identified as children who are a risk of causing harm. This is known as adultification bias.
- Are Lesbian Gay, Bi-Sexual, Gender Questioning. These children are more likely to be the target of bullying and/or hate-related behaviour/crime and harmful sexual behaviour and abuse.
- Are female. Girls are more vulnerable to harmful sexual behaviour and abuse in intimate personal relationships.
- Are male. Boys and are more vulnerable to experiencing bullying; particularly that which is physical in nature (including being forced to carry out initiation or other acts which humiliate or degrade: known as hazing).

Where a child has several differences and would fall into multiple groups above; this further increases their vulnerability.

When is child-on-child behaviour considered abusive?

We recognise the importance of distinguishing between behaviour that is developmentally appropriate, problematic, or harmful. Harmful behaviour is abusive. It can also (but not always) include physical abuse.

In considering whether behaviour is abusive; staff should consider:

- The impact on the child(ren) affected by the behaviour: Any behaviour that is likely to have an impact on a child's physical and emotional health and development should be considered potentially harmful. The greater the impact of the behaviour on the child's health and development; the greater level of harm caused to them.

The needs and circumstances of the child who is identified as being potentially harmed should always be considered. This should also include ensuring that their wishes and feelings are sought and recognised in considering the impact upon them.
Even where children do not/are not able to express their wishes and feelings; staff should also pay attention to other potential signs/indicators of abuse (please refer further to Staff Safeguarding Concerns: Recognise, Respond, Report)

Children raising child-on-child concerns either for themselves or others will be taken seriously and never be given an impression they are creating a problem.

- The behaviour of the child(ren) who is/are causing harm: It is important to consider the behaviour of children on a continuum; taking account of their age and level of development; as well as any other needs or circumstances that may influence their behaviour (for example a child who is causing harm to other children could be an indication that they have unmet needs; or may be a sign or indicator that they are experiencing abuse, or are experiencing some other adverse experience which is having an impact upon them).

Features of abusive behaviour can include:

- A pattern of similar behaviour (this can include lower-level problematic behaviours that have occurred over time that have begun to increase in frequency or seriousness)
- A misuse of power over the child who is being harmed. (please also see children who are more vulnerable above).
- Victimisation of the child who is being harmed. This could also include circumstances where the child causing harm is supported or joined by other children.
- Intrusive behaviour: not considering or enabling the child being harmed to freely agree and/or consent to the behaviour.
- An element of control; coercion and/or force.
- Physical/sexual violence (this does not always have to be present; but where it is so would heighten the level of concern).
- Evidence that a child is actively seeking, planning or getting enjoyment or pleasure from causing harm would also heighten concern.

Our response to child-on-child abuse

In most instances, we will use our Behaviour policy to manage the conduct of children towards each other. However, where behaviour is considered abusive or indicates safeguarding concerns; then staff will also need to raise such concerns to the Designated Safeguarding Lead in line with the Staff Safeguarding Concerns: Recognise, Respond, Report section.
In responding to any concern of child-on-child abuse; we will take account of:

- Part 5 Keeping Children Safe in Education 2026.
- Use of reasonable force in schools
- Searching, screening and confiscation at school
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

Making or sharing nudes or semi-nudes: current DfE/UKCIS advice for education settings

- When to call the police: guidance for schools and colleges.

Risk and needs assessment

All staff will immediately consider how best to support and protect all children involved in child-on-child abuse incidents; ensuring they act in their best interests.

We may deem it necessary to complete a formally recorded risk and needs assessment for all children involved in child-on-child abuse incidents. The decision to complete a formal risk assessment will be taken by the Designated Safeguarding Lead. This formal assessment will always take place where there is evidence of violent or abusive behaviour.

The purpose of the risk and needs assessment is to safeguard all children involved (including children who may not be at the school, such as siblings) and will clearly outline the strategies to be put in place to mitigate risk and address any identified needs. The risk and needs assessment will be completed, taking account of information from all key staff (and relevant involved professionals) working with the children, as well as their parents/carers. It will also include the views and feelings of the children; where this is safe and appropriate to do so.
The risk assessment will be shared with all staff and relevant involved professionals who work with the children, as well as parents and carers. It will respond to any changes in behaviour and will be regularly updated and evaluated to assess impact.

Our template risk and needs assessment can be found on the school server and is accessed by the Headteacher. We adapt the SW Grid for Learning risk assessment for sexual behaviours. The original document can be found here: Harmful Sexual Behaviour in School Resources | SWGfL; Helping education settings identify and respond to concerns - CSA Centre We also refer to: Addressing child-on-child abuse: a resource for schools and colleges (farrer.co.uk))

Response

The parents/carers of all involved children will be notified of and involved in our response. We will only share the details of other children to parents/carers who do not have parental responsibility for them where we have consent to do so or where a decision has been taken to share to enable them to effectively safeguard their child (please also refer to Record Keeping and Information Security)

The risk and needs assessment will inform the response taken. The following responses will be considered; (more than one response can be considered):

- Manage internally in alignment with our Behaviour Policy and pastoral support offer in a way which addresses the needs/risks identified. Any sanctions imposed on the child causing harm will be proportionately balanced with any other responses (such as police involvement) and take accounts of risks and needs; as well as the ongoing impact on/risk to the child who has been harmed or others. This may also include actions to make locations/school infrastructure (including online) safer; adapt our curriculum to ensure we are Teaching our children how to keep safe.; or Working in Partnership.
- Offer Family Help/targeted Family Help. This could include offering and/or referring any child involved to enhanced or specialist support services to address the needs/risks identified in line with the Shropshire safeguarding local criteria for action and Family Help Together Framework and locally available provision. Any referrals for support will require parental consent and will take account of children's wishes and feelings.
- Raise concerns to Children's Social Care in line with the Shropshire safeguarding local criteria for action and assessment protocols and relevant local safeguarding procedures.
- Report to the Police. We will take account of When to call the police: guidance for schools and colleges.

Recording and monitoring

All child-on- child abuse concerns and responses will be recorded and stored on the child protection files of all involved children (Please refer to Record Keeping and Information Security). Child-on-child incidents that do not indicate abuse or raise safeguarding concerns are recorded in line with our Behaviour Policy on the CPOMS system.

Appendix C: File Transfer Record and Receipt

The following proforma is used where schools do not use CPOMS. By using CPOMS, records can be transferred within the system with receipts and confirmation obtained accordingly.

PART 1: To be completed by sending / transferring setting, school or college.

NAME OF CHILD:	
DOB:	
NAME OF SCHOOL/SETTING SENDING CP FILE:	
ADDRESS OF SCHOOL/SETTING SENDING CP FILE:	
METHOD OF DELIVERY:	BY HAND SECURE POST ELECTRONICALLY
DATE FILE SENT:	

NAME OF DSL TRANSFERRING FILE:	
NAME OF PERSON TRANFERRING TO:	
SIGNATURE:	

PART 2: To be completed by receiving setting, school or college.

NAME OF SCHOOL/SETTING RECEIVING FILE:	
ADDRESS OF SCHOOL/SETTING RECEIVING FILE:	
DATE RECEIVED:	
NAME OF PERSON RECEIVING FILE:	
DATE CONFIRMATION OF RECEIPT SENT:	
SIGNATURE:	

Receiving School: Please complete Part 2 and return this form to the Designated Safeguarding Lead listed in Part 1 above. You are advised to keep a copy for your own reference.

Appendix D: Safeguarding Concern Reporting Form

The following form is used when someone has a concern about a child and does not have access to CPOMS. The form will be added to the CPOMS system and action taken will be recorded in the usual manner.

Recording a concern about a child's safety or welfare
Part 1 – For staff use.

Child Name:			
Date of birth:		**Year Group / class:**	
Name of referrer:		**Role of referrer:**	
Details of concern: What are you worried			

about? Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses? What is the pupil's account/perspective?			
Reported to:		**Role of person reported to:**	
Signed:			
Date:			