LIONHEART
EDUCATIONAL
TRUST

CHILD PROTECTION POLICY

This policy applies to all schools within
the Lionheart Educational Trust

Approved by the Trust

2026 – 2027

Name of School: The Cedars Academy

Signature: Rajesh Patel
Rajesh Patel (Oct 28, 2026 03:34:49 GMT)..... (Chair of Governors)

Print Name: Rajesh Patel

Policy statement and principles

The Cedars Academy fully recognises the contribution it can make to protect children and support pupils in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive environment. We encourage children to talk about their worries and to report their concerns to us in a number of alternative ways. The pupils' welfare is of paramount importance and we are committed to keeping children safe. Policies such as our Staff Code of Conduct Policy, Safer Recruitment Policy, Complaints Policy, Behaviour Policy, Online Safety Policy, and procedures are in place to support safeguarding and any actions linked to safeguarding will be taken in a timely manner to safeguard and promote children's welfare.

This Child Protection Policy will be reviewed by the Senior Designated Safeguarding Lead *Kath Sedgley* on a regular basis to ensure it remains current and incorporates all revisions made to local or national safeguarding guidance. This policy will as a minimum be fully reviewed once a year during the autumn term. The policy Template will be approved by the Trust Board. School specific policies created using the approved template will be approved by the Local Governing Body for approval at the first autumn term meeting.

1/9/2026

1/9/2027

Role	Name	Contact Details
Headteacher / Principal	James Rolfe	James.Rolfe@thecedarsacademy.org.uk 0116 2677107
Senior Leader(s) available for contact in the absence of the DSLs	Zak Allard	Zak.Allard@thecedarsacademy.org.uk 0116 2677107
Designated Governor for Child Protection / Safeguarding	Rajesh Patel	Rajesh.Patel01@thecedarsacademy.org.uk
Senior Designated Safeguarding Lead	Kath Sedgley	Kathleen.Sedgley@thecedarsacademy.org.uk 0116 2677107
Deputy Safeguarding Lead	Bianca Wright	Bianca.Wright@thecedarsacademy.org.uk 0116 2677107
Names of additional Safeguarding Officers	Rachael Farrell Kyla Moon Ema Carpenter Hayley Pugh Samantha Chapman Steven Hill	Rachael.Farrell@thecedarsacademy.org.uk 0116 2677107 Kyla.Moon@thecedarsacademy.org.uk 0116 2677107 Ema.Carpenter@thecedarsacademy.org.uk 0116 2677107 Hayley.Pugh@thecedarsacademy.org.uk 0116 2677107 Samantha.Chapman@thecedarsacademy.org.uk 0116 2677107 Steven.Hill@thecedarsacademy.org.uk 0116 2677107
Chair of Governors	Rajesh Patel	Rajesh.Patel01@thecedarsacademy.org.uk
Leicester and the Leicestershire and Rutland Safeguarding Children Partnerships Procedures Manual.	Report Your Concerns about a Child or Young Person	LCC report neglect or abuse
LA Safeguarding Children in Education Officer	Charlotte Davis	0116 3057750 Charlotte.davis@leics.gov.uk
LA Child Protection Contact / LADO	CFS-LADO@leics.gov.uk LADO service is available office hours only: Monday-Thursday, 8.30am - 5.00 pm and Friday, 8.30am - 4.30pm	CFS-LADO@leics.gov.uk Link to LADO referral form: https://www.leicestershire.gov.uk/education-and-children/child-protection-and-safeguarding/report-a-childcare-worker-or-volunteer
First Response	For urgent concerns about a child who needs	0116 305 0005

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

Legislation and statutory guidance

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

This policy is also based on the following legislation:

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

disabled students. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment

- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve student outcomes. Some students may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination
- Working Together to Improve School Attendance, working together to improve school attendance 2024.

1. Purpose and Aims

1.1 Our policy applies to all staff, governors and volunteers working in the academy and takes into account statutory guidance provided by the Department for Education and local guidance issued by the Leicestershire Safeguarding Children Partnership.

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

1.3 The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

2. Child Protection and Safeguarding Statement

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

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

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

3.1 Everyone who works at The Cedars Academy understands they are an important part of the wider safeguarding system for children and accepts safeguarding and promoting the welfare of children is everyone's responsibility and everyone who comes into contact with children and their families has a role to play. To fulfil this responsibility effectively,

all our staff, including supply staff and volunteers will ensure their approach is child-centred and will be supported to consider, always, what is in the best interests of the child.

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

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

4. Safeguarding and promoting the welfare of children

4.1 Defined as:

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

5. Whole school approach to safeguarding:

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

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

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

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

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

5.6 Our senior designated safeguarding lead will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's

social care, police, family help, and health were required, as the designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

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

- Pupils' health and safety and emotional well-being, and their mental and physical health or development.
- Meeting the needs of children with special educational needs and/or disabilities.
- Meeting the legal duties on the school under the Equality act: will not unlawfully, discriminate against pupils or students based protected characteristics; we will carefully consider how we support pupils/students regarding particular protected characteristics; we will take positive action to deal with particular disadvantages affecting pupils or students
- Where a child receives elective home education and has an EHCP, the LA should review the plan working with parents and carers.
- The use of reasonable force.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits and off- site education.
- Alternative Provision placements
- Intimate care and emotional wellbeing.
- On-line safety and associated issues including filtering and monitoring in accordance with DfE monitoring standards.
- Appropriate arrangements to ensure school security, considering the local context.
- Keeping children safe from risks, harm, exploitation and sexual violence and sexual harassment between children: KCSiE 2026
- Ensuring there is an appropriate safeguarding curriculum.

7. Safeguarding can involve a range of potential issues

7.1 Such as:

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

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

7.2 All our staff and volunteers are aware of the indicators of abuse, neglect and exploitation and Modern slavery, know what to look for is vital for the early identification so that support can be put in place. Our staff and volunteers are also

aware of the specific safeguarding issues that indicate or inform of concerns or incidents linked to child criminal exploitation and child sexual exploitation and know to report concerns directly to the designated safeguarding or a member of the senior leadership team should the designated safeguarding lead not be available for children who may be in need of help or protection. Such as: Ensuring that children, where relevant, must be collected from school by a suitable person authorised by the parent/carer. If the school believes that the person collecting the school is not suitable, this must be challenged.

7.3 Our staff recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, exploited or a victim of modern slavery they may not recognise their experiences as harmful. Children may also feel embarrassed, humiliated, or could be being threatened not to tell, so not feel able to share what is happening to them. Alternatively, we recognise children may not want to make a disclosure or talk about what is happening due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child and agree a way forward to support the child and determine how best to build trusted relationships with children and young people which facilitate good opportunities for communication.

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

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

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

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

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

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

8. Online Safety

8.1 Our school approach to online safety, including appropriate filtering and monitoring on school devices and school networks is reflected in the Online Safety Policy and the Trust IT Safeguarding and Content Filtering Strategy.

8.2 Our Trust safeguarding Lead has responsibility for this strategy. As part of this responsibility, they will consider the number of and age range of the children, those who are potentially at greater risk of harm, and how often they access the IT system along with the proportionality of costs versus safeguarding risks. This is overseen and regularly reviewed by the Trust Board to ensure that our approach meets the standard published by the Department for Education filtering and monitoring standards.

8.3 Our Trust will ensure they maintain oversight of the Online Safety Policy and the arrangements put in place to ensure appropriate filtering and monitoring on school devices. Our approach to online safety is set out in the Online Safety Policy and the IT Safeguarding and Content Filtering Strategy.

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

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

8.6 *All forms of abuse or harassment will be reported in accordance with national safeguarding guidance, and we will take a 'zero tolerance' approach to harassment and abuse as informed in KCSiE 2026.*

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

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

8.9 Where concerns relating to child-on-child abuse are identified, the school will implement and regularly review robust risk assessments to evaluate the level of risk and ensure appropriate safeguards are in place to protect children from harm.

9. Identifying Concerns

9.1 All members of staff, volunteers and governors will be aware of indicators of abuse, neglect and exploitation know, will know how to identify pupils who may be being

harmed and then how to respond to a pupil who discloses abuse, or where others raise concerns about them. Our staff will be familiar with procedures to be followed and will receive safeguarding and child protection (including online safety) updates.

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

9.3 The five main categories of child abuse are as follows:

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

10. Indicators of abuse, neglect and exploitation:

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

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

10.3 **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a chid they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectation being imposed on children. These may include interactions that are beyond a child's developmental capability as well as over protection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

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

10.6 **Child Criminal Exploitation:** occurs where an individual or an organised network or gang, and the victim may identify as being part of this group, takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual.
Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology. Criminal exploitation often happens alongside sexual or other forms of exploitation.
Child Criminal Exploitation is broader than just county lines and includes for instance children forced to work on cannabis farms, to commit theft, shoplift or pickpocket, or to threaten other young people.

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

11. Safeguarding issues:

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

11.2 *All staff receive appropriate safeguarding training that covers the signs and indicators of abuse, the trilogy of risk, Prevent duty, Child on Child abuse, Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), Female Genital Mutilation (FGM), Sextortion, potential risks of Artificial Intelligence. Staff also receive half termly CPD to ensure they*

remain vigilant and able to respond to safeguarding concerns, incidents or emerging threats.

11.3 The Trust and its schools recognise that online abuse, exploitation, grooming, radicalisation, cyberbullying and exposure to harmful content can take place both within and outside of the school environment. These risks may be heightened during periods of remote learning or when children are accessing online platforms away from school and with reduced parental supervision. As such, schools provide pupils with age-appropriate online safety education and regularly reinforce safe online behaviours through the curriculum, assemblies, safeguarding messages and pastoral support.
All staff receive safeguarding training that includes online safety, ensuring they understand current risks, reporting procedures, and the expectations surrounding filtering and monitoring systems.
The school benefits from a Trust wide content filter that monitors and protects pupil devices both in and out of school. The content filter provides an out-of-hours service that escalates concerns to senior leaders and the police as appropriate.
This supports a whole-school approach to safeguarding and helps ensure children can access and benefit from online learning and digital media in a safe and secure manner.

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

11.5 The Cedars Academy places children at the centre of its safeguarding arrangements. Pupils are informed of the various ways in which they can raise concerns or seek support, including speaking to a trusted member of staff, emailing DSL@thecedarsacademy.org.uk, or reporting concerns through the YOUHQ platform. All staff are expected to listen to and take children's concerns seriously. Pupils will be reassured that they are being heard, that their concerns will be acted upon appropriately, and that they will be supported and kept safe throughout the safeguarding process.

11.6 Our aim is to provide a safe environment and vigilant culture where children and young people can learn and be safeguarded. If there are safeguarding concerns, we will respond with appropriate action in a timely manner for those children who may need help or who may be suffering, or likely to suffer, significant harm.

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

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

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

12. Alternative providers and other agencies

12.1 The Cedars Academy works closely with a wide range of external agencies and statutory safeguarding partners to support vulnerable children and ensure that their needs are identified and addressed promptly. We maintain effective working relationships with Children's Social Care, Early Help Services, Health Professionals, the Police, CAMHS, Education Welfare Services, and other specialist agencies. Regular communication takes place through multi-agency meetings, strategy discussions, Child Protection Conferences, Child in Need reviews, Team Around the Family (TAF) meetings, and professional consultations. Our safeguarding team works proactively with allocated social workers and other professionals to share information appropriately, coordinate support, and promote positive outcomes for children and their families. Where appropriate, The Cedars Academy facilitates meetings on-site to enable children, parents, carers, and professionals to engage more effectively in support planning and decision-making. Staff actively participate in local safeguarding forums, partnership events, and multi-agency training to ensure safeguarding practice remains effective and informed by current local and national guidance. Through collaborative working, we seek to remove barriers to engagement, provide timely support, and ensure that children remain at the centre of all safeguarding arrangements.

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

12.3 Children who attend alternative education often have complex needs, it is important governing bodies/trusts and designated safeguarding leads ensure children are fully always supported, and the alternative setting is aware of any additional risks of harm that pupils may be vulnerable to. Information sharing for pupils who receive education provision outside of a mainstream setting is vital to support the child and ensure the learning environment where they are placed has all necessary information for the child before they access the provision. The working together principles are key to keep the child safe and understanding the vulnerabilities needing to be supported. This should include up to date contact details for the professionals working with the child and family.

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

12.5 The Cedars Academy maintains robust oversight of all pupils accessing Alternative Provision. We have daily communication with Alternative Providers to monitor attendance, engagement, welfare, and ensure that we are aware of each pupil's

whereabouts during the school day. In addition, members of school staff undertake visits to all pupils placed in Alternative Provision at least half-termly to review the quality of provision, monitor progress and wellbeing, and ensure that safeguarding and educational needs are met. This regular contact and monitoring enable The Cedars Academy to maintain strong partnerships with providers and ensures that pupils receive appropriate support in a safe and effective learning environment.

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

12.7 The Cedars Academy recognises that safeguarding is a shared responsibility and is committed to working proactively with partner agencies to promote the welfare, safety and wellbeing of children. Where there are concerns about a child, information will be shared appropriately, proportionately, and in accordance with statutory safeguarding guidance, data protection legislation, and local safeguarding procedures. The school will work closely with the Police where there are concerns relating to a child's safety, criminal exploitation, missing episodes, domestic abuse, online safety risks, criminal investigations or any situation where police involvement is necessary to safeguard a child. The school will make referrals to and work in partnership with Children's Social Care where there are concerns that a child may be suffering, or is at risk of suffering, significant harm. The Designated Safeguarding Lead (DSL) will liaise with social workers, attend multi-agency meetings, contribute to assessments and share relevant information to support safeguarding plans and interventions. Where emotional wellbeing or family relationship concerns are identified, the school may work with Relate Counselling and other therapeutic services to ensure children and families receive appropriate support. Relevant safeguarding information will be shared where necessary to promote the child's welfare and ensure coordinated support. The school works closely with the NHS Mental Health Support Team (MHST) to identify and support pupils experiencing mental health difficulties. Information may be shared to facilitate assessments, interventions, risk management and ongoing support where there are safeguarding concerns impacting a child's emotional wellbeing. The Cedars Academy values partnerships with community organisations, including *Leicester City Football Club (LCFC*) and Teen Health, where pupils access mentoring, wellbeing programmes, enrichment activities or targeted support. Where safeguarding concerns arise, or where such agencies hold information relevant to a child's welfare, the school will work collaboratively and share information appropriately to ensure that concerns are identified early and acted upon effectively. Through effective multi-agency working, The Cedars Academy seeks to ensure that children receive timely help, appropriate intervention and coordinated support to keep them safe and promote positive outcomes.

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

12.9 Where the school premises are used by an external organisation, community group, sports club, service provider or any other individual to provide activities for children, any safeguarding concern or allegation arising from those activities will be treated in the same way as any other safeguarding allegation. The school retains its safeguarding

responsibilities and will ensure concerns are reported and managed in accordance with the Child Protection and Safeguarding Policy and KCSIE 2026. Any allegation meeting the harm threshold will be referred to the Local Authority Designated Officer (LADO) without delay, and the school will work with the hiring organisation and relevant agencies to ensure appropriate safeguarding action is taken. External organisations hiring the premises are expected to have appropriate safeguarding arrangements in place and to cooperate fully with any safeguarding enquiries or investigations.

13. CPD, culture and ethos

13.1 All staff, volunteers and supply staff receive safeguarding information and training as part of their induction, including the school's safeguarding procedures, staff code of conduct, and expectations for reporting concerns. Regular safeguarding updates and training are provided throughout the year to ensure knowledge remains current. The school monitors understanding through discussions, supervision, training assessments and safeguarding briefings to ensure that all adults know how to recognise, respond to and report concerns or disclosures appropriately

13.2 The school is committed to safer recruitment and follows statutory guidance to ensure that all staff, volunteers and contractors are appropriately vetted before commencing work. We maintain a culture of ongoing vigilance, recognising that safeguarding is everyone's responsibility and that concerns may arise both within and outside the workplace, including online activity. Staff are expected to uphold the highest standards of professional conduct at all times, and any concerns regarding behaviour, suitability to work with children, or potential safeguarding risks are acted upon promptly and in accordance with safeguarding and allegations procedures. Through safer recruitment practices, regular training, professional curiosity and a strong safeguarding culture, we work to ensure that children are safe, supported and able to thrive and benefit fully from their education.

14. Responsibilities of the DSL/DSL Team

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

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

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

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

14.5 The Cedars Academy recognises the importance of safeguarding and ensures that safeguarding responsibilities are given the highest priority. The Designated Safeguarding Lead (DSL), Deputy DSLs and the Designated Teacher are allocated non-teaching time and/or reduced teaching timetables to enable them to fulfil their safeguarding duties effectively. This ensures they have sufficient capacity to respond promptly to concerns, liaise with external agencies, attend multi-agency meetings, support vulnerable pupils and families, maintain accurate safeguarding records, and provide advice and guidance to staff. The Academy's leadership team regularly reviews staffing arrangements to ensure safeguarding leaders have the time and availability required to carry out their statutory responsibilities effectively.

14.6 The Cedars Academy recognises the importance of working closely with specialist services to ensure that children and families with SEND receive appropriate support and advice. The school seeks guidance and intervention from a range of professionals and agencies, including SENDIASS, Speech and Language Therapy Services, Autism Outreach Services, the Vision Support Team, and relevant NHS services. These agencies provide advice, assessments, training, and targeted support to help identify and address barriers to learning, communication, wellbeing, and safeguarding. By working collaboratively with families and external professionals, the school seeks to ensure that pupils with SEND are safeguarded effectively and have access to the support needed to achieve positive outcome

15. The eight main elements of our Child Protection Policy

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

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

- Ensuring we have appropriate policies and procedures to deal with child-on-child sexual violence and sexual harassment, including those that have happened outside of the school or college premises and/or online, forms of harassment and harmful sexual behaviour. Filtering and monitoring arrangements for online safety and harms are set out in our Online safety Policy and the IT Safeguarding and Content Filtering Strategy
- Reflect the school's approach to child-on-child abuse

16. Providing a safe environment

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

16.2 The Cedars Academy will therefore:

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

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

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

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

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

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

16.2.7 Recognise how pressure from others and safeguarding vulnerabilities can affect their behaviour.

16.2.8 Recognise the link between mental health, school attendance and children 'absent from education' and the impact on learning, progress, and educational attainment.

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

16.2.10 Act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.

16.2.11 Ensure that the Trust Behaviour policy is followed, this policy includes measures to prevent bullying, including cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying and use of social media platforms and networks.

16.2.12 Ensure that the Trust Online Safety policy is followed, this policy addresses statutory filtering and monitoring standards, which consider remote learning, and use of mobile and smart technology and is reviewed regularly to take into account any new threats.

16.2.13 Address any 'harm outside the home' also known as 'extra familial harm.' Schools are a place of protection and where children and young people can share concerns and seek support and are place of safety and where children and young people can form safe and trusted relationships. Through creating a whole school ethos and sharing excellent communication with safeguarding partners and services, children and young people can feel assured they will be listened to, heard, and offered support to enable them share sensitive information and strengthen their resilience.

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

16.3 The Cedars Academy recognises the importance of addressing harm that occurs outside the home and works in line with the guidance and resources provided by the Child Exploitation and Online Protection framework (http://www.childexploitationeastmidlands.org.uk) and local safeguarding partnerships. The school is committed to identifying and responding to risks such as child exploitation, criminal exploitation, serious violence, online harm, and peer-on-peer abuse that may impact pupils beyond the school environment. Where concerns are identified,

16.4 Where concerns regarding harm outside the home are identified The Cedars Academy works closely with Family Help services, Children's Social Care, and the Police to assess risk, share information appropriately, and coordinate effective support and intervention. We also work collaboratively with parents and carers, providing advice, guidance, and signposting to specialist services to help keep children safe. Through multi-agency partnership working, the school seeks to safeguard pupils, support families, and contribute positively to the safety and wellbeing of the wider community.

16.5 The Cedars Academy embeds safeguarding throughout its broad and balanced curriculum. Pupils receive regular Personal Development lessons and assemblies that promote awareness of key safeguarding issues and help them develop the knowledge and skills needed to keep themselves safe. The Academy also works in partnership with external agencies, including the Police and Fire Service, who deliver workshops, presentations, and assemblies on topics of relevance to children's safety, wellbeing, and personal development.

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

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

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

16.9 Promote pupil health and safety.

16.10 Promote safe practice and challenge unsafe practice.

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

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

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

16.14 Ensure school site security.

16.15 Address drugs and substance misuse issues.

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

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

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

17. Additional measures

17.1 The Cedars Academy maintains robust oversight of all pupils accessing off-site education or alternative learning provision. Daily welfare and attendance check-ins are undertaken with the alternative provider to ensure that pupils are safe, engaged, and accessing their agreed education programme. In addition, members of school staff conduct monitoring visits at least half-termly to review the quality of provision, monitor pupil progress and wellbeing, and ensure that safeguarding arrangements remain effective. The Academy works closely with providers, parents/carers, and relevant agencies to ensure that appropriate safeguarding checks are completed and that any concerns are identified, shared, and addressed promptly.

17.2 The Cedars Academy recognises that mental health difficulties can be both an indicator of and a consequence of abuse, neglect, or exploitation. The Senior Designated Safeguarding Lead (DSL), DSL team, and all staff work closely with agencies including the NHS, NHS Mental Health Support Team (MHST), Children's Social Care, Family Help Services, and the Police to identify, assess, and support children who may be vulnerable. Staff are trained to recognise the signs and

indicators of abuse, neglect, exploitation, and emerging mental health needs, and understand that changes in behaviour, attendance, presentation, emotional wellbeing, or engagement may be signs that a child requires additional support or safeguarding intervention. Concerns are reported promptly through the Academy's safeguarding procedures, enabling effective multi-agency working to ensure that children and their families receive timely and appropriate support

17.3 The Cedars Academy is committed to ensuring that all pupils, including those who may identify as LGBT, have access to trusted adults who can provide support, guidance, and reassurance. Every pupil has a network of trusted adults within the Academy, including their Tutor, Head of Year, and Student Manager, as well as access to the Designated Safeguarding Lead (DSL) team and appropriate external support agencies. Staff foster a culture of inclusion, respect, and acceptance, enabling pupils to be open about their identity and experiences without fear of discrimination. The Academy recognises that homophobia, biphobia, and transphobia are forms of prejudice and discrimination and will not be tolerated. All concerns are taken seriously and addressed promptly to ensure that pupils feel safe, supported, and valued within the school community

17.4 The Cedars Academy recognises that child abduction and community safety incidents can have a significant impact on the safety and wellbeing of children and young people. In the event of a child being abducted, going missing, or where there are concerns regarding suspicious individuals, loitering, or other community safety incidents affecting pupils, the Academy will take immediate action to safeguard those at risk. This may include contacting the Police, Children's Social Care, and any other relevant agencies, as well as informing parents/carers where appropriate. The Academy works closely with partner agencies to share information, assess risk, and implement appropriate safeguarding measures to protect children. Any concerns relating to child abduction, missing children, exploitation, or community safety are treated seriously, reported promptly, and managed in accordance with local safeguarding procedures and statutory guidance.

17.5 The Cedars Academy promotes personal safety through its curriculum, assemblies, and regular communications with parents and carers. Pupils are taught age-appropriate strategies to keep themselves safe in the community, including awareness of stranger danger, personal safety, and how to seek help from a trusted adult if they feel unsafe. As pupils develop greater independence, the Academy provides guidance on travelling safely to and from school, whether walking, cycling, using public transport, or travelling independently. Through educational activities, assemblies, and practical safety messages, pupils are supported to develop the confidence, knowledge, and skills needed to make safe choices, recognise potential risks, and know where and how to access support when required.

18. Procedures for identifying and reporting cases

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

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

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

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

18.1.4 Ensure we have a nominated governor responsible for safeguarding.

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

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

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

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

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

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

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

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

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

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

18.1.15 Ensure all records are kept securely: The Cedars Academy ensures that all safeguarding and pupil records are maintained securely through a password-

protected electronic management and recording system. Access to records is restricted to authorised staff on a need-to-know basis, ensuring that confidential information is stored, managed, and shared appropriately in accordance with data protection legislation and statutory safeguarding guidance.

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

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

18.1.18 Ensure safe recruitment practices are always followed.

18.1.19 Apply confidentiality appropriately.

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

Supporting children and working in partnership

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

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

19.3 Our school will endeavour to support the pupil through:

19.3.1 Developing the content of the curriculum to support pupils' safeguarding, wellbeing, personal development, and resilience. Through Personal Development lessons, assemblies, enrichment activities, and targeted interventions, pupils are taught how to recognise and manage risk, keep themselves safe, maintain healthy relationships, support their mental health and wellbeing, and seek help when needed. The Academy regularly reviews curriculum content to ensure it reflects emerging safeguarding issues and the needs of its pupils. We work in partnership with a range of agencies, including the Police,

NHS services, Mental Health Support Team (MHST), Children's Social Care, Family Help Services, Fire Service, and other specialist organisations, to provide education, workshops, advice, and targeted support. This collaborative approach ensures that pupils receive timely, relevant, and effective safeguarding education and intervention, promoting their safety, welfare, and positive outcomes.

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

19.3.3 The school behaviour policy and anti-bullying policy which is kept up to date with national and local guidance and which is aimed at supporting vulnerable pupils in our *school/college*.

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

19.3.5 The Cedars Academy is committed to ensuring that all pupil concerns are listened to and acted upon promptly. Pupils can access support through a range of pastoral structures, including their Tutor, Head of Year, Student Manager, and the safeguarding team. Where additional support is required, pupils may access specialist provision within the Academy, including the Pupil Premium Base, Pastoral Hub, and Curriculum Support Centre. These spaces provide targeted emotional, wellbeing, behavioural, and academic support, enabling pupils to discuss concerns, regulate their emotions, and receive appropriate intervention. The Academy works closely with parents, carers, and external agencies where necessary to ensure that concerns raised by pupils are addressed effectively and that appropriate support is put in place to promote their safety, welfare, and achievement.

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

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

19.3.8 The Cedars Academy recognises that children and young people with Special Educational Needs and Disabilities (SEND) may be at increased risk of abuse, neglect, exploitation, and other safeguarding concerns. All staff receive regular training to ensure they understand the additional vulnerabilities that some pupils with SEND may experience and are able to identify, respond to, and support safeguarding concerns effectively. The Academy provides a comprehensive pastoral support system, enabling pupils to access appropriate emotional, social, and academic support through their Tutor, Head of Year, Student Manager, and the safeguarding team. Additional targeted support is

available through the Curriculum Support Centre, Pupil Premium Hub, and Pastoral Hub, ensuring that pupils with SEND receive the individualised support and interventions necessary to promote their safety, wellbeing, engagement, and achievement. The Academy works collaboratively with parents, carers, and external agencies to ensure that barriers to communication are addressed and that the voice of the child is heard and acted upon.

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

19.3.10 Any member of staff receiving a report or concern will inform the Designated Safeguarding Lead (DSL) immediately, or, in their absence, a Deputy Designated Safeguarding Lead (DDSL). Appropriate action will then be taken in accordance with the school child protection policy. All concerns will be taken seriously, recorded appropriately, and managed promptly to ensure the safety, welfare, and wellbeing of all pupils involved.

19.3.11 The Cedars Academy encourages all pupils to seek advice, support, or raise concerns whenever they feel worried, unsafe, or need help. Pupils can speak directly to any trusted member of staff, including their Tutor, Head of Year, Student Manager, or a member of the safeguarding team. They can also contact the safeguarding team by emailing **dsl@thecedarsacademy.org.uk** or by reporting a concern through YouHQ. The Academy promotes a culture where pupils feel confident that their concerns will be listened to, taken seriously, and acted upon appropriately to ensure their safety and wellbeing.

19. Staff and Safer Recruitment

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

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

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

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

20.5 All volunteers working in regulated activity with have an enhanced DSB.

20.6 Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the School Employee Code of Conduct, which includes contact between staff and pupils outside the work context. Concerns regarding low-level concerns will be included in our Code of Conduct from 1 September 2026 in line with KCSiE Part Four Section two. Staff can access a copy of this through the Virtual Learning Environment (VLE) and they have to confirm they have read the code of conduct as part of their annual /induction training.

20.7 Newly appointed staff and volunteers will be informed of the Academy's safeguarding arrangements and safer working practices through mandatory safeguarding training and an assessment of their understanding before commencing work or having contact with pupils.*All volunteers must now have a enhance DBS check before undertaking regulated activity in line with The Crime and Policing Act 2026.*

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

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

20.10 The Cedars Academy recognises that safeguarding work can at times be emotionally challenging. Staff have access to appropriate supervision and support to discuss safeguarding concerns they have managed, particularly where cases may have been distressing or upsetting. This enables staff to reflect on their practice, promote their own wellbeing, and ensure they are supported in carrying out their safeguarding responsibilities effectively

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

Please Note: KCSiE 2026 Part Three: Alternative Provision – Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil.

20.12 In line with *Keeping Children Safe in Education (KCSiE) 2026 Part Three*, all new staff, supply staff, volunteers, contractors and regular visitors receive an appropriate safeguarding induction upon joining the Academy. This includes information on child protection and safeguarding procedures, staff behaviour expectations, whistleblowing arrangements, the identity of the DSL team, and key safeguarding documents, including Part One of KCSiE. Contractors and visitors are required to follow the Academy's safeguarding and site procedures, while leaders ensure that all adults working with pupils understand their responsibilities for keeping children safe and know how to report concerns.

20.13 The Cedars Academy obtains written confirmation from the alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff.

20.14 The Cedars Academy keeps a record of the written confirmation received from the alternative provision provider that appropriate safeguarding checks have been completed on individuals working at the establishment.

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

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

21. Links to other Local Authority policies

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

- Behaviour Policy
- Staff Code of Conduct Policy
- Anti-bullying Policy
- Positive Handling Policy
- SEND Policy
- EVC Policy
- Careers Policy (Work Experience and Extended Work Placements)
- First Aid Policy and Medical Needs Policy
- Health & Safety Policy
- Relationship Sex and Health Education (RSHE) Policy (KS1-5)
- Security Policy
- Equality Statement
- Online Safety Policy

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

22. Raising Awareness - Roles and Responsibilities

22.1 All staff and volunteers: Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone in our school who comes into contact with children

and their families have a role to play in safeguarding children. All staff in our school consider, always, what is in the best interests of children.

22.2 At The Cedars Academy, all staff have a responsibility to safeguard and promote the welfare of children by maintaining a child-centred approach and acting at all times in the best interests of the child. Staff are expected to remain professionally curious and vigilant to indicators that a child may be at risk of harm, including changes in behaviour, attendance concerns, unexplained injuries, or signs of emotional distress. Any safeguarding concerns, disclosures, or observations must be accurately recorded and reported without delay to the Designated Safeguarding Lead (DSL) or a Deputy DSL in line with the school's safeguarding procedures. Staff must not attempt to investigate concerns themselves, ask leading questions, interview other pupils, or seek to gather evidence. Instead, they should listen, reassure the child where appropriate, and pass concerns promptly to the DSL team. All staff should also be aware of the importance of early help and be proactive in identifying children and families who may benefit from additional support or intervention at the earliest opportunity.

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

22.4 All staff contribute to providing a safe environment in which children can learn by maintaining positive, inclusive and supportive classroom environments with high expectations for behaviour, attendance and engagement. Staff promote positive relationships, model respectful behaviour, and implement the school's behaviour policy consistently to encourage children to make safe and responsible choices. Where behaviour falls below expectations, staff apply appropriate sanctions and interventions while seeking to understand any underlying safeguarding or welfare concerns. All staff remain vigilant to signs that a child may be vulnerable, recording and reporting concerns promptly in accordance with safeguarding procedures to ensure that children receive the right support at the earliest opportunity.

22.5 .The Cedars Academy is committed to ensuring the safety and welfare of pupils during educational visits, off-site activities and extended learning opportunities. Appropriate risk assessments are completed and reviewed in advance of all visits to identify and minimise potential risks. Staff ensure that suitable supervision arrangements are in place, with staff-to-pupil ratios meeting statutory guidance and the needs of the pupils participating. Registers are taken at key points throughout the visit, including departure, arrival, transition points and return to school, to ensure that all pupils are accounted for at all times. Staff remain vigilant throughout activities, follow agreed safeguarding procedures and take all reasonable steps to provide a safe and positive learning environment beyond the school site.

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

22.7 The Cedars Academy recognises the valuable contribution that contracted staff, external providers and partner agencies make to supporting pupils and families. To

ensure the safety and welfare of all children, any contracted professional who works directly with pupils, families or partner agencies on behalf of the school is required to provide appropriate identification, evidence of a valid enhanced Disclosure and Barring Service (DBS) check, and relevant letters of assurance or safeguarding compliance documentation prior to commencing their work. The school will undertake appropriate checks and maintain records to ensure that all external professionals working with children meet safeguarding requirements and are aware of their responsibilities for protecting children and reporting concerns in accordance with the school's safeguarding procedures.

22.8 The Cedars Academy is committed to working in partnership with parents and carers to safeguard and promote the welfare of children. Parents and carers are encouraged to contact the school at any time by telephone or email to seek advice, guidance or support from the pastoral team, Designated Safeguarding Lead (DSL) team, or other appropriate members of staff. The school recognises the importance of providing early support and will work collaboratively with families to identify and access appropriate interventions where needed. In addition, the safeguarding section of the school website https://www.thecedarsacademy.org.uk/about-us/general/safeguarding/provides information and signposts parents and carers to a range of local and national support services and agencies that can offer advice and assistance on safeguarding, wellbeing, mental health, family support and other welfare concerns. This ensures that families can access help and guidance both through the school and from specialist external organisations when required.

22.9 The Cedars Academy works collaboratively with Children's Social Care, Family Help services and other safeguarding partners to promote the safety, welfare and wellbeing of all pupils. The school recognises the importance of children being able to meet with their social worker during the school day where required and will facilitate these meetings in a timely and appropriate manner. The Designated Safeguarding Lead (DSL) team maintains effective communication with social workers and partner agencies, attends and contributes to multi-agency meetings, and shares relevant information in accordance with safeguarding legislation and guidance. Through this collaborative approach, the school supports the implementation of Child Protection Plans, Child in Need Plans and arrangements for Children Looked After (CLA/LAC), ensuring that identified risks are monitored, children's voices are heard, and their needs are met effectively to help keep them safe and achieve positive outcomes.

22.10 The Cedars Academy is committed to ensuring that children, parents and carers are aware of, and can access appropriate support at the earliest opportunity. The school actively signposts children, parents and carers to a range of local and national services through assemblies, Personal Development Curriculum (PDC) lessons, letters and communications home, the school website, and discussions during meetings with pupils and families. Staff, including the pastoral and safeguarding teams, work closely with children and parents to identify the most appropriate support based on the individual needs and circumstances of the child. Where additional help is required, families are supported to access specialist services and agencies to promote the safety, wellbeing and positive outcomes of pupils

22.11

23. Safeguarding Training

23.1 All our staff are aware of systems within The Cedars Academy and these are explained to them as part of staff induction, which include our child protection policy; the employee code of conduct and the role of the Designated Safeguarding Lead and Keeping Children Safe in Education 2026.

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

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

23.4 The Cedars Academy is committed to ensuring that all safeguarding staff maintain up-to-date knowledge and understanding of their safeguarding responsibilities. The Designated Safeguarding Lead (DSL) team accesses safeguarding training commissioned and quality-assured by Leicestershire County Council and other appropriate safeguarding partners. The school utilises training resources, updates and briefings provided through these channels to ensure that all staff receive regular safeguarding training and are kept informed of local and national developments, emerging safeguarding risks, and changes to statutory guidance. This ongoing professional development enables staff to fulfil their safeguarding duties effectively and respond appropriately to concerns about the welfare of children.

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

23.6 The Cedars Academy is committed to ensuring that all staff understand their safeguarding responsibilities, the support available to children and families, and the role of partner agencies in protecting children. Through safeguarding induction, regular training and updates, staff are made aware of local safeguarding arrangements, including the work of Children's Social Care, Family Help Services, the police, health professionals and other safeguarding partners. Staff are provided with information about the role and function of the Leicestershire and Rutland Safeguarding Children Partnership (LRSCP), how multi-agency safeguarding arrangements operate, and how to access the LRSCP website, resources and training opportunities. This training supports staff in understanding how to work effectively with safeguarding partners, particularly Children's Social Care, and ensures they are equipped to identify concerns, make appropriate referrals and contribute to safeguarding children effectively.

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

24. Staff responsibilities

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

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

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

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

24.1.4 Follow the procedures set out in the Trust policies with regard to online safety.

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

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

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

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

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

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

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

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

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

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

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

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

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

The school recognises that safeguarding and promoting the welfare of children is most effective when undertaken in partnership with other agencies and

professionals. We are committed to working collaboratively with external organisations to support the safety, wellbeing, personal development, and educational outcomes of our pupils.

To enhance our safeguarding practice and provide appropriate support for children and families, the school engages with a range of external services and professionals, including but not limited to:

- The NSPCC and other recognised safeguarding organisations.
- Local Police Services and Police Community Support Officers (PCSOs).
- Children's Social Care and Early Help Services.
- Educational Psychology Services.
- School Nursing and wider Health Services.
- Child and Adolescent Mental Health Services (CAMHS).
- Counselling and therapeutic support services.
- Local Authority Safeguarding Teams.
- *Youth Services and community-based support organisations.*
- *Specialist SEND professionals and support services.*

These partnerships provide opportunities for staff training, safeguarding education, information sharing, consultation, and direct support for pupils and families where appropriate. The school welcomes the involvement of external agencies in delivering assemblies, workshops, awareness programmes, and targeted interventions that promote pupils' safety, health, wellbeing, and resilience. Information will be shared with relevant agencies where there are safeguarding concerns, in accordance with statutory safeguarding guidance, data protection legislation, and local safeguarding partnership procedures. The school will work proactively with partner agencies to ensure that children receive timely and appropriate support and protection.

This collaborative approach reflects the school's commitment to fulfilling its safeguarding responsibilities and ensuring that all children are protected from harm and supported to achieve positive outcomes.

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

25. Senior Leadership/Management Team responsibilities:

25.1 Contribute to inter-agency working in line with HM Working Together to Safeguard Children guidance 2026.

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

25.3 Ensure all staff, supply staff and volunteers are alert to the definitions of abuse and indicators, and through access to regular training opportunities and updates.

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

25.5 Working with Children's Social Care, support their assessment and planning processes including the school's attendance at conference and core group meetings as appropriate.

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

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

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

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

25.10 The Cedars Academy is committed to working collaboratively with Children's Social Care, Family Help Services, the Leicestershire and Rutland Safeguarding Children Partnership (LRSCP), Leicestershire County Council (LCC), and other relevant safeguarding agencies to protect children and promote their welfare. Where concerns arise regarding a child's safety, wellbeing or welfare, the Designated Safeguarding Lead (DSL) team will seek advice, share information and make referrals to appropriate agencies in accordance with local safeguarding procedures and statutory guidance. The school recognises that children who have a social worker, including those subject to Child Protection Plans, Child in Need Plans, or who are Children Looked After, may be at increased risk of harm and require additional support. The DSL team works proactively with social care professionals and multi-agency partners to ensure that concerns are addressed promptly, risks are reduced, and children receive the support they need. The school actively participates in strategy discussions, child protection conferences, core groups, child in need meetings and other multi-agency forums, ensuring that children's voices are heard, information is shared appropriately, and safeguarding plans are effectively implemented to keep children safe and support their educational progress and wellbeing.

25.11

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

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

26.2 The Children and Social Work Act of 2017, places responsibilities for Designated Teacher to have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England and Wales.

26.3 The Cedars Academy's Designated Teacher for children who meet the criteria stated in 26.2 is well known to pupils and plays an active role in supporting their educational progress, wellbeing and welfare. The Designated Teacher meets regularly with pupils,

attends transition meetings, Personal Education Plan (PEP) meetings Looked After Children (LAC) reviews and other relevant multi-agency meetings to ensure that pupils' needs are identified and appropriately supported. Through maintaining regular contact with pupils, carers, social workers and other professionals, the Designated Teacher helps to promote stability, monitor progress and ensure that children receive the support and advocacy they need to achieve positive outcomes and remain safe.

27. Designated Safeguarding Lead

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

27.2 We also have at least two Deputy Safeguarding Lead, who will provide cover for the Senior Designated Safeguarding Lead when they are not available. Our Deputy Safeguarding Lead has received the same training as our Senior Designated Safeguarding Lead. They will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the school ethos and that specific duties are discharged. They will assist the Senior Designated Safeguarding Lead in managing referrals, attending child protection conferences, reviews, core group meetings and other meetings of a safeguarding and protection nature to support the child/children.

27.3 Due to the size of the school site and the number of pupils on roll, The Cedars Academy has a team of Designated Safeguarding Leads (DSLs) identified within this Child Protection and Safeguarding Policy. This ensures that safeguarding expertise, support and decision-making are readily accessible across the school and that concerns can be responded to promptly and effectively. The DSL team works collaboratively to oversee safeguarding practice, provide advice and guidance to staff, liaise with external agencies, and ensure that all safeguarding and child protection concerns are managed appropriately. Having multiple DSLs enhances the school's capacity to safeguard pupils, maintain effective communication with families and professionals, and ensure that children receive timely support and intervention when required.

27.4 All DSL's have completed the required training and are overseen by the Senior Designated Safeguarding Lead, to ensure you fulfil your child protection responsibilities to meet the needs of the children/ young people on roll.

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

28. The Senior Designated Safeguarding Lead is expected to:

28.1 Manage Referrals:

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

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

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

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

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

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

28.5 The Cedars Academy recognises that some children may be more vulnerable to safeguarding concerns and may require additional support to ensure they remain safe, achieve positive outcomes and engage successfully in education. The school adopts a child-centred approach and works proactively with pupils, families and external agencies to identify and respond to needs at the earliest opportunity. Through a strong pastoral structure, regular welfare monitoring, safeguarding oversight and multi-agency working, the school provides targeted support for children who are vulnerable, have a social worker, are subject to Child Protection Plans, Child in Need Plans, are Children Looked After, or who may be at risk of harm. For pupils accessing alternative education placements or off-site provision, the school maintains regular communication, monitoring and oversight to ensure attendance, welfare, educational progress and safeguarding arrangements are effective. The Designated Safeguarding Lead (DSL) team works closely with families, social care and other professionals to ensure that identified risks are managed appropriately, support is coordinated effectively, and the needs of each child are met.

28.6 Work with others:

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

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

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

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

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

28.6.6 Liaise with the local authority and other agencies in line with Working Together to Safeguard Children 2026 and the local Leicestershire Safeguarding Children Partnership procedures and practice guidance.

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

28.7 The Designated Safeguarding Lead (DSL) team plays a key role in promoting safeguarding awareness across the school community. DSLs regularly share safeguarding updates, learning from incidents, and information relating to emerging risks and threats with staff through safeguarding briefings, training sessions and daily staff bulletins. In addition, the DSL team contributes to the development and delivery of the Personal Development Curriculum (PDC) and Spiritual, Moral, Social and Cultural (SMSC) curriculum to ensure that pupils receive timely, relevant and age-appropriate education on safeguarding issues and emerging risks. The school also works in partnership with external agencies and specialist organisations, including the police and other safeguarding professionals, to deliver assemblies, workshops and targeted interventions that further enhance the knowledge, awareness and resilience of pupils and staff. This proactive approach helps to create a strong safeguarding culture and supports the prevention of harm.

28.8 The Cedars Academy recognises the importance of working collaboratively with safeguarding partners to protect children and promote their welfare. The Designated Safeguarding Lead (DSL) team will seek advice, guidance and support from appropriate external agencies, including the Police, the NSPCC, Children's Social Care, the Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) and other relevant professionals where there are safeguarding concerns, emerging risks or uncertainty regarding the most appropriate course of action. The school values the expertise of partner agencies and will consult and share information, where appropriate, to ensure that risks are properly assessed, concerns are responded to effectively, and children receive timely support and protection. This collaborative approach helps to ensure that safeguarding decisions are informed, proportionate and focused on achieving the best possible outcomes for children.

28.9 Undertake training:

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

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

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

28.10 The Senior Designated Safeguarding Lead (DSL) is responsible for delivering annual safeguarding training to all staff and providing regular safeguarding updates throughout the year, including half-termly briefings on key safeguarding themes, emerging risks, legislative changes, and local safeguarding priorities. This ensures that staff maintain an up-to-date understanding of their safeguarding responsibilities and are equipped to identify, respond to, and report concerns effectively.

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

28.11.1 Understand the assessment process for providing early help and intervention through the Thresholds to access to services.

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

28.11.3 Ensure that each member of staff has access to the child protection policy and procedures.

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

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

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

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

28.11.8 Understand the reporting requirements for FGM

28.11.9 Understand and support children to keep safe when online and when they are learning at *home [KCSiE 2026 Part Two – The Management of Safeguarding).*

28.11.10 Encourage a culture of protecting children, listening to children and their wishes and feelings.

28.12 Raise awareness:

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

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

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

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

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

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

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

29.2 For keeping a record of the number of children open and subject to CP, CiN and LAC concerns is maintained and shared with the governing body annually.

29.3 For keeping a record or data on the cohort of children having or have had a social worker and social care involvement will be maintained.

29.4 Our school will maintain, keep and storing records, where a concern about a child has been identified in accordance with statutory guidance in KCSiE 2026.

29.5 The Designated Safeguarding Lead (DSL), supported by the Deputy DSLs, is responsible for ensuring that all safeguarding concerns and incidents are reported, recorded and responded to promptly and appropriately. All concerns raised by staff, pupils, parents or external agencies are treated seriously and are acted upon with urgency to ensure that children receive timely support and protection. The DSL team reviews all safeguarding records, determines appropriate actions, and, where necessary, seeks advice from Children's Social Care, the Police, the NSPCC and other relevant safeguarding partners.

The Cedars Academy maintains safeguarding records on a secure, password-protected electronic management system. All child protection records are kept confidential, accurate, up to date and separate from the main pupil file. Recording, retention and information-sharing arrangements are undertaken in accordance with *Keeping Children Safe in Education (KCSiE) 2026 Annex B*. When a pupil transfers to another school, alternative provision, college, or moves into Elective Home Education, the DSL ensures that child protection information is transferred securely and without delay to the receiving setting. The academy obtains confirmation of receipt and retains a record of the transfer. Where appropriate, the DSL also engages directly with the receiving safeguarding lead to ensure continuity of support and that any ongoing risks, vulnerabilities or safeguarding concerns are clearly understood. This process helps to ensure that children remain protected and that safeguarding information follows the child throughout their education.

29.6 Availability - During term time the Senior Designated Safeguarding Lead *(or a Deputy)* will always be available (during school hours) for staff in the school or college to discuss any

safeguarding concerns. In the absence of the Designated Safeguarding Leads a member of the senior leadership team will be nominated to provide cover. Appropriate safeguarding arrangements are also in place for all extended school activities, educational visits, enrichment opportunities and any out-of-school-hours provision.

30. Headteacher

30.1 The Headteacher of the school will ensure that:

30.1.1 All policies and procedures, (particularly those concerning referrals of cases of suspected abuse, neglect and exploitation), are understood, and followed by all staff.

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

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

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

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

30.1.6 The Headteacher will ensure there are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in KCSiE 2026.

30.1.7 Where there is an allegation made against a member of staff (either paid or unpaid, including volunteers) that meets the criteria for a referral to the LADO, then the headteacher or principal will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four: Allegations made against/Concerns raised in relation to teachers, including supply teachers, trainee teachers other staff, volunteers, and contractors in KCSiE 2026. If the allegation is against the Headteacher/Principal, then the Chair of the Governing Body will manage the allegation – see below.

31. Governing Body and Multi- Academy Trust

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

31.2 The Trust Board and local Governing body will be collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices by:

31.2.1 Ensuring there is an individual member of the governing body to take responsibility for safeguarding in the school.

31.2.2 Ensuring that the school has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2026) as well as with local LRSCP guidance and monitors the school's compliance with them.

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

31.2.4 Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSiE 2026 page 38, 138 to 150 and annex B pages 183.

31.2.5 Ensuring cooperation with the local authority and other safeguarding partners.

31.2.6 Ensuring that all staff, supply teachers and governors read and fully understand at least KCSiE 2026 Part One as a minimum and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as required within the guidance.

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

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

31.2.9 Ensuring that the Chair of Governors and named Safeguarding Governor will access role specific training to enable them to comply and discharge their child protection/ safeguarding responsibilities including should any allegations be made against the Headteacher/ Principal.

31.2.10 Ensuring that there is a training strategy in place for all staff, including the headteacher, so that child protection training is undertaken and refreshed in line with KCSiE 2026 and LRSCP guidance.

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

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

31.2.13 Ensuring there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of dealing with a complaint KCSiE 2026 Part Four.

31.2.14 Ensuring that arrangements/procedures are in place to manage and provide clarity on the process for sharing 'low level' concerns, which should be referred to within the school/college Staff Code of Conduct, (Allegations and concerns about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO).

31.2.15 Ensuring a response if there is an allegation against the *principal* by liaising with the LADO or other appropriate officers within the local authority.

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

31.2.17 Being aware of the issues involving the complexity of serious violence and sexual violence and sexual harassment between children and ensure the school has policy, procedures and staff are trained (including the DSL and Senior Leadership)

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

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

31.2.20 Giving staff the opportunities to contribute and shape safeguarding arrangements and child protection policy.

31.2.21 Ensuring that when the schools *premises* are used for non-school/college activities assurances are received that the body concerned has appropriate safeguarding and child protection policies and procedures in place. This will apply regardless of whether or not children who attend the provision are on the school or college roll.

31.2.22 Ensuring any safeguarding concerns involving outside organisations will be addressed through our safeguarding policies and procedures.

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

31.2.24 Ensuring at least one person on an interview panel has completed safer recruitment training.

31.2.25 Informing any new prospective employees' candidate that our school will carry out online checks (KCSiE 2026 Part Three Safer Recruitment).

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

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

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

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

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

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

32.4 The Head of the Virtual school includes responsibility for promoting the educational achievement of children in kinship care. Therefore, schools should recognise that these children may require additional support to be successful in school.

33. Children with Special Educational Needs

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

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

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

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

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

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

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

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

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

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

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

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

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

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

33.6 The Cedars Academy recognises that children with Special Educational Needs and Disabilities (SEND) may be at greater risk of abuse, neglect, exploitation and

safeguarding concerns. All staff receive training to understand these additional vulnerabilities and are expected to remain vigilant, monitor pupils closely and consider any barriers to communication or disclosure. Staff make appropriate reasonable adjustments to ensure that pupils with SEND are listened to, understood and able to access the support and protection they need, with safeguarding responses tailored to meet their individual needs.

34. Acting where concerns are identified.

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

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

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

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

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

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

34.4.3 Staff will stay calm and be available to listen.

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

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

34.4.6 Leading questions should be avoided as much as possible.

34.4.7 Questioning should not be extensive or repetitive.

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

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

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

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

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

34.4.13 Information should be shared with children's social care without delay, either to the child's own social worker or to First Response. Children's Social Care will liaise with the police where required, which will ensure an appropriate police officer response rather than a uniformed response.

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

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

35. Confidentiality

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

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

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

35.4 All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children. They are aware that the Data Protection Act 1998 should not be a barrier to sharing of information where failure to do so would result in a child being placed at risk of harm. Staff should refer to the DfE Data Protection guidance for schools (DfE, 2023 updated July 2026).

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

36. Information Sharing

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

of sharing information in a timely manner can have severe consequences for the safety and welfare and well-being of children (Working Together to Safeguard Children, 2026).

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

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

36.2.2 Working Together to Safeguard Children 2026 paragraphs 19 to 37 and on pages 17 - 20.

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

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

36.2.5 All staff, Governors and Trustees undertake annual Data Protection training

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

The Senior Designated Safeguarding Lead (DSL) and Deputy DSLs ensure that all staff understand and follow the academy's safeguarding recording procedures and expectations when using CPOMS. The DSL team provides ongoing guidance, support and feedback to staff to promote high-quality, factual and timely recording of safeguarding concerns. Safeguarding records are regularly reviewed and quality assured to ensure they accurately reflect a child's journey through the safeguarding system, including actions taken, outcomes achieved and the child's lived experience. Records clearly document engagement with and referrals to statutory and support services, including Children's Social Care, Early Help, the Police, CAMHS, Health Services and other relevant agencies, ensuring that concerns are appropriately recorded, monitored and responded to in a timely manner.

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

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

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

37.4 A chronology will be kept in the main school file prior to the commencement of a concern file. Staff, particularly pastoral staff, will record any minor concerns on the chronology and will take responsibility for alerting the Designated Safeguarding Lead should the number of concerns rise or, in their professional judgement, become significant. At the point at which a concern file (see below) is commenced then the chronology can be transferred to the concern file.

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

38. Why recording is important

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

38.2 Our school The Cedars Academy uses CPOM's to record and document safeguarding concerns and child's journey through the safeguarding system..

38.3 We acknowledge without information being recorded it can be lost. This could be crucial information, the importance of which is not always necessarily apparent at the time. On occasions, this information could be crucial evidence to safeguard a child or be evidence in future criminal prosecutions.

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

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

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

39.2 All 'child protection' or 'confidential' file should contain the following ;

- A front sheet.
- A chronology.

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

39.3 The school will keep electronic records of concerns about children even where there is no need to refer the matter to First Response/Children's Social Care (or similar) immediately, but these records will be kept within the separate concerns file.

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

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

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

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

40.2 For those children subject of social care and safeguarding agency involvement will ensure the file is able to evidence the child's journey and include key information as described in KCSiE 2026 should a child subject to social care involvement transfer schools, college, or education provider we will ensure the child's child protection or confidential file move is transferred within 5 days as required by KCSiE.

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

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

40.5 In accordance with KCSiE 2026 we will maintain information on cohorts of children who have been open to social care, have had a social worker or who are closed to social care and may have returned to the family home. This information will only be considered for sharing 'if appropriate' with the new school or provider in advance of the child leaving to allow for the new school to continue supporting the children who have had a social worker or been

victims of abuse, including those who are currently receiving support through the 'Channel' programme.

40.6 When a child attends Alternative Provision the safeguarding file will remain with the child's school, the DSL must share relevant information to allow the Alternative Provision to safeguard the child. [KCSiE 2026 Annex B]

41. Recording Practice

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

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

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

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

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

41.6 This may include no further action, whether an Early Help Assessment should be undertaken, or whether a referral should be made to First Response/Children's Social Care in-line with the Threshold for access to services published September 2021, or any later edition made available by Leicestershire and Rutland Safeguarding Children Partnership.

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

41.8 The Designated Safeguarding Lead will have a systematic means of monitoring children known or thought to be at risk of harm (through the concern file and through an ongoing dialogue with pastoral staff). They will ensure that we contribute to assessments of need and support multi-agency plans for those children.

42. Educating Young People – Opportunities to teach safeguarding

(KCSiE 2026 paragraphs 156 to 166)

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

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

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

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

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

42.6 The Academy delivers a comprehensive Relationships, Sex and Health Education (RSHE) curriculum in line with the Lionheart Educational Trust RSHE Policy and statutory Department for Education guidance. The programme is delivered primarily through Personal Development Curriculum (PDC) lessons and is designed to equip pupils with the knowledge, skills and values needed to build positive relationships, stay safe, maintain good physical and mental health, and prepare for adult life. Over the next year, the curriculum will continue to develop pupils' understanding of healthy relationships, consent, online safety, equality, wellbeing, exploitation, personal safety and safeguarding risks through age-appropriate learning opportunities, assemblies and targeted interventions. The Academy regularly reviews its RSHE provision to ensure it remains relevant, inclusive and responsive to the needs of its pupils and wider community.

42.7 Information about keeping safe online is shared widely and children are regularly taught about online safety through a planned programme of education and communication. Pupils learn about online risks, including cyberbullying, online exploitation, inappropriate content, privacy, online relationships, misinformation, gaming, artificial intelligence, and the safe use of social media, through the Personal Development curriculum and through

the Computing curriculum, assemblies, tutor time activities and through our Global Issues curriculum focusing on aspects such as misinformation and social media usage. Age-appropriate guidance is revisited regularly to ensure pupils understand how to keep themselves safe online both in and beyond school.

Parents and carers are supported through newsletters, the school's website, online safety guidance, information evenings and communications from safeguarding leaders. These provide practical advice on parental controls, screen use, social media platforms, online gaming, online fraud, and emerging digital risks.

Each school ensures that clear reporting mechanisms are understood by all pupils and families. Children are taught to report concerns to a trusted adult, tutor, class teacher, pastoral leader or the Designated Safeguarding Lead (DSL). Parents and carers are encouraged to contact the school safeguarding team if they have concerns about a child's online activity or wellbeing.

Information about external sources of support is also widely shared. This may include organisations such as CEOP, Childline, the NSPCC, Internet Matters, the UK Safer Internet Centre and local safeguarding services. Contact details and links are available through the school's website and safeguarding information pages.

The effectiveness of online safety education is monitored through trust wide safeguarding reviews inpupil voice, safeguarding records, curriculum review and engagement with parents to ensure that emerging risks are identified and addressed promptly.

42.8 In exceptional circumstances, such as agreed phased returns to school, medical needs, temporary school closure due to severe weather, or other individual circumstances agreed by the Academy, pupils may access education from home. Where this is necessary, pupils are provided with appropriate learning materials and access to lessons through the Academy's secure digital learning platforms and systems. Staff monitor engagement, maintain regular contact with pupils and families, and provide support to ensure continuity of learning. The Academy works closely with parents/carers to ensure that pupils remain connected to their education and are able to successfully reintegrate into full-time school attendance when appropriate.

NOTE: New - Our *school's/college's* response to identifying, responding to, and managing concerns, incidents, or disclosures regarding sexual violence between children in *school/college*. *If not included in a section above*

43. Helplines and reporting

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

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

43.3 Advice and information for parents including can be accessed via our school website https://www.thecedarsacademy.org.uk/about-us/general/safeguarding/

43.4 Resources parents could highlight to their children can be accessed via our website https://www.thecedarsacademy.org.uk/about-us/general/safeguarding

44. Child on child sexual harassment and sexual violence

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

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

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

- bullying (including cyberbullying, prejudice-based and discriminatory
- abuse in intimate personal relationships between children (also known as
- teenage relationship abuse),
- physical abuse which can include hitting, kicking, shaking, biting, hair
- pulling, or otherwise causing physical harm,
- physical assault and harm, or the threat of harm with a weapon,
- harmful sexual behaviour, sexual violence and sexual harassment –
- which may include misogyny/misandry.
- consensual and non-consensual making or sharing of nudes and semi nudes, including those generated using AI.
- causing someone to engage in sexual activity without consent, such as
- forcing someone to strip, touch themselves sexually, or to engage in
- sexual activity with a third party,
- upskirting (which is a criminal offence44), 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.

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

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

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

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

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

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

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

44.11 Risk and needs assessments will be put in place.

45. Children who are questioning their gender

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

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

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

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

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

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

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

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

45.9 KCSiE 2026 Paragraphs 105-116 explain that when it comes to toilets, showers and changing facilities, children must not be allowed into the spaces "designated for the opposite biological sex." In instances where a child does not want to use these spaces, "schools and colleges should consider whether they can provide an alternative." Schools and colleges must keep a record of any such situations and "ensure they are communicated appropriately" and regularly reviewed.

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

Appendix 1	Procedure to follow in cases of possible, alleged or suspected abuse, or serious cause for concern about a child
Appendix 2	Process for dealing with safeguarding concerns or allegations against staff (including headteachers), supply teachers, volunteers, contractors and individuals or organisations hiring the school premises
Appendix 3	Low Level concern Policy
Appendix 4	*LCC LA Flow Chart 2026-2027 'What to do if you are worried a child is being abused or at risk of harm, neglect, or online harm.*
Appendix 5	*Template: Case Record and Chronology form.*
Appendix 6	*Template: Logging a concern about a child's safety and welfare.*
Appendix 7	*Template: Body Maps Guidance and Body Maps.*
Appendix 8	*Policy and procedures to manage with child-on-child abuse and sexual violence and sexual harassment from September 2026 to 2027 (add here to policy as an appendix if not in main body of the school/college Child Protection Policy for 2026-2027).*
Appendix 9	*Existing Injuries Form – Tool to support reflection.*

Appendix 1

PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD

Contents

A	General
B	Individual Staff/Volunteers/Other Adults - main procedural steps
C	Designated Safeguarding Lead – main procedural steps

A. **General**

1) The Leicestershire and Rutland Safeguarding Children Partnership Procedures contain the inter-agency processes, protocols and expectations for safeguarding children. (Available on the website www.lrsb.org.uk: The Designated Safeguarding Lead is expected to be familiar with these, particularly the indicators of abuse, neglect or exploitation and the referral processes.
2) It is important that all parties act swiftly and avoid delays.
3) Any person may seek advice and guidance from the First Response Children's Duty Professionals Consultation Line, particularly if there is doubt about how to proceed. Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is reported to the investigating agencies.
4) A record, dated (including the day and time) and signed, must be made as to what has been alleged, noticed and reported, and kept securely and confidentially.
5) In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents' knowledge and consent to the referral are expected, unless there is reason for this not being in the child's interest. However, there will be circumstances when informing the parent/carer of a referral might put the child at risk and/or undermine Police enquiries, and in individual cases, advice from Children's Social Care will need to be taken.

B. **Individual Staff/Volunteers/Other Adults – main procedural steps**

1) When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine or photograph children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.
2) As soon as possible make a dated (including the day), timed and signed record of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead in the school.
3) If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or other adult in school, the Headteacher must be informed.
4) If the safeguarding concern or allegation is about the Headteacher, the information should normally be passed to the Chair of Governors or failing that to the Local Authority Designated Officer (LADO).
5) If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

C. Designated Safeguarding Lead – main procedural steps

1) Begin an individual case record for each child involved which will hold a record of communications and actions to be stored securely (see section on Records, Monitoring and Transfer). Include a chronology of case activity.
2) Where initial enquiries do not justify a referral to the investigating agencies, inform the initiating adult and monitor the situation, offering support as required. If in doubt, seek advice from the First Response professionals consultation line.
3) Share information confidentially with those who need to know.
4) Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care, the First Response Children's Duty should be contacted by phone (contact the local authority Children's Services where the child lives). Written confirmation should be made within 24 hours on the Multi-Agency Referral Form to Children's Social Care. All other referrals should be made using the online form (see link http://lrsb.org.uk/childreport).
5) If the concern is about children using harmful sexual behaviour or causing child-on-child abuse, also refer to Part 5 of "Keeping Children Safe in Education" and the local Safeguarding Children Partnership procedures.
6) If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
7) Exceptional circumstances: if it is feared that the child might be at immediate risk on leaving school, take advice from the First Response Professionals Consultation line (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker takes responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (eg a restraining order). If there are clear signs of physical risk or threat, First Response Children's Duty should be updated and the Police should be contacted immediately.

Appendix 2

PROCESS FOR DEALING WITH SAFEGUARDING CONCERNS OR ALLEGATIONS AGAINST STAFF (INCLUDING HEADTEACHERS), SUPPLY TEACHERS, VOLUNTEERS, CONTRACTORS AND INDIVIDUALS OR ORGANISATIONS HIRING THE SCHOOL PREMISES

These procedures should be followed in all cases in which there is an allegation or safeguarding concern that a person working with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

There is also a school "Low-Level Concerns Policy" (Appendix 3) which should be followed if the concern does not meet the allegations threshold above or is not considered serious enough to make a referral to the LADO.

Relevant documents:

- DfE "Keeping Children Safe in Education: Statutory guidance for schools and colleges" (Part 4: Safeguarding concerns or allegations made about staff, including supply teachers, volunteers and contractors)

1) Individual Staff/Volunteers/Other Adults who receive the allegation:

i. Write and sign a dated and timed note of what has been disclosed or noticed, said or done.
ii. Report immediately to the Headteacher.
iii. Pass on the written record.
iv. If the allegation or safeguarding concern is about the conduct of the Headteacher, report immediately to the Chair of Governors. Pass on the written record. (If there is difficulty reporting to the Chair of Governors, contact the Local Authority Designated Officer (LADO), as soon as possible.)

2) Headteacher (or Chair of Govenors)

i. If there is no written record, write and sign a dated and timed note of what has been disclosed or noticed, said or done.
ii. Before taking further action notify and seek advice from the Local Authority Designated Officer (LADO), on the same day.
iii. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation at this stage.
iv. Report to First Response Children's Duty if the LADO so advises or if circumstances require a referral concerning a child.
v. Ongoing involvement in cases:

- Liaison with the LADO
- Co-operation with the investigating agency's enquiries as appropriate (including working closely with the employment agency in the case of supply teachers).
- Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.
- Possible referral to the DBS or The Teaching Regulation Agency, depending on the outcome.

Appendix 3

Low-level Concerns Policy

1.0 **Purpose**

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

1.2 The policy should be read in conjunction with the current statutory guidance – "Keeping Children Safe in Education" Part 4, Section 2.

2.0 **Who does the policy apply to?**

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

3.0 **Definition of a low-level concern**

3.1 A low-level concern is any concern, no matter how small, even if no more than causing a sense of unease or a 'nagging doubt', that a person working in or on behalf of the school may have acted in a way that:

- is inconsistent with the "Guidance for safer working practice" (Feb 2022), including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to make a referral to the LADO

4.0 **Reporting low-level concerns**

4.1 Where a low-level concern has been identified this will be reported as soon as possible to the headteacher. However, it is never too late to share a low-level concern if this has not already happened. Lionheart has an "Adult Concerns Form" for this purpose.

4.2 Where the headteacher is not available, the information will be reported to the Designated Safeguarding Lead or Deputy (ie the most senior member of SLT acting in this role).

4.3 Low-level concerns about the Designated Safeguarding Lead will be reported to the headteacher and those about the headteacher will be reported to the Chair of Governors. A low-level concern about a supply teacher or contractor will be reported to their employer.

4.4 Where the low-level concern has been reported to the Designated Safeguarding Lead, they will inform the headteacher of the details as soon as possible.

5.0 **Recording concerns**

5.1 A summary of the low-level concern should be written down, signed, timed, dated and shared by the person bringing the information forward.

5.2 Where concerns are reported verbally to the headteacher a record of the conversation will be made by the headteacher which will be signed, timed, and dated.

6.0 **Responding to low-level concerns**

6.1 Where a low-level concern has been raised this will be taken seriously and dealt with promptly. The headteacher will:

- Speak to the person reporting the concern to gather all the relevant information
- Speak to the individual about the concern raised to ascertain their response, unless advised not to do so by the LADO or Police (HR advice may also need to be taken).
- Where necessary further investigation will be carried out to gather all relevant information. This may involve speaking to any potential witnesses.
- The information reported and gathered will then be reviewed to determine whether the behaviour,

  i) is consistent with the "Guidance for safer working practice for those working with children and young people in education settings" (Feb 2022): no further action will be required,

  ii) constitutes a low-level concern: no further action is required, or additional training/guidance/support may be required to rectify the behaviour via normal day to day management processes. The employee should understand that failure to improve or a repeat of the behaviour may lead to further action being taken, e.g. either via the Performance Management Policy or Disciplinary Policy.

  iii) is serious enough to consult with or refer to the LADO: a referral should be made to the LADO and advice taken from HR. In this case the school's Managing Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed.

  iv) when considered with any other low-level concerns that have previously been raised about the same individual, should be reclassified as an allegation and referred to the LADO or Police: a referral should be made to the LADO and advice taken from HR. In this case the school's Managing Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed.

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

7.0 **Can the reporting person remain anonymous?**

7.1 The person bringing forward the concern will be named in the written record. Where they request to remain anonymous this will be respected as far as possible. However, there may be circumstances where this is not possible e.g. where a fair disciplinary investigation is needed or where a later criminal investigation is required.

8.0 **Should staff report concerns about themselves (i.e. self-report)?**

8.1 It may be the case that a person finds themselves in a situation which could be misinterpreted, or might appear compromising to others; or they may have behaved in a

manner which on reflection they consider falls below the standard set out in the "Guidance for safer working practice". In these circumstances they should self-report. This will enable a potentially difficult situation to be addressed at an early opportunity if necessary.

9.0 **Where behaviour is consistent with the "Guidance for safer working practice" (Feb 2022)**

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

10.0 **Should the low-level concerns file be reviewed?**

10.1 The records will be reviewed periodically, and whenever a new low-level concern is added, so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and referred to the LADO if required. A record of these reviews will be retained.

11.0 **References**

11.1 Low-level concerns will not be included in references unless a low-level concern, or group of concerns, has met the threshold for referral to the LADO and found to be substantiated.

12.0 **What is the role of the Governing Body?**

12.1 The headteacher will regularly inform the Governing Body about the implementation of the low-level concerns policy including any evidence of its effectiveness eg with relevant data. The Safeguarding Governor may also review an anonymised sample to ensure that these concerns have been handled appropriately.

Appendix 1

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

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

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

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

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

Discuss concerns with the Designated/Named Safeguarding Lead

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

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

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

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

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

NSPCC Whistle blowing
Tel: 0800 028 0285

Police Tel:101

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

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

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

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

Appendix 2

Case Record/Chronology

CONFIDENTIAL

Sheet Number:

Complete for all incidents of concern including where a 'logging the concern' sheet has not been completed. If one has been completed, then add a note to this chronology to cross reference (significant information may also be added).

Name:		
DOB:		Form:
Date:	Information/Details of concerns or contact:	Print Name & Signature:

Appendix 3

Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

Pupil's Name:	Date of Birth: FORM:
Date and Time of Incident:	Date and Time (of writing):
Name: Print: Signature: Job Title:	
Note the reason(s) for recording the incident.	
Record the following factually: Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?	
Professional opinion where relevant (how and why might this have happened?)	
Note actions, including names of anyone to whom your information was passed.	
Any other relevant information (distinguish between fact and opinion).	

Check to make sure your report is clear to someone else reading it.

Please give this form to your Senior Designated Safeguarding Lead

Part 2 (for use by the Senior Designated Safeguarding Lead (DSL)

Time and date information received by DSL, and from whom.		
Any advice sought by DSL (date, time, name, role, organisation, and advice given).		
Action taken (referral to First Response (MARF completed)/children's social care/monitoring advice given to appropriate staff/EHAF etc. with reasons. Rationale for decision recorded. Note time, date, names, who information shared with and when etc.		
Parent's informed Y/N and reasons.		
Outcome Record names of individuals/agencies who have given information regarding outcome of any referral (if made).		
Where can additional information regarding child/incident be found (e.g. Pupil file, serious incident book)?		
Should a concern/ confidential file be commenced if there is not already one? Why?		
Signed		
Printed Name		

Appendix 4

Body Map Guidance for Schools

Medical assistance should be sought where appropriate.

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

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

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

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

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

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

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

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

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

Ensure First Aid is provided where required and record.

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

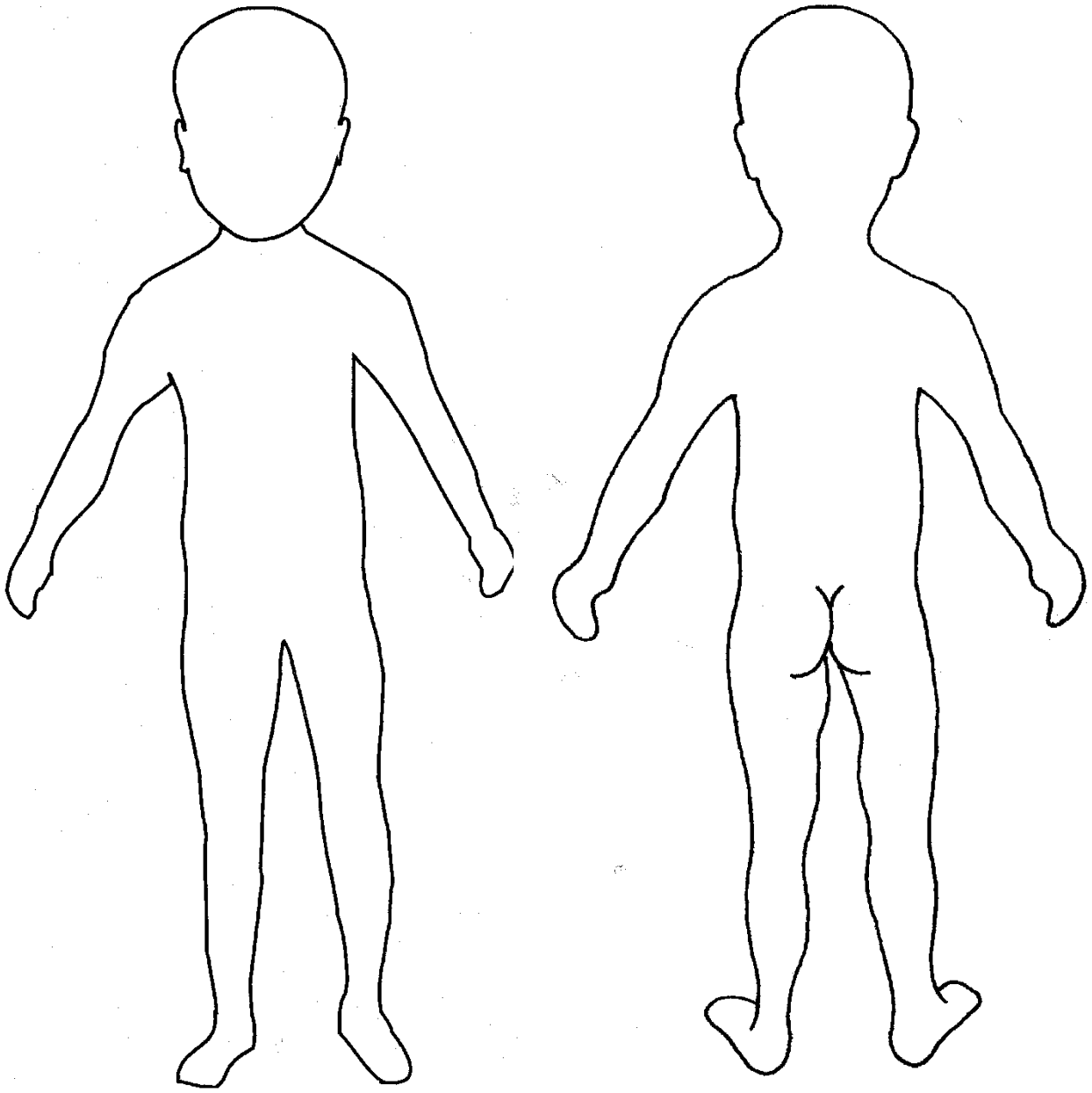
BODYMAP

(This must be completed at time of observation)

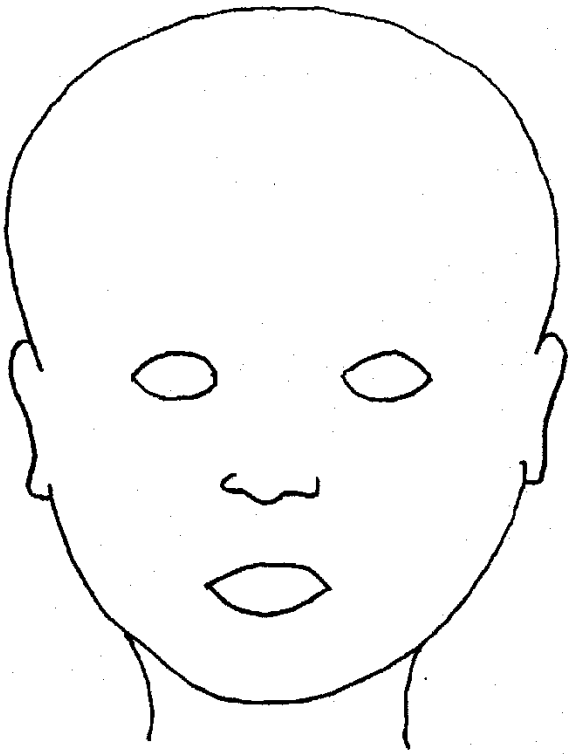
Names for Child: ..... Date of Birth: .....

Name of Worker: ..... Agency: .....

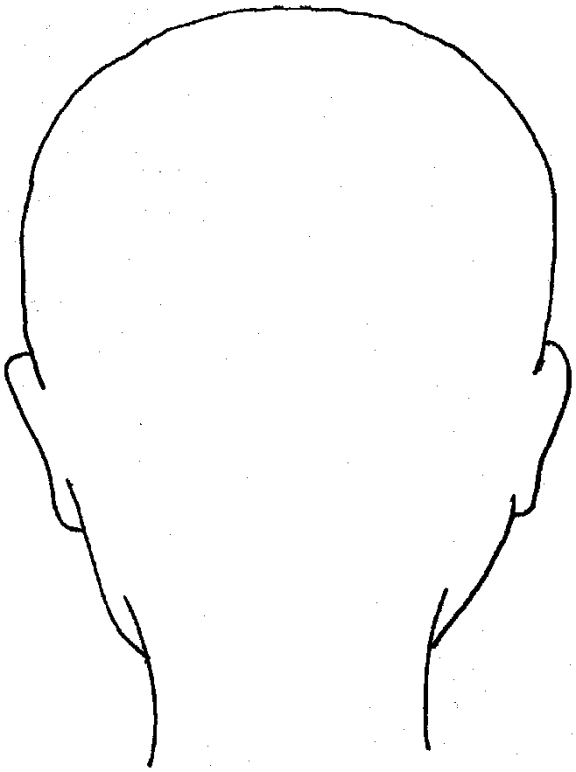
Date and time of observation: .....



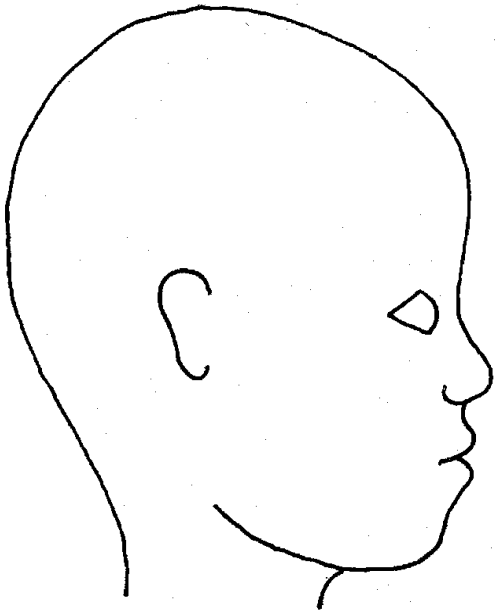
Name of Child: ..... Date of observation: .....



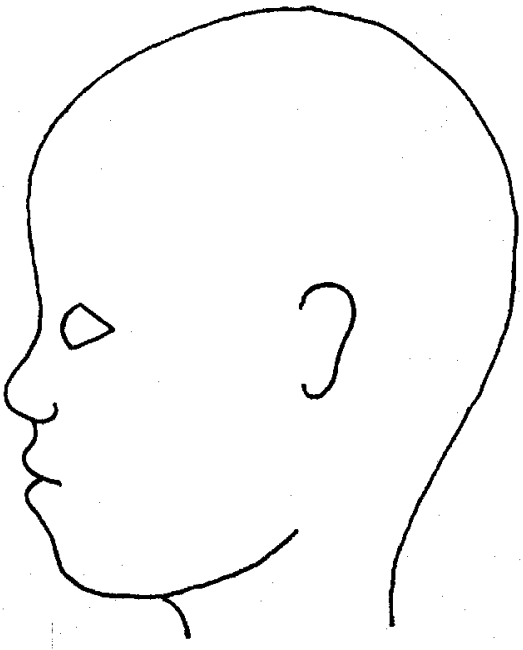
FRONT



BACK

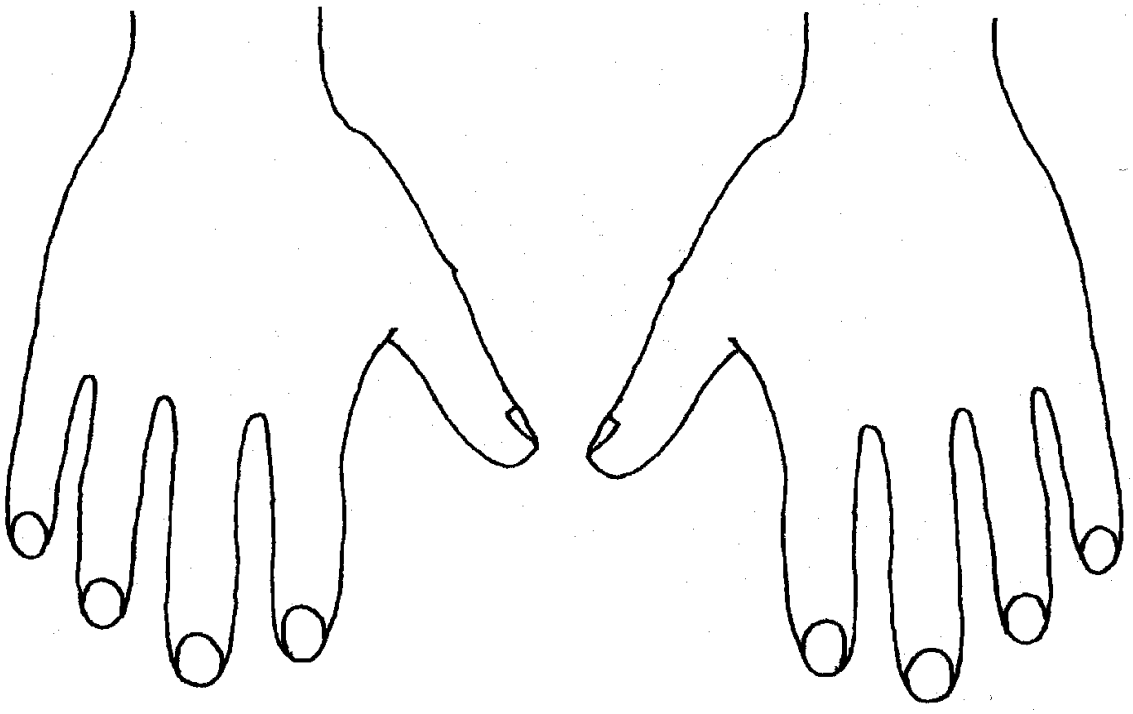


RIGHT



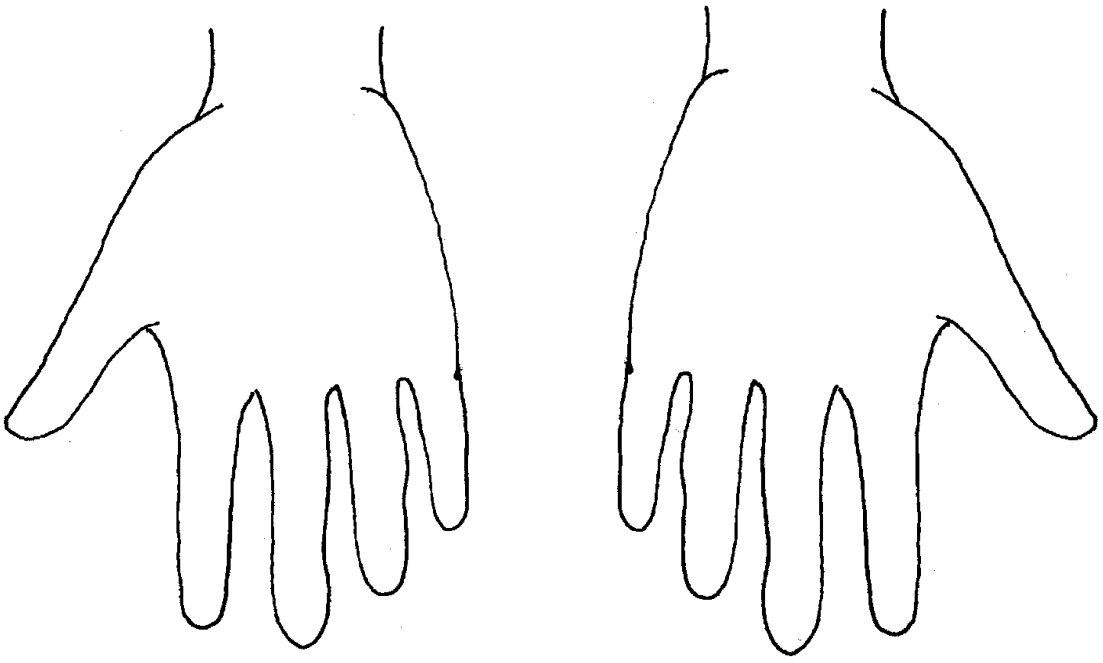
LEFT

Name of Child: Date of observation:



R L

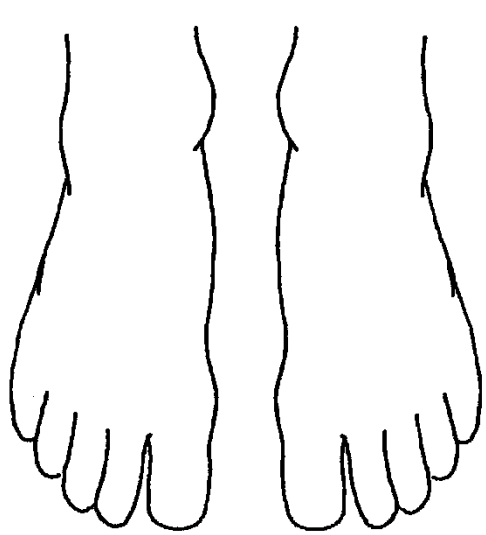
BACK



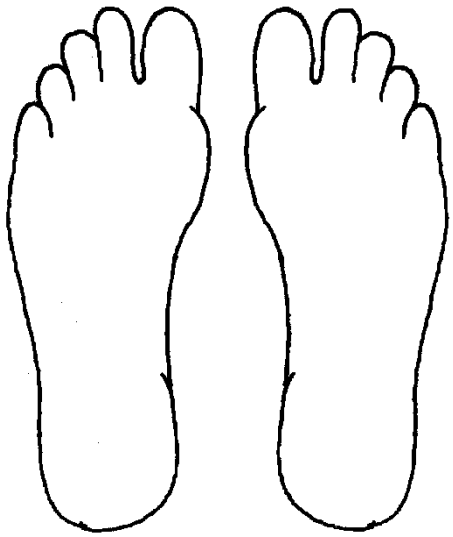
R L

PALM

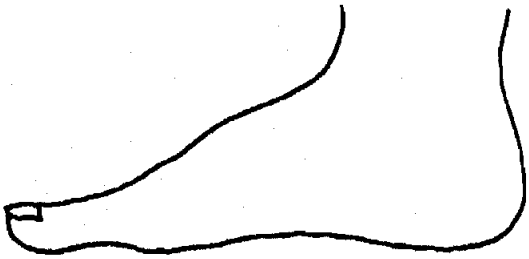
Name of Child: Date of observation:



R TOP L

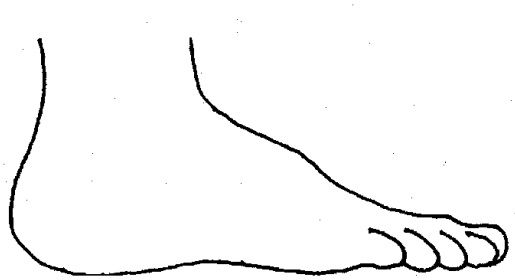


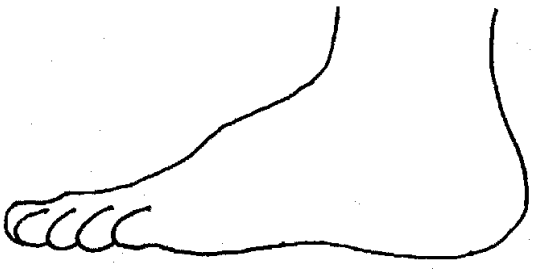
R BOTTOM L



R L

INNER





R L

OUTER

Printed Name and Signature of worker: ..... Date: ..... Time: .....

Role of Worker: .....

Other information:

.....

Appendix 5 – *If appropriate, add stand-alone policy and procedures to manage sexual harassment and sexual violence between children in school/college from September 2026-2027 if not included within the main framework of your child protection policy.*

Appendix 6

Existing Injuries Form – Tool to support reflection.

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

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

Are there existing safeguarding concerns or Children's Social Care current or past involvement?	Yes / No Comments:
When was the last injury(ies)?	Date(s) and injury(ies)
Is this part of a pattern?	Yes / No Comments:
Is the explanation consistent with the injury?	Yes / No Comments:

Is the explanation concerning or are there conflicting explanations?	Yes / No Comments:
Interpretation of level of risk	Low Medium High
Actions to be taken, either in response to the injury, or to reduce further risk. What, By who, By when Referral to First Response Y/N	
Signed by…. Role…. Date	Reviewed by (e.g., DSL) …. Date….

CS. LET Child Protection Policy Template (2026-2027) The Cedars Academy

Final Audit Report 2026-10-28

Created:	2026-10-07
By:	Julie Gillies (julie.gillies@lionhearttrust.org.uk)
Status:	Signed
Transaction ID:	CBJCHBCAABAAVLcfpX51olt0rxdqgBtLjjaB2ehs_7Nh

"CS. LET Child Protection Policy Template (2026-2027) The Cedars Academy" History

Document created by Julie Gillies (julie.gillies@lionhearttrust.org.uk)
2026-10-07 - 3:02:15 PM GMT

Document emailed to rajesh.patel01@thecedarsacademy.org.uk for signature
2026-10-07 - 3:02:55 PM GMT

Email viewed by rajesh.patel01@thecedarsacademy.org.uk
2026-10-07 - 3:03:09 PM GMT

New document URL requested by rajesh.patel01@thecedarsacademy.org.uk
2026-10-28 - 3:33:09 AM GMT

Email viewed by rajesh.patel01@thecedarsacademy.org.uk
2026-10-28 - 3:33:45 AM GMT

Signer rajesh.patel01@thecedarsacademy.org.uk entered name at signing as Rajesh Patel
2026-10-28 - 3:34:47 AM GMT

Document e-signed by Rajesh Patel (rajesh.patel01@thecedarsacademy.org.uk)
Signature Date: 2026-10-28 - 3:34:49 AM GMT - Time Source: server - Signature Appearance Selected: TYPE

Agreement completed.
2026-10-28 - 3:34:49 AM GMT