

Whole School Child Protection Policy

September 2024-2025

Role	Name	Contact Details
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Designated Governor for Child Protection/ Safeguarding	Hetvi Parekh	hparekh@edwalton.notts.sch.uk
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FHP Safeguarding Lead (Schools)	Karen Jagger	0115 9891915
FHP Inclusion Lead (Schools)	Grant Worthington	0115 9891915
FHP Whistleblowing Officer	Paul Goodman	0115 9891915
FHP Trustee for Safeguarding	Ann Cruickshank	0115 9891915
LA Safeguarding Children in Education Officer	Cheryl Stollery	0115 8041047
LA Child Protection Contact/LADO	Eva Callaghan or covering LADO.	LADO Referral Form 0115 8041272 (no referrals taken over the phone)
MASH (Multi-agency Safeguarding Hub)		0300 500 80 90
MASH Consultation Line		0115 977 4247
Emergency Duty Team (Children's Social care)	Outside of office hours	0300 456 4546
Police (to report a crime and immediate risk of harm or abuse to child)	line is available 8.00am to 8.00pm Monday to Friday	0800 028 0285- email: help@nspcc.org.uk
Key National Contacts		
NSPCC helpline - helping adults protect children 24 hours a day. For help and support, including anyone needing advice about female genital mutilation, young people affected by gangs, concerns that someone may be a victim of modern slavery contact the NSPCC trained helpline counsellors on:		help@nspcc.org.uk Text 88858 0808 800 5000
• NSPCC Whistleblowing Advice Line - free advice and support for professionals concerned about how child protection issues are being handled in their organisation.		0800 028 0285 help@nspcc.org.uk

UK Safer Internet Centre professional advice line - helpline for professionals working with children and young people in the UK with any online safety issues they may face themselves or with children in their care.		helpline@saferinternet.org.uk 0844 381 4772
Police Anti-Terrorist Hot Line number		0800 789 321
Domestic Abuse National		Domestic Abuse Helpline 0808 2000247
Education Support advice and helpline to support professionals		08000 562 561 enquiries@edsupport.org.uk

Policy statement and principles

At Edwalton primary School, we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.

The School is part of the Flying High Trust Partnership, a multi academy trust.

The ethos behind the Trust is grounded in a strong moral purpose and school-led improvement. It is founded upon a primary philosophy of putting children first in all that we do and promoting our three key values across all Trust schools, which are:

- Unique
- Excellence
- Sustainability

All Flying High Trust schools are at the heart of the community they serve, offering the very best education, support and care; an environment of aspiration, underpinned by the highest expectations.

All members of staff and the governing body accept responsibility for ensuring the safety and wellbeing of all of our children and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interests of the child.

This Child Protection Policy will be reviewed by the Snr Designated Safeguarding Lead Daniel Graney on a regular basis to ensure it remains current and incorporates all revisions made to local or national safeguarding guidance. This policy will as a minimum be fully reviewed as a minimum once a year during the autumn term provided to the Governing Body for approval and sign off at the first autumn term meeting.

At Edwalton Primary School we have a robust safeguarding team that consist of 4DSLs, who follow the duties outlined in the job responsibilities.

Linked statutory policies include: Staff Behaviour Policy (code of conduct), safer recruitment policy, allegations against staff, complaints, pupil behaviour, children missing education, online safety, child on child abuse and sexual violence and sexual harassment between children policy and procedures.

This Child Protection Policy will be reviewed by the Senior Designated Safeguarding Lead Daniel Graney on a regular basis to ensure it remains current and incorporates all revisions made to local or

national safeguarding guidance. This policy will as a minimum be fully reviewed as a minimum once a year during the autumn term provided to the Governing Body or Multi Academy Trust for approval and sign off at the first autumn term meeting.

Date of last review: September 2024

Date of next review: September 2025

Our policy applies to all staff, governors and volunteers working at Edwalton Primary School and considers statutory guidance provided by the Department for Education and local guidance issued by the Nottinghamshire Safeguarding Children Partnership.

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 Child Protection policy, and the duties and responsibilities, as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2024 and HM Working Together to Safeguard Children 2023 (published 15th December 2023, updated February 2024), which are incorporated into this policy.

Child Protection and Safeguarding Statement

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 and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, supply staff, volunteers, governors and members of the Flying High Trust and are consistent with those of Nottinghamshire Safeguarding Children Partnership (NSCP).

Maintaining a child centred and coordinated approach to safeguarding:

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

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.

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.

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment.
- 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.

Whole school approach to safeguarding:

- 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.
- *As a school* we have a responsibility to provide a safe environment in which children can learn, we will regularly review our 'safeguarding arrangements', to ensure these remain effective and all children and staff are safe.
- 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.
- **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.

- 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.
- Our snr designated safeguarding lead will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care, police, early help and health 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.

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.
- Ensuring reasonable adjustments are provided as informed by the Equality Act for disabled children and young people
- 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.
- 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, taking into account the local context.
- Keeping children safe from risks, harm, exploitation and sexual violence and sexual harassment between children: KCSiE 2024 Annex A.

Safeguarding can involve a range of potential issues such as:

- Neglect, physical abuse, sexual abuse, and emotional abuse.
- 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.
- 'Deliberately missing education and children who have unexplained or persistent absence from education' or may be going 'missing from care or home' and the risks this poses on repeat occasions and for prolonged periods.
- Domestic Abuse including teenage relationship abuse.
- 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 2024 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 2024 Part Five).
- Harm outside the home extra familial harm.
- The impact of new technologies, including 'sexting' and accessing pornography.
- 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).

All our staff and volunteers are aware of the indicators of abuse and neglect and know that 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 need help or protection.

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

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

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of our school environment. Due to the context of our school, our children may be at greater risk of domestic violence, mental health and wellbeing issues within the family, alongside gang culture and issues linked to this. Signs of these include poor school attendance, the use of gang terminology, children withdrawing or displaying behaviour issues to attract attention. In order to protect our pupils, we teach children how to respond to these circumstances, who they can talk to, where they can seek support, whilst developing strong relationships with our children, so they know they are in a safe space to share any worries.

All our staff have received information and training regarding the risks that can take place outside their families. This is known as Extra-familial harms and these can take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.’

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Our school assesses the risks and issues in the wider community when considering the well-being and safety of its pupils.

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.

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.

We have an online safety policy which informs of the filtering and monitoring arrangements on ICT devices and networks to keep children safe and is reflected in this Child Protection Policy including awareness of the vulnerabilities when accessing to mobile phone networks. (See KCSiE 2024 Paragraphs 12,102,123 and 133 to 146).

Our Snr DSL and the DSL team has the lead responsibility in this area, alongside our school IT lead , which is overseen and regularly reviewed by the ‘Governing body/ trust, along with considering the number of and age range of their children, those who are potentially at greater risk of harm, and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

Our *Governing body/Trust* will ensure they maintain oversight of *the Online Safety Policy contained within our main child protection policy*, and the arrangements put in place to ensure appropriate filtering and monitoring on school devices and school network. The appropriateness of any filtering and monitoring systems will in part be informed by the risk assessment required by the Prevent Duty as required by KCSiE 2024 paragraphs145 to146.

This will include:

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

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

Our Governing body/trust will ensure a review is maintained to ensure the standards and discuss with IT staff and service providers these standards and whether more needs to be done to support our school/college in meeting and maintaining this standard and communicating these to staff, pupils, parents, carers and visitors to the school, who provide teaching to children *as part of the learning and educational opportunities we provide*.

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.

We make clear in all our policies that 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 by DfE KCSiE (statutory guidance).

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

We will do our best to ensure children understand the law on child-on-child abuse is there to protect them rather than criminalise them. In doing this we will discuss with relevant statutory safeguarding agencies to ensure all concerns or incidents are addressed fully, and where required different types of assessment and services are put in place where required and in accordance with the Nottinghamshire County Council and the Nottinghamshire Safeguarding Children Partnership Pathway to Provision (threshold guidance for referral and access to services).

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.

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.

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

We will do our best to ensure children understand the law on child-on-child abuse is there to protect them rather than criminalise them. In doing this we will discuss with relevant statutory safeguarding agencies to ensure all concerns or incidents are addressed fully, and where required different types of assessment and services are put in place where required and in accordance with the Pathway to Provision v 9.1.

Filtering and monitoring

To safeguard and promote the welfare of children at our school and provide them with a safe environment in which to learn, we limit children's exposure through appropriate filtering and monitoring on school devices and school networks. Regular reviews take place to identify their effectiveness. The leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. Consideration is taken in to account to the number of and age range of children in the school and those who are potentially at greater risk of harm, with regards how often they access the IT system.

The school and Academy Trust identify and assign roles and responsibilities to manage filtering and monitoring systems.

- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet safeguarding needs

The school's Academy Trust has enabled L.E.A.D IT services to carry out and provide support with reviewing filtering and monitoring.

The LGFL Online Safety Audit and Risk Assessment is carried out annually by the online safety lead- Tommy Brown and is then shared with the DSL team.

Parental communications to reinforce the importance of children being safe online is provided to understand of what systems the school use to filter and monitor online use. The importance for parents and carers to be aware of what their children are being asked to do online, is taken in to account, including the sites they will be asked to access and who their child will be interacting with online.

The school has additional policies that support/ identify filtering and monitoring, including- Online safety and is informed in part, by the risk assessment required by the Prevent Duty.

Identifying Concerns

All members of staff, volunteers and governors 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. 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

https://assets.publishing.service.gov.uk/media/5a80597640f0b62302692fa1/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

All our staff and volunteers have received safeguarding training to ensure they are able to recognise the indicators of child abuse, harm, or neglect, and will always speak to the designated safeguarding lead or deputy should they become alert or be informed (directly or indirectly) of an incident or concern.

The four categories of child abuse are as follows:

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

Indicators of abuse and neglect

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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear, or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place 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.

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.

Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained
 - Bruises or cuts
 - Burns or scalds; or
 - Bite marks.

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

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder'
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

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.

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital or anal areas, sexually

transmitted infections or underage pregnancy.

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, as a result 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.

Female Genital Mutilation (FGM)

Whilst all staff should speak to the senior designated or designated safeguarding lead about any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained

professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Staff will also seek advice to help them identify children in need of extra mental health support, this includes working with external agencies. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead.

Safeguarding issues: 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 and consensual and non-consensual sharing of nudes and semi-nude images and/or videos can be signs that children are at risk.

We have a weekly time in briefing to share any key safeguarding messages and all staff have a weekly safeguarding email update.

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

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

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 MASH, 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.

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 MASH, MASH 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 Edwalton primary School's whistle blowing procedures and the link to the online referral form [LADO Referral Form](#) for the Local Authority LADO and NSPCC helpline.

We work with a number of other agencies to support vulnerable children. These include meetings with social care, early intervention teams, health teams and other external support agencies. We also attend the termly local authority safeguarding briefings.

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.

Children who attend alternative education often have complex needs, it is important the governing body and designated safeguarding leads ensure children are fully supported at all times, 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.

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 and complete the Trust documentation.

School will complete the Trust Alternative Provision checklist and the Alternative Provision Transition Plan as part of Due Diligence ensuring written confirmation from the provider that appropriate safeguarding checks have been carried out. Senior school staff including members of the school safeguarding team will regularly visit to monitor the provision in place including the effective safeguarding arrangements within the provision.

Daniel Graney , Head Teacher, who is familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies, such as-

- The Multi agency safeguarding hub (MASH)
- The Local authority designated office (LADO)
- The police
- The Tackling emerging threats team, including Channel.

This may be done over email, via the phone or face to face. A record of this will be kept using Safeguard Software.

All visitors to school receive our safeguarding leaflet and long-term volunteers complete the school safeguarding induction.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CCE and CSE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or

consented to. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship.

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. 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.

Female Genital Mutilation (FGM)

Whilst all staff should speak to the designated safeguarding lead (or a deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken to follow their school or college's child protection policy and by speaking to the designated safeguarding lead or a deputy.

Serious violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include increased absence from school or college, a change in friendships or relationships with older individuals or groups, a significant decline in educational performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

We have identified cases within Edwalton Primary School's community, that domestic abuse / parental conflict is a key issue. This can be evidenced by the number of Encompass calls received by school and concerns raised.

Child-on-child abuse

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or online. All staff should be clear as to the school's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff should understand that even if there are no reports in their schools it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between children, that are abusive in nature.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)

Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos.

- 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
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Children who are absent from education

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is Important that the school response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future.

This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

The school supports this process by-

- Having a robust attendance policy and procedures

- Having a designated attendance officer
- Providing a Family support officer
- An attendance officer the has received training and follow the attend framework
- Keeping in regular contact with parents to ensure they are aware of any attendance concerns
- Offering meetings to provide support or signpost to other appropriate external agencies

We have a weekly time in briefing to share any key safeguarding messages and all staff have a weekly safeguarding email update.

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

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

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 MASH, 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.

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 MASH, MASH 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 Edwalton primary School whistle blowing procedures and the referral form [LADO Referral Form](#) for the Local Authority LADO and NSPCC helpline.

Contractors

The Schools is responsible for determining the appropriate level of supervision depending on the circumstances. The school ensures that under no circumstance a contractor on whom no checks have been obtained be allowed to work unsupervised or engage in regulated activity relating to children. Safeguarding requirements are set out in any contract that is in place between the organisation.

The school ensures that any contractor, or any employee of the contractor, who is to work at the school, has been subject to the appropriate level of DBS check. Contractors engaging in regulated activity relating to children will require an enhanced DBS check (including children's barred list information). For all other contractors who are not engaging in regulated activity relating to children, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including children's barred list information) will be required.

Use of school premises for non-school activities

Appropriate arrangements are in place to keep children safe in cases where the school premises are used. The school seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the school. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll or attend, also ensuring that safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

Agency and third-party staff (supply staff)

Schools must obtain written notification from any agency, or third-party organisation, that they have carried out the same checks as the school would otherwise perform on any individual who will be working at the school (or who will be providing education on the school's behalf, including through online delivery). In respect of the enhanced DBS check, schools must ensure that written notification confirms the certificate has been obtained by either the employment business or another such business.

Where the agency or organisation has obtained an enhanced DBS certificate before the person is due to begin work at the school, which has disclosed any matter or information, or any information was provided to the employment, the school must obtain a copy of the certificate from the agency.

Due Diligence checks within the office are carried out, including booking details, alongside this the DSL team at the school providing inductions leaflets that state safeguarding information- identifying who the DSL team are and how to report a concern. Also, SLT supervision and support throughout the day, to all supply staff before entering the classroom, and for longer term supply staff inductions are completed. All supply staff are expected to read and sign to say that they understand our safeguarding information and school code of conduct.

Concern or an allegation about another staff member (including supply staff, volunteers, and contractors)

The School has processes and procedures in place to manage any safeguarding concern or allegation (no matter how small) about staff members (including supply staff, volunteers, and contractors). If staff have a safeguarding concern or an allegation is made about another member of staff (including supply staff, volunteers, and contractors) harming or posing a risk of harm to children, then:

- this should be referred to the Head Teacher
- where there is a concern/allegation about the Head Teacher , this should be referred to the chair of governors,
- in the event of a concern/allegation about the Head Teacher , where there is a conflict of interest in reporting the matter to the Head Teacher , this should be reported directly to the local authority designated officer(s) (LADOs).

If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance with the school or college low-level concerns policy.

Safer recruitment

It is vital that as part of the whole school approach to safeguarding the school and governing body create a culture that safeguards and promotes the welfare of children in the school.

As part of this culture, it is important that robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in schools.

The school ensures that staff that are involved in recruitment, including governors, have received appropriate training

On applying all applicants provide:

- personal details, current and former names, current address and national insurance number
- details of their present (or last) employment and reason for leaving
- full employment history, (since leaving school, including education, employment and voluntary work) including reasons for any gaps in employment
- qualifications, the awarding body and date of award
- details of referees/references (see below for further information), and a statement of the personal qualities and experience that the applicant believes are relevant to their suitability for the post advertised and how they meet the person specification.
- Shortlisted candidates should be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children.
- In addition, as part of the shortlisting process schools and colleges should
- consider carrying out an online search as part of due diligence on the shortlisted candidates (All candidates will be informed of this)

Looked after Children on roll.

The Senior DSL along with the Designated Teacher can inform the Governing body and Head Teacher 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.

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.

Our Child Protection Policy

There are eight main elements to our policy:

- Providing a safe environment in which children can learn and develop.
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse in and outside of school.
- Supporting pupils who have social care involvement in accordance with his/her child in need plan, child protection plan or are subject to Local Authority Care.
- Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe in and outside of our learning environment.
- Recognising early help is the best way to support children and by providing support as soon as a problem emerges at any point in a child's life.
- 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 and maintain the required filtering and monitoring arrangements for online safety and harms.

We recognise that because of the day-to-day contact our staff have with children they and we are well placed to observe the outward signs of abuse and report concerns in a timely manner to seek help or interventions and support the child/ children.

All Edwalton Primary School staff and governors will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to and heard.
- Ensure children know that there are trusted adults in the school who they can approach if they are worried.
- Ensure that every effort is made to establish effective working relationships with parents, carers, and colleagues from other agencies.
- Include opportunities in the *RSHE* curriculum for children to develop the skills they need to recognise and stay safe from abuse by:
- 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.
- 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.
- Recognising how pressure from others and safeguarding vulnerabilities can affect their behaviour.
- Recognising the link between mental health, school attendance and children 'absent from education' and the impact on learning, progress, and educational attainment.
- Knowing that as a *school* we will act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.
- Ensuring our behaviour policy includes measures to prevent bullying, including cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying and use of social media platforms and networks is *either included within the main Child protection policy or added as an appendix. Need to cross reference Behaviour, Anti Bullying and Online Safety Policies to ensure they are all aligned.*
- Maintain an on-line safety policy which address statutory filtering and monitoring standards, which take into account remote learning, and use of mobile and smart technology and is reviewed regularly to take into account any new threats are *either included within the main Child protection policy or added as an appendix.*
- The response required by schools/ and safeguarding agencies to address any 'harm outside the home' also known as 'extra familial harm.' *Schools* are a place of protection and where children and young people can share concerns and seek support and are place of safety and where children and young people can form safe and trusted relationships. Through creating a whole *school* ethos and sharing excellent communication with safeguarding partners and services, children and young people can feel assured they will be listened to, heard, and offered support to enable them share sensitive information and strengthen their resilience.
- 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.
- We will take all reasonable measures to ensure any risk of harm to children's welfare is minimised inside and outside of our school alternative education provisions environment
- 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.
- Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school.
- Promote pupil health and safety.
- Promote safe practice, and challenge unsafe practice.
- Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers, supply staff and contractors. KCSiE Part Four has two sections, the second section addresses low-level concerns.

- Provide first aid and meet the health needs of children with medical conditions.
- Ensure school site security.
- Address drugs and substance misuse issues.
- Support and plan for young people in custody and their resettlement back into the community.
- 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.
- Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended school activities, vocational placements, and alternative education packages.

Risk outside the home

Risk outside the home refers to the contextual safeguarding approach. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including:

- Child Sexual Exploitation
- Child on Child and Relationship Abuse
- Criminal Exploitation and County Lines
- Radicalisation /Extremism
- Weapon-enabled /Street-based Violence
- Online abuse

Whilst acknowledging that harm outside the home can occur within education settings (Ofsted, 2021), the school uses the Harm outside the home toolkit to support and increase school's protective capacity against harms outside the home. This toolkit has been created by Nottinghamshire County Council. It has been developed through research literature reviews, in consultation with Nottinghamshire Educational Psychology Service (EPS), Tackling Emerging Threats to Children (TETC) team, the Social, Emotional and Mental Health (SEMH) team and Schools and Families Specialist Services (SFSS).

The toolkit themes include Six Guiding Principles (relationships central to each principle):

- Communication
- Education
- Inclusion
- Understanding Behaviour
- Community
- Environment

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

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

The children at Edwalton are always front and centre of everything that we do. All children are provided with opportunities to gain knowledge and understanding relating to safeguarding, as part of the curriculum. The school supports this by displaying key information at a child friendly level around the school, this is followed up in assemblies and during whole class sessions. Relationships are a key part of understanding our children and we recognise that all children are different, so we provide different ways for children to voice their concerns including-

- Worry boxes in all class rooms
- ELSA sessions
- Safe spaces
- Relationship based approaches

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 can make a referral to children's social care or MASH, 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.

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 MASH, 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's whistle blowing procedures and the referral form [LADO Referral Form](#) for the Local Authority LADO and NSPCC helpline.

All new staff, volunteers and governors receive a full induction that includes all current safeguarding information, including who to contact, how to report an issue on Safeguard Software. In addition to this each year we ensure that staff read KCSIE and on the first inset day of the autumn term staff are given a briefing and undertake a question and answer session to check knowledge. We have a weekly briefing session in which safeguarding updates are shared. Safeguarding is part of the agenda for leadership meetings and the safeguarding leads update staff as and when required. All staff in school, whatever their role, receive the same level of safeguarding training, which is updated regularly, in line with the latest addition of Keeping Children Safe in Education (KCSIE) We follow the Flying High partnerships safeguarding training model which outlines the type and frequency of training required. As an absolute minimum all staff have updated safeguarding training each September, outlining the changes to the latest edition of KCSIE, yearly updated FGM and Prevent training, alongside cyber security training and any additional training deemed appropriate from the FHP. The school receives whole school safeguarding training every 3 years from the Nottingham County Council in line with the local authority current guidance.

All supply staff and visitors to the school are given a handout outlining how and who to report safeguarding concerns to. We have posters throughout school that inform staff, volunteers and supply who the DSL are within school and how to contact them.

At Edwalton Primary School, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker. We ensure that we accommodate meetings whether multiagency or 1:1 work involving a practitioner and child. We ensure that they have a safe, protected space in which to complete their interventions and allow the child to feel as comfortable as possible to discuss any worries that they may have. The DSL involved with this child and family will gain an update after a session to ensure the child is best

supported afterwards. The Social Worker will also be given any relevant new information concerning the child to ensure the best outcome from their piece of work. Support for a child from a social worker is also shared between the DSLs and relevant staff by recording on Safeguard software.

We know that children can be at risk of harm outside the home. We support children to deal with these issues through assemblies, visitors from services such as fire and police and specific lessons that enable the children to learn about situation and how to deal with them.

Our RSHE curriculum embeds the teaching of safeguarding and how children need to keep them safe. This includes stranger danger, water safety, use of medicine and drugs, road safety and online safety. It also teaches to the children about appropriate touch and what to do if they find themselves in a situation that makes them feel uncomfortable.

Personal Development element of the curriculum-

- Families and people who care for me
- Caring friendships,
- Respectful relationships
- Online Relationships and being Safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Health and prevention
- Basic first aid
- Growing & Changing / Changing adolescent body
- Drugs, alcohol and tobacco

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that we will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

- 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.
- Recognising and managing risks including online safety, radicalisation and extremism, sexual exploitation, peer on peer abuse (child on child), sexual violence and sexual harassment, the sharing of nude and semi -nude images which has replaced sexting.
- Developing healthy relationships and awareness of domestic violence, and abuse which is linked to 'honour' such as female genital mutilation and forced marriage, bullying and child on child abuse
- Recognising how pressure from others can affect their behaviour.
- Knowing that as a school we will act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.
- Ensuring our behaviour policy includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying . See the anti-bullying/behaviour policy
- Maintain an on-line safety policy, which take into account remote learning, and use of mobile and smart technology and is reviewed regularly to take into account any new threats are. See the E Safety policy.
- 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.
- Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school
- Promote pupil health and safety.

- Promote safe practice, and challenge unsafe practice.
- Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers, supply staff and contractors. KCSiE Part Four has two sections, the second section addresses low-level concerns.
- Provide first aid and meet the health needs of children with medical conditions
- Ensure school site security.
- Address drugs and substance misuse issues.
- Support and plan for young people in custody and their resettlement back into the community.
- 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.
- Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended school activities, vocational placements and alternative education packages.

Children requiring mental health support

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. As a school we ensure that clear systems and processes are in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

The school's approach to mental health is robust, and provide-

- ELSA
- Accessible Mental Health child level resources
- Trained Mental Health First Aiders
- Have links to local and an Academy trust Educational Psychologist (EP)

At Edwalton Primary School the support and pathways that are in place, has enabled the school to achieve a Mentally Health schools' status.

Children who are lesbian, gay, bi, or gender questioning.

The school staff understands the fact that a child or a young person may be LGBT or questioning their gender, however this is not in itself an inherent risk factor for harm. But children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Therefore, the school staff endeavours to reduce these additional barriers faced and provide –

- A responsive RSHE curriculum that teaches diversity
- Assemblies that support- and raise awareness of the protective factors
- Resources linked to the protective factors
- Pastoral support including ELSA trained staff and Mental Health support
- Safe space for children to assess
- Interagency partnership working -TETC team support
- A Child and Family support worker

Child abduction and community safety incidents

The school understands that child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers.

The school has measures in place that endeavour to keep children safe and identify any potential threat or issues-

- A robust attendance policy using the attendance frame work
- Protocols in place to gain information as to why a child is not at school
- Safe and well checks in circumstances that no information has been presented or are classed as vulnerable or where the child has not been in school for 5 days.
- Safety plans in place for vulnerable children
- A working partnership with parents to ensure the correct details and the sharing of information is in place to keep children safe in terms of family presented issues
- NCC & NSCP school safe alert protocol
- School level lock down procedures in the event that an unknown person accesses the school site
- Age appropriate curriculum themes to support the independence of children as they move through the school and possibly start walking home
- Assemblies that raise awareness and teach outdoor safety for children, so they build their confidence and abilities to protect themselves
- Identification of who children can speak to if they need help and support

Looked after Children

The Snr DSL and deputies (DSL team) maintains a key role in raising awareness amongst staff about the needs of children who have or who have had a social worker and the barriers that those children might experience in respect of attendance, engagement and achievement at school.

The Snr DSL along with the Designated Teacher can inform the Governing body and Head Teacher 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

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

The Designated Teacher maintains good links with the Virtual School Heads to promote the educational achievement of previously looked after children.

The Designated Teacher maintains good links with the Virtual School Heads 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, Head Teachers , governors, Special Educational Needs Co-ordinators, mental health leads, other local authority officers.

Definition of Safeguarding Supervision

Safeguarding supervision is the provision of professional support and learning which enables practitioners (in this case the DSL) to develop knowledge and competence. It facilitates the practitioner to be able to take responsibility for their own practice and respond to the needs and risks presented by children and young people. Safeguarding supervision is separate from line management supervision.

Purpose of Safeguarding Supervision for DSLs

The purpose of Safeguarding Supervision for DSLs is to:

- review workloads, if needed;
- discuss and seek guidance on specific cases;
- provide an opportunity where a member of staff can be challenged supportively and constructively within mutually agreed and accepted boundaries by a professional experienced in safeguarding children;

- allow for issues relating to the work place and to working practices to be identified and discussed;
- identification of achievements; and
- provide support with emotional well-being and resilience.

Alternative education

The school uses the AP checklist to ensure due diligence is carried out with regards any off-site education. The school ensures that LA approved AP provider are used and works in partnership with the trust to quality assure the AP Provider using the Trust AP checklist.

Senior staff including the DSL team carry out regular visits to the provision to review the quality of the provision and the safeguarding arrangements in place. The Alternative Provision Transition Plan is reviewed at least monthly with parents/carers and appropriate agencies.

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.

In some cases, it is necessary for the school to provide an alternative provision within a different setting. In these cases, advice from the PSED and SBAP team is sought and placement finalised after consultation. Communication between the settings is carried out and documented. Regular visits are carried out via school staff and those from the relevant support team.

Children who attend alternative education often have complex needs, it is important governing bodies/trusts and designated safeguarding leads ensure children are fully supported at all times, 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.

During any alternative placement, school continues to be responsible for the safeguarding of that pupil, School continues to ensure that the provider meets the needs of the child and seeks written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment.

All adults involved have a responsibility to safeguard and promote the welfare of children and young people during outdoor learning, off-site visits and learning outside the classroom. At Edwalton Primary School we recognise that such visits and activities have many benefits, but there are also potential safeguarding risks which are considered during the planning process. For all educational visits staff follow 'Visits Guidance for Children and Young People Children', Families and Cultural Services April 2018, to ensure standardised procedures. A checklist is used to give assurance that all procedures have been completed, that staffing ratios allow inclusion for participants with additional needs, that ratios guarantee safety for all, and that risk assessments are in place for all aspects of the trip. Insurance is arranged, an emergency plan is in place and all staff are aware of emergency contact details whilst off site.

Visit leaders are informed of any children and young people who may be particularly vulnerable or have specific safeguarding needs, and ensure that other staff/adults are made aware as necessary.

Where children are identified who may be LGBTQ+ we will work closely with them and parent/carers to ensure that feels listened to and supported and where needed. Staff who are working closely will check in regularly to provide a safe space for support and discuss any worries/issues.

We will follow the procedures set out by the Nottinghamshire Safeguarding Children Partnership (NSCP) and take account of guidance issued by the DfE in Keeping Children Safe in Education 2024 to:

- Ensure we have a Senior Designated Safeguarding Lead (DSL), who is a member of the leadership team, and a Deputy Safeguarding Lead for child protection/safeguarding who has received appropriate training and support for this role.
- The Designated Safeguarding Lead role is written into their job description and clarifies the role and responsibilities including as defined in KCSiE 2024 Annex C.
- Ensure we have a nominated governor responsible for child protection/safeguarding.
- Ensure that we have a Designated Teacher for Looked After Children (LAC).
- Ensure every member of staff (including temporary, supply staff and volunteers) and the governing body knows the name of the Senior Designated Safeguarding Lead, their deputies responsible for child protection, and their role.
- 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.
- 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.
- Ensure that there is a complaints system in place for children and families.
- 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.
- 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.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- 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.
- Ensure all records are kept securely; CPOMS is used for recording safeguarding information and a paper file for each of those children is kept containing a chronology of events. These files are kept in a locked filing cabinet separate to the child's school file within the Deputy DSL's office.
- Ensure that we follow robust processes to respond when children are missing from education or missing from home or care.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Apply confidentiality appropriately.
- Apply the NSCP escalation procedures if there are any concerns about the actions or inaction of social care staff or staff from other agencies.

Supporting children

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

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.

The school will endeavour to support the pupil through:

- Developing the content of the curriculum to ensure it is broad and balanced covering relevant issues through Relationships Education and Relationships and Sex Education, also, through Personal, Social, Health and Economic (PSHE) education with school. This is required by law to teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life. They must also promote community cohesion. Independent schools set their own curriculum but must comply with the Independent School Standards, which include an explicit requirement to promote fundamental British values as part of broader requirements relating to the quality of education and to promoting the spiritual, moral, social and cultural development of pupils.
- Maintaining a school ethos which promotes a positive, supportive and secure environment, and which gives pupils a sense of them being valued.
- The school behaviour policy, anti-bullying policy and Child on child abuse policy which is kept up to date with national and local guidance and which is aimed at supporting vulnerable pupils in our school.
- 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.
- The school understands the importance of pastoral care and intervention. Staff members are fully trained in a range of interventions that support children with their SEMH needs. School staff work closely with specific agencies to ensure support structures can be maintained.
- Liaison with other agencies that support the pupil such as Children's Social Care (in line with the Pathway to Provision Version 9.1, published in May 2021), Behaviour and Attendance Service and Education Psychology Service, use of Complex Case Resolution Meetings and the Early Help Assessment Form (EHAF), etc.
- 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.
- Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully supported by ensuring that everyone who works with pupils with SEND knows their role regarding safeguarding. School staff are aware of pupils with SEND and their individual needs. Training for all staff is kept up-to-date and is reviewed regularly. That all staff working with pupils with SEND have additional training in what to look out for, as these signs can differ. All staff know how to support a pupil with more complex difficulties. A named, designated senior member of staff is in charge of safeguarding who understands the need to protect vulnerable children and young people. Strategies are in place to support the children and ensure that they feel empowered and confident to voice their worries and concerns
- 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.
- The staff member, if not the designated safeguarding lead, will inform a DSL immediately, and actions taken in accordance with the school Child on Child policy.

For the children of Edwalton Primary School we have a pastoral system that enables parental and school-based referrals. This support includes ELSA packages of support from trained staff. This support is discussed and reviewed to ensure it is effective. School recognises the need for the children to be able to raise their concerns so, 'worry boxes' are available in each classroom. This is managed by the class

teachers and they then are able to use their judgment on the next steps for support if required. Further support is available with referrals through outside agencies.

Safe Staff and Safe Recruitment

- 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 2024 Part Three and advised by NCC HR/ Multi Academy Trust HR Services policy and practice guidance.
- School leaders, staff and members of the governing body will be appropriately trained in safer working practices and access the safer recruitment training advised by NCC HR Service the Trust. (NCC direct schools to the NSPCC Safe Recruitment online course).
- 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 were any concerns arise we will seek advice and act in accordance with national guidance.
- Our school has in place recruitment, selection, and vetting procedures in accordance with KCSiE 2024 Part Three and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2024 Part Three.
- 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 2024 in line with KCSiE Part Four Section two. *Staff are emailed a copy of these documents at the start of every new academic year, or when amendments have been made and also at their initial induction.*
- Newly appointed staff and volunteers will be informed of our arrangements for safer working practices by the office manager and DDSL before beginning working and having contact with pupils. Visitors and volunteers, including supply staff, will sign to say they have read and will follow our safeguarding policies and practices before beginning working and contact with pupils.
- In the event of any complaint or allegation against a member of staff, the Head Teacher (or the Designated Safeguarding Lead) if the Head Teacher is not present, will be notified immediately. If it relates to the Head Teacher, the chair of governors or trust CEO 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 Officer and HR Business Partner or HR Service.
- 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. Further support provided to DSL teams by the Trust Safeguarding team.
- Advice and support will be made available by the Safeguarding Children in Education Officer (SCiEO), LADO and NCC HR where appropriate to the leadership team. Trust Safeguarding team including the Safeguarding Support Consultant.
- All new employees will be appropriately inducted to their role and a link to the [Induction Checklist for Safer Recruitment](#) can be accessed from HR's guidance section of the School Portal.

Links to other Local policies

This policy, together with the following, should be read alongside and in conjunction with other policies and statutory guidance regarding the safety and welfare of children. These together will make up the suite of policies to safeguard and promote the welfare of children in this school.

- *Accessibility Plan.*
- *Anti-Bullying revised for 2024-2025 (LA template policy in the process of being revised).*
- *Attendance Policy.*
- *Behaviour and anti bullying policy*
- *Equality.*
- *Central Record of Recruitment and Vetting Checks.*
- *Complaints' Procedure Statement.*
- *Cyber-bullying and Harmful online challenges.*
- *Online Safety Policy.*
- *Cyber Security Policy and arrangements.*

- *Freedom of Information.*
- *Female Genital Mutilation (FGM) Guidance*
- *Radicalisation – Prevent Duty- (School's should have a Prevent Action Plan and Risk Assessments).*
- *Health and Safety Disability Equality Action Plan.*
- *Home-school Agreement Document (which is shared with parents/carers through class dojo)*
- *Child on Child Abuse revised 2024-2025 (LA template policy in the process of being revised and includes- Sexual violence and sexual harassment and response to 'upskirting'.*
- *Physical intervention/positive handling.*
- *Register of Pupil Attendance.*
- *School Access Policy.*
- *School Behaviour.*
- *Knife Crime Guidance (cross authority and in the process of being revised).*
- *Relationships, Sex and Health Education.*
- *Mental and Physical Health (KCSiE 2024 Part One, Part Two and Annex A and Annex B)*
- *Special Educational Needs.*
- *CRB - Use of Reasonable Force Policy/ Guidance.*
- *Staff Behaviour (Code of Conduct policy).*
- *Staff Discipline Conduct and Grievance (procedures for addressing).*
- *School information published on a website.*
- *Visitors and VIP Guidance 2024-2025.*
- *Whistle Blowing Policy.*
- *Guidance for NSPCC helpline and usage (KCSiE 2024 paragraph 47 and 74; when to call the police guidance from the NSPCC)*
- *New - NSPCC advice to protecting children with SEN and deaf/disabled children and young people links and help line (KCSiE 24 paragraph 204).*
- *NCC & NSCP Neglect Toolkit (available from the NSCP website).*

Where disclosures or incidents involving sexual violence and child sexual harassment are made the Child on Child Abuse policy will be followed.

Nottinghamshire safeguarding Children Partnership Policy, Procedures and Practice Guidance link:

<https://www.nottinghamshire.gov.uk/nscp/policy-procedures-and-guidance>

Roles and Responsibilities

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, at all times, what is in the best interests of children.

All staff within our school are particularly important as they are in a position to identify concerns early and provide help to children to prevent concerns from escalating. All staff contribute to providing a safe environment in which children can learn by following the procedures that are place on a daily basis.

All staff contribute to providing a safe environment in which children can learn this includes-

- Staff being visible at the beginning and end of each school day
- Range of clearly defined systems on entering and exiting the school
- A range of risk assessments carried out by staff for in and when out of schools
- Subject experts driving safeguarding as part of the curriculum
- Specific roles, e.g. Health and Safety team, dedicated pastoral team, specialist PE Leader leading before and after school provision
- Pupil leadership supporting to keep children safe, e.g. Sports Leaders, Environment Leaders, school council representatives
- An embedded positive culture,
- Structured assembly programmes

- Effective communication to parents through email, phone calls, text, class dojo, face to face and the school website
- Residentials fully incorporated into the school curriculum.

All staff contribute to enabling a safe environment both in and when out of schools on trips or extended learning opportunities. Risk assessments are carried out with pre-visits are completed for all out of school events, to enable the staff to have a clear view of the environment.

Early Help: is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. We recognise providing early help is more effective in promoting the welfare of children than reacting later.

All school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs.
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan).
- has a mental health need.
- is a young carer.
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- is 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.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation.
- is at risk of being radicalised or exploited.
- has a parent or carer in custody or is affected by parental offending.
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- is misusing alcohol and other drugs themselves.
- is at risk of so-called 'honour'-based abuse such as The Policy should include the school's duties under the Counter Terrorism and Security Act 2015 (The 'Prevent Duty') The policy should include the school's duties under the Counter Terrorism and Security Act 2015 (The 'Prevent Duty') or Forced Marriage.
- is a privately fostered child.
(Working Together to Safeguard Children 2023 and KCSiE paragraph 497)

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.

These include-

- A Family Support Worker
- An inclusion Leader
- ELSA trained staff

Part of the roles and responsibilities of these staff are to provide a pastoral pathway, so any mental health related issues can be identified. A range of interventions are provided by the school to support this process. Staff cannot act as mental health experts and do not try to diagnose conditions. However, they will ensure clear systems and processes are in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Partnerships with families and the community supports proactive engagement with families, outside agencies, and the wider community to promote consistent support for children's health and wellbeing. Parents and carers can speak to staff informally to request support, visit school or staff may suggest that support is accessed. Where social workers need to meet children during the school day we will always accommodate this and provide an appropriate space for the meeting to take place so children's needs are met.

All our staff are aware of systems within our school and these are explained to them as part of staff induction, which include our child protection policy; the employee code of conduct and the role of the designated safeguarding lead and Keeping Children Safe in Education Part One. Our school utilises an induction checklist when staff are inducted which includes the above, but also other policy and procedural information.

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.

Safeguarding Training

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

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

All our staff receive safeguarding and child protection training which is updated every three years, through the Local Authority. In addition, to this training all staff members receive child protection and safeguarding updates when required, at least annually and when required due to new training delegation. The designated safeguarding lead and any deputies undergo training to provide them with the knowledge and skills required to carry out the role, which is updated every two years alongside regular updates. The key areas of training we ensure take place at our school are induction training, awareness training for the whole staff, Designated Safeguarding Lead training, Safer Recruitment training, training about preventing terrorism, training for School Governors, training on specific issues, including Female Genital Mutilation and Child Sexual Exploitation. Training is provided via the Nottinghamshire Safeguarding Children Board (NSCB) and Nottinghamshire County Council. (NCC). Staff are kept up to date with any local or national changes to safeguarding guidance through regular safeguarding briefings and directly through the Nottinghamshire safeguarding children partnership. We also highlight to staff our local context, which is specific to our school, this information comes from analysing our online safeguarding system CPOMs and has highlighted parental alcohol and drug misuse and domestic abuse as being the key issues in our school community.

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. Training is given at the start of the year to ensure that staff understand their role. Those who join at a different time undergo a comprehensive safeguarding induction.

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.

The training that staff receive including online safety training, is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning. The CPD programme is reviewed to ensure that all the knowledge staff need is included and, perhaps more importantly, that they understand how it is to be implemented.

Staff responsibilities

All staff have a key role to play in identifying concerns, recognising children's vulnerability to harm and risk of abuse and provide support and early help for children.

To achieve this, they will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Lead and ensure robust arrangements and procedures are in place to effectively manage and regularly monitor the online safety arrangements and ensure appropriate filtering and monitoring on school devices and school networks.
- Attend training to be aware of and alert to the signs of abuse.
- Maintain an attitude of "it could happen here" with regards to safeguarding.
- 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.
- 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.
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- Support pupils in line with their child protection plan, child in need plan, LAC Care Plan.
- Treat information with confidentiality but never promising to "keep a secret."
- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- Be prepared to identify and support children who may benefit from early help, support, and interventions.
- Ensure they know who the DSL and Deputy DSLs are and know how to contact them.
- 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

Senior Leadership/Management Team responsibilities:

- Contribute to inter-agency working in line with HM Working Together to Safeguard Children 2023 (updated February 2024) guidance.
- Provide a co-ordinated offer of early help when additional needs of children are identified.
- 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.
- Working with Children's Social Care, support their assessment and planning processes including the attendance at conference and core group meetings and providing reports as required.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.
- Ensure that allegations or concerns against staff including low-level concerns are dealt with in accordance with guidance from Department for Education (DfE KCSiE 2024 Part Four 'Allegations

made against/Concerns raised in relation teachers including supply teachers, other staff, volunteers, and contractors in Sections One and Two.

- Ensure staff are alert to the various factors that can increase the need for early help.
- 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.
- Carry out tasks delegated by the governing body and Flying High Trust such as training of staff and volunteers, safer recruitment and maintaining of a single central register.
- Nottinghamshire Safeguarding Children Partnership (NSCP) and Nottinghamshire County Council (NCC).
- Ensure all new staff have undertaken the safeguarding induction
- Provide regular safeguarding updates and reminder

Teachers (including ECTs) and Headteachers – Professional Duty

The Teachers Standards 2012 remind us that teachers, newly qualified teachers and Head Teachers should safeguard children and maintain public trust in the teaching profession as part of our professional duties.

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.

Children who met the above criteria receive the support from our designated teacher at Edwalton Primary School, this is currently our SENDCo Annie Holmes. This member of staff is identified on our safeguarding posters which are displayed throughout school.

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 Co-ordinator to ensure that the progress of the child is supported.

Designated Safeguarding Lead

We have a Snr 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.

We also have a Deputy Safeguarding Lead, who will provide cover for the Snr Designated Safeguarding Lead when they are not available. Our Deputy Safeguarding Lead has received the same training as our Snr 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 Snr 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.

Due to us being a large school and to ensure the needs of our children are met we have a team of 4 DSL's, this means that at all times we have trained members of staff available to deal with any Child Protection concerns. The DSL's are fully trained and supported by the senior and deputy DSL's.

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 of the members of the school community in cases of suspected abuse.

Our DSL team will be aware of all pupils who have a social worker and will help to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school and college leadership staff.

The Senior Designated Safeguarding Lead is expected to:

Manage Referrals

- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Support staff who make referrals to children's social care and other referral pathways.
- Refer cases where a person is dismissed or left due to risk/harm to a child and the DBS as required.
- Ensure arrangements are in place year-round for all staff and volunteers to seek advice, support and in-form 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.
- 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.
- Take lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college.
- Arrange a regular weekly meeting for all safeguarding team to meet to discuss children who have current safeguarding concerns to ensure effective communication between the team to best meet the needs of vulnerable children in school.
- Work with external agencies and professionals on matter of safety and safeguarding;
- undertake training;
- Raise awareness of safeguarding and child protection amongst the staff and parents
- 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.
- ensure that child protection information is transferred to the pupil's new school

Working with others

The school understands that it has a pivotal role to play in multi-agency safeguarding arrangements. Contributions to multi-agency working in line with statutory guidance Working Together to Safeguard Children is in place.

- Consult with the Head Teacher (where the Senior Designated Safeguarding Lead role is not conducted by the Head Teacher) to inform them of any issues and ongoing investigations.
- As required, consult with the 'case manager' (as per Part Four of KCSiE 2024) and the LADO where there are child protection concerns/allegations that relate to a member of staff.
- Consult with the case manager and the LADO/LADO Allegation Officer where there are concerns about a staff member.
- Consult with staff on matters of safety and safeguarding and deciding when to make a referral by consulting with other agencies and acts as a source of support, advice, and expertise for other staff.
- 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 including providing and writing reports for conferences and reviews.

- Consult with the local authority and other agencies in line with HM Working Together to Safeguard Children 2023 (Updated February 2024) and the local Nottinghamshire Safeguarding Children Partnership procedures and practice guidance.
- The Head Teacher, designated safeguarding leads and governing body/trust are aware of the local arrangements put in place by Nottinghamshire Safeguarding Children Partnership (NSCP) and know how to access the NSCP website and training.

Undertake training

- Formal Designated Safeguarding Lead training will be undertaken every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually.
- The Senior Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training.
- 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.

The training undertaken should enable the Designated Safeguarding Lead to:

- Understand the assessment process for providing early help and intervention through the NCC & NSCP's Pathway to Provision, the Early Help Service, and Family Hubs.
- Have a working knowledge of how the Nottinghamshire 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.
- Ensure that each member of staff has access to the child protection policy and procedures and any revisions/updates.
- Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand the Prevent Duty and provide advice and support to staff on protecting and preventing children from the risk of radicalisation and being grooming into extremist behaviours and attitudes (KCSiE 2024 Annex A and B).
- Understand the reporting requirements for FGM and PREVENT.
- Encourage a culture of protecting children, listening to children and their wishes and feelings.

Raise awareness

- Ensure that the child protection policies are known, understood, and used appropriately.
- 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.
- Work strategically to ensure policies and procedures are up to date and drive and support development work within the school.
- 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.
- Ensure all staff receive induction training covering child protection before working with children and can recognise and report any concerns immediately as they arise.

Child Protection file

- The Senior Designated Safeguarding Lead is responsible 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.
- 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.

- A record or data on the cohort of children having or have had a social worker and social care involvement will be maintained.
- We will ensure our management arrangements for maintaining, keeping, and storing information and records for children where a safeguarding or child protection concern has been identified for a child is managed in accordance with statutory guidance in KCSiE 2024.
- Our school will maintain, keep and storing records, where a concern about a child has been identified in accordance with statutory guidance.
- Elective Home Education, paper work and linked agency working
- Alternative educational provision pathways and assigned paperwork and Academy Trust support.

We use the electronic recording system CPOMS to record all significant incidents and concerns. These are monitored by the DSL team and actioned accordingly. Paper files are also kept for children who are child protection, child in need and looked after children. These records are transferred by the senior and deputy DSL, where the new provision does not have this system, the record is downloaded and transferred as a paper confidential file.

Availability

- During term time the Senior Designated Safeguarding Lead or a Deputy will always be available (during school or college 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 arrangements will also need to be in place all year round for any out of school hours' activities in line with the guidance contained in DfE KCSiE 2024 Part Two and Annex C.

The school DSLs respond to safeguarding emails at all times. This enables identification of concerns all year round. This is accessible for agency staff who require information out of term time,

Headteacher

The Head Teacher of the school will ensure that:

- The policies and procedures adopted by the governing body/trust, (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by **all** staff.
- Our Senior Leaders have oversight of our Single Central Record (SCR) which is reviewed regularly and is compliant with statutory guidance.
- 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.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice regarding children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- The Head Teacher will ensure all staff including supply teachers and volunteers have access to and read and understand the requirements placed on them through: - our Child Protection Policy; the Staff Behaviour Policy/Code of Conduct Policy.
- The Head Teacher will ensure there are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in KCSiE 2024.
- Where there is an allegation made against a member of staff (either paid or unpaid) that meets the criteria for a referral to the LADO, then the headteacher or principal will discuss the allegation immediately by completing the [LADO Referral Form](#) (within 24 hours) and ensure that cases are managed as per Part Four: Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers, and contractors.
- If the allegation is against the Head Teacher/Principal, the Chair of the Governing Body will be required to manage the allegation and consult with statutory safeguarding leads, such as the Local Authority LADO – see below.
- Investigation leads will liaise with the Trust Safeguarding team and the Trust HR team

Governing Body and Multi- Academy Trust

We recognise our Governing body and Flying High Trust have a strategic leadership responsibility for our school's safeguarding arrangements and must ensure they comply with their duties under legislation and must have regarding to KCSiE 2024, ensuring policies, procedures and training in our school are effective and comply with the law at all times.

The governing body and Flying High Trust 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:

- Ensuring there is an individual member of the governing body to take leadership responsibility for safeguarding and champion child protection issues in the school.
- Ensuring that the school has effective policies and procedures in line with statutory guidance as well as with local NSCP guidance and monitors the school's compliance with them.
- 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.
- Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSiE 2024 regarding Data Protection Act 2018 and UK GDPR and the additional clarification regarding processing personal information fairly and lawfully and to keep the information they hold safe and secure (KCSiE paragraph 92).
- Ensuring cooperation with the local authority and other safeguarding partners.
- Appointing a Senior Designated Safeguarding Lead from the leadership team to take lead responsibility for child protection/safeguarding and that a Designated Teacher for Looked After Children is appointed and appropriately trained.
- Ensuring all staff, including supply teachers and governors read and fully understand at least KCSiE 2024 Part One and or Annex A as a minimum, and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as required within the guidance.
- Ensuring that the governing body understands it is collectively responsible for the school's 'safeguarding arrangements,' even though a *governor/member of the trust* will be nominated as the 'Safeguarding Governor' and person who will champion all safeguarding requirements.'
- 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.
- 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 Head Teacher/ Principal.
- 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.
- Ensuring that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.
- Ensuring there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of dealing with a complaint KCSiE 2024 Part Four Section One.
- 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).
- Ensuring the *Chair of Governors or CEO of the Trust* is able to respond if there is an allegation against the *Head Teacher*, by consulting with the LADO or other appropriate officers within the local authority.
- Ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, or have unexplained or persistent absence from education.
- Ensure an overview is in place to help identify the risk of abuse, including child sexual exploitation and being at risk of exploitation.
- Be aware of the issues involving the complexity of serious violence and sexual violence and sexual harassment between children and ensure the DSL team and SLT has appropriate policy, procedures in

place and staff are trained, to recognise and respond to incidents and resources to manage actions and support for those involved.

- Ensure the DSL team and staff are alert and able to respond to harmful online challenges and hoaxes, including providing information and advice to parents and carer and informing where to get help and support.
- The SLT and DSL team works closely with the police and safeguarding partners to raise awareness of the impact of knife crime and adopt proactive practice to address concerns locally and within the community.
- Ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum.
- Give all staff the opportunity to contribute to and shape the 'safeguarding arrangements,' and child protection policy.
- When the schools premises are used for non-school/college activities the Governing body/trust will seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in place, and inspect them as needed, including liaising with the Head Teacher/ trust. This will apply regardless of whether or not children who attend the provision are on the school or college roll.
- Any safeguarding concerns involving outside organisations will be addressed through our safeguarding policies and procedures, and in line with the local Nottinghamshire Safeguarding Children Partnership procedures.
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required.
- Ensure at least one person on an interview panel has completed safer recruitment training.
- Inform any new prospective employees' that online social media checks will be completed as part of the interview process (KCSiE 2024 Part Three Safer Recruitment).
- Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.

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

- 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.
- At Edwalton Primary School this is Annie Holmes.
- The Designated Safeguarding Lead will also have details of the child's social worker and the name of the Assistant Head of the Virtual School. The Designated Safeguarding Lead will work closely with the Designated Teacher, as we recognise that children may have been abused or neglected before becoming looked after. We will ensure their ongoing safety and wellbeing as well as supporting their education, through linking with their social worker, carers, and parents where appropriate.
- We also recognise those children who were previously Looked-After potentially remain vulnerable and all staff will be informed of the importance of maintaining support for them through our school. As a school, we will continue to recognise the importance of working with agencies and take prompt actions where necessary to safeguard these children, who may remain vulnerable

Children with Special Educational Needs

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.

All staff are aware that additional barrier can exist when recognising abuse and neglect 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 peer on peer/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.

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

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- children with SEN and disabilities can be disproportionately impacted by things like bullying, with-out outwardly showing any signs; and communication barriers and difficulties in overcoming their ability to disclose incidents or the risk of harm they feel subject to,
- addressing individual behaviour concerns and incidents considering the child's SEN and disabilities.
- 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.
- Policies to support the safeguarding of SEND children include lifting and handling policy, intimate care policy and administering medicine.
- A relationship-based approach and have a linked behaviour policy that reflects this, alongside taking in to account any physical intervention and using reasonable force to maintain safety, alongside reflecting on individual needs.

Taking action where concerns are identified

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

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.

If a child is in immediate danger or risk of harm a referral will be made immediately to the Multi-Agency Safeguarding Hub 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.

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

- 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.
- No promises will be made to the child, e.g., to keep secrets.
- Staff will stay calm and be available to listen.
- Staff will actively listen with the utmost care to what the child is saying.
- Where questions are asked, this should be done without pressurising, and only using open questions.
- Leading questions should be avoided as much as possible
- Questioning should not be extensive or repetitive
- Staff will not/ should not put words in the child's mouth but will subsequently note the main points carefully.
- 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.
- 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.

- 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.
- The Designated Safeguarding Lead will be immediately informed unless the disclosure has been made to them.
- Information should be shared with children's social care without delay, either to the child's own social worker or to the MASH. Children's Social Care will liaise with the police where required, which will ensure an appropriate police officer response rather than a uniformed response.
- The Police would only therefore be contacted directly in an emergency or if a child is in immediate risk of harm, abuse, or danger.
- If unsure, the MASH has available a Consultation Phone Line during office hours where a conversation (without naming children) can be used to speak with a qualified social worker. No record of the conversation will be made it is purely an advice line.

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.

Confidentiality

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.

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.

The Head Teacher 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.

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. We acknowledge further guidance can be found by visiting Nottinghamshire Safeguarding Children Partnership website: <https://www.nottinghamshire.gov.uk/nscp>

Information Sharing

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 2018, updated December 2020).

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

- *DfE KCSiE 2024 paragraphs 114 to 122 and Annex C.*
- *HM Working Together to Safeguard Children 2023 Paragraphs 28 to 34 and on pages 18 to 22.*

- *HM Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents, and carers* (Data Protection Act 1998 (DPA) and UK General Data Protection Regulation (UK GDPR)).

Records and Monitoring (KCSiE 2024 paragraphs 66 to 67, Part Four, Part Five, Annex C

Any concerns about a child will be recorded in writing or electronically on our online system CPOMS 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.

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.

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

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.

Safeguarding, child protection and welfare concerns will be recorded and kept in a separate secure file known as a 'concern' file (formerly referred to as a child protection file), which will be securely stored and away from the main pupil file. The main pupil file should have a C in the top right-hand corner to denote a separate file exists. The school also uses CPOMS, which is an electronic safeguarding system. It remains the Snr safeguarding leads responsibility to ensure all staff members have access to the system and the appropriate training that will enable them appropriate record keeping. The DSL team are alerted to all submissions via CPOMS and monitor this daily, adding actions as appropriate. 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.

Why recording is important

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.

Edwalton primary School uses CPOMS to maintain a record of concern for all children with electronic transfer of files carried out from school to school.

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.

Recording Practice and Procedures

Timely and accurate recording will take place when there are any issues regarding a child. A recording of every incident or concern for the child will be made, including any telephone calls to other professionals and any verbal conversations. These will also be recorded on the CPOMS chronology and kept within this child protection system 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.

The chronology will be brief and log activity; the full recording will be on the record of concern, via CPOMS

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.

Support and advice will be sought from social care, or the early help service whenever needed. 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.

This may include no further action, whether an EHAf should be undertaken, or whether a referral should be made to MASH/Children's Social Care in- line with the NCC Pathway to Provision, made available by Nottinghamshire Safeguarding Children Partnership.

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.

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

(KCSiE 2024 Annex C pages 171 to 172 and paragraphs 101,121 to 122, 547 and 550).

The establishment of a Child Protection, CiN or Confidential Safeguarding file, which is separate from the child's main school file, is an important principle in terms of storing and collating information about children which relates to either a child protection or safeguarding concern or an accumulation of concerns about a child's welfare which are outside of the usual range of concerns which relate to ordinary life events. It should be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the child's particular circumstances will need to be considered for example if a child is subject to a child protection plan, CiN plan or has looked after status (LAC). Professional judgement will therefore be a key factor when making this decision and will need clear links between pastoral staff and those with Designated Safeguarding Lead responsibilities in school.

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

- A referral to MASH/Children's Social Care.
- A number of minor concerns on the child's main school file.
- Any child is open to social care or Early Help Service.
- Involved with statutory safeguarding agency.

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.

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

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. All information taken will be logged on the child's CPOMS file to ensure consistency, the staff member logging the concern will alert all DSL's to this as soon as practicable.

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.

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

We will adopt the file transfer guidance and arrangements contained in KCSiE 2024 and ensure when a child moves school/education provision their child protection/confidential safeguarding file is sent securely to their new educational setting when the child starts/ leaves the school/academy.

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 2024. 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.

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.

In accordance with KCSiE 2024 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.

(KCSiE 2024 paragraph 121 to 122 and Annex C).

Educating Young People – Opportunities to teach safeguarding

(KCSiE 2024 paragraphs 128 to 136, Annex A & Annex C Online Safety).

We will teach children in an age-appropriate way about youth produced imagery, on-line risks associated with social networking to prevent harm by providing them with the skills, attributes, and knowledge to help them navigate risks, including covering online safety, remote learning, filters and monitoring, information security, cyber-crime, reviewing online safety platforms and use of mobile

technology. We will ensure appropriate filters and monitoring systems are in place and regularly review their effectiveness.

The education we provide for online safety will take into account the need for children to learn using online technologies 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.

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.

We will carefully consider mobile phone use and how this is managed to ensure it is reflected in our mobile and smart technology policy. This will include where children have unlimited and unrestricted access to the internet via mobile phone networks (i.e., 3G, 4G and 5G). We are aware many children have independent and unsupervised access to smart technology and could mean some children, could be vulnerable to sexual harassment, bullying, and exploitation via their mobile and smart technology.

We will use opportunities to raise awareness of risks and share this with parents and carers where able. 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.

Our RSHE Curriculum sets out safeguarding content for each year group. And during computing lessons children discuss the dangers of the internet and online safety. There is a section on our website to support parents to minimise the safeguarding risks technology poses and we also include information on newsletters.

Our school's response to identifying, responding to, and managing concerns, incidents, or disclosures regarding sexual violence between children in school.

Helplines and reporting

- 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/>
- 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

Advice and information for parents including weblinks:

- NSPCC P.A.N.T.S Parents Booklet
- Advice for Parents on Cyberbullying
- Help and advice for families in a digital world
- NSPCC Talking to your child about online safety
- NSPCC Talking to your child about keeping safe online
- Protecting your child from sexual abuse
- Criminal Exploitation - A guide for parents

Resources parents could highlight to their children including weblinks

Books are a great way to start conversations about child sexual abuse. You could try these suggestions:

- Everyone's got a bottom by Tess Rowley
- Some secrets should never be kept by Jayneen Sanders and Craig Smith
- Let's talk about body boundaries, consent & respect by Jayneen Sanders and Sarah Jennings
- Someone should have told me by Holly-ann Martin and Marilyn Fahie
- My underpants rule! by Kate and Rod Power

The following appendices are a part of this policy

Appendix 1 - NCC LA Flow Chart 2024-2025 'What to do if you are worried a child is being abused or at risk of harm, neglect.

Appendix 2 – Flow chart for raising concerns at CCLS

Appendix 3 -Template: CPOMS -Logging a concern about a child's safety and welfare

Appendix 4 -Template: Body Maps Guidance and Body Maps

Appendix 1

Edwalton Primary School 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 or sexual harm.

- Listen to what they say, keep calm, reassure they are right to tell, and you will take action to help keep them safe.
- Inform them you need to share the information and what you are going to do.
- 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 SL**

Discuss concerns with the Snr Designated/Named Safeguarding Lead

- The Safeguarding Lead will consider further actions including consultation with Children's Social Care/ MASH (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 in line with the school child protection policy.
- At all stages the child's circumstances should be kept under review and re-reviewed as concerned to ensure the child's circumstances improve – **the child's best interests must come first.**

Still have concerns - Refer to MASH (Multi-Agency)

Safeguarding co-ordinator

Edwalton Primary School

Flowchart for raising safeguarding concerns about a child

Logging a concern about a child's safety and welfare via CPOMS

Discuss	Report concern to the DSL/DDSL and discuss prior to logging the safeguarding concern (face to face or via telephone if necessary). Identify actions and next steps.
Timely	Log the safeguarding concern at the earliest opportunity (immediately after the concern is raised / on the same day). This ensures the entry is accurate and that it can be read and actioned (where needed) by the DSL team in a timely manner.
First-hand	Ensure the concern is logged by the person from whom the concern was raised, unless advised otherwise by the DSL. If the concern is raised to more than one staff member, all members of staff should log the incident. This may lead to more than one log about the same concern with actions agreed with a member of the DSL team
Factual	<ul style="list-style-type: none"> - Ensure the log is factual - Keep the information clear, concise and comprehensive - Use the child's own words and vocabulary – do not re-word any disclosure - Use adults' own words and vocabulary – do not re-word - Do not express an opinion or assume anything - Do not record your interpretation - Record the time and date of the incident, location & who was involved - Ensure all children involved are included in the disclosure and link this to the individual files (where appropriate)

	<ul style="list-style-type: none"> - Ensure there is a clear link between the DSL and the individual who has reported the concern. DSL is then responsible for feeding back to the individual who raised the concern.
Neutral language	<ul style="list-style-type: none"> - Use neutral, unbiased language but still ensure the account is first-hand and use the actual words of the child - Avoid emotive phrases such as: s/he exploded, they trashed the classroom...
Link staff	<ul style="list-style-type: none"> - Include staff you informed as part of the log - Ensure that staff not on the default list, are tagged into the concern as appropriate e.g. class teacher so all relevant staff have access to the same information - Make sure all members of the DSL team are tagged into the concern
Incident and action	<ul style="list-style-type: none"> - Record the concern as one entry (per member of staff as applicable) and ensure all actions are recorded separately as part of the log - Use full names of children and staff
Action	<ul style="list-style-type: none"> - Log actions in a timely manner and include all actions agreed with the DSL team - Include who will lead on the action(s) and ensure there is a clear timeline/end date
Monitoring	<ul style="list-style-type: none"> - What was the impact/resolution? - If the action is to monitor the situation, record what, by whom, how, timeline, close date, review and impact - The DSL team will also monitor actions as part of their regular meetings and caseload reviews
Status	<ul style="list-style-type: none"> - With the support of the DSL team consider whether the status of the incident should remain open or whether it is ready to close
Remember	<ul style="list-style-type: none"> - Recorded entries may be called upon as evidence by investigating bodies (Ofsted, Subject Access Request, Governors, FHP, NCC, Anti-bullying Team, Court of Law ...)

Example

Name of child	Adam Pupil	Year group	3	Factors	M
Sibling(s)	Chloe Hild	Year group	7	Factors	F, SEND
Member of staff reporting the incident	Steve Taff	Role	Y3 Class Teacher	Date	3.10.23
				Time	10:20am
				Location	School Playground
Type of Abuse			Physical		

Factual details

- At 10:20am, during playtime A.Pupil came up to S.Taff alone and asked if he could speak to me.
- A.Pupil said: 'I am sad because my mum and dad get angry sometimes and hit me.' A.Pupil pulled up his jumper and showed S.Taff his left arm. There was a deep, purple bruise (see uploaded body map attached for more detail). A.Pupil said 'This happened last night, my dad hit me because I was answering him back.'
- S.Taff asked 'What did he hit you with?' A.Pupil replied 'He punched me with his fist.' S.Taff asked A.Pupil 'Where did this happen?' and A.Pupil replied 'In the kitchen and my mum just said it serves you right for being cheeky'. S.Taff then asked 'Is this the first time this has happened?' A.Pupil

responded: 'No mum and dad both hit me and my sister when we have done things wrong.'

- S.Taff reassured A.Pupil that he has done the right thing telling an adult in school and that S.Taff will need to share this information so that school can support.
- S.Taff asked A.Pupil whether he wanted to spend some time with Miss Kind (Child and Family Support Worker) before going back into class and A.Pupil said 'No.'
- S.Taff agreed with A.Pupil that he would check in with A.Pupil at the beginning and end of lunchtime and during the afternoon.
- A.Pupil was happy to go back in the classroom after playtime and S.Taff checked in as agreed. No further disclosures were made.

Next Steps (logged at the bottom of the communication)

- S.Taff shared disclosure with Mr S.Afeguard (Senior DSL)
- S.Taff to log disclosure and complete body map
- S.Taff to complete regular check-ins as class teacher and utilise Miss Kind's support where required (daily)
- Mr S.Afeguard to contact Starting Point Advisory Team and follow advice as the family recently stepped down from Child in Need

Actions (typically completed by DSL)

Mr S.Afeguard telephone call with Mrs S.Care DCC (Starting Point Advisory Team) at 2:05pm who advised:

- Referral accepted due to previous involvement
- School not to contact parents based on risk assessment
- Await further information as being processed as a single assessment

Agreed actions for school:

- DSL team to monitor alongside S.Taff (class teacher)
- Mr S.Afeguard to contact Mrs S.Care daily for updates

DSL Team Meeting (10/10/23)

- A.Pupil has made no further disclosures and is responding well to playtime, lunchtime and afternoon check-ins
- Mrs S.Care allocated worker and visited family home on 3/10/23 at 4pm
- Strategy meeting took place on 9/10/23 and family stepped up to Child in Need

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., MASH 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?

At Edwalton Primary School the use of a body map is part of the CPOMS incident form. If using this section of the form it is important to link information in the incident box eg- 1= bruise under eye. 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.

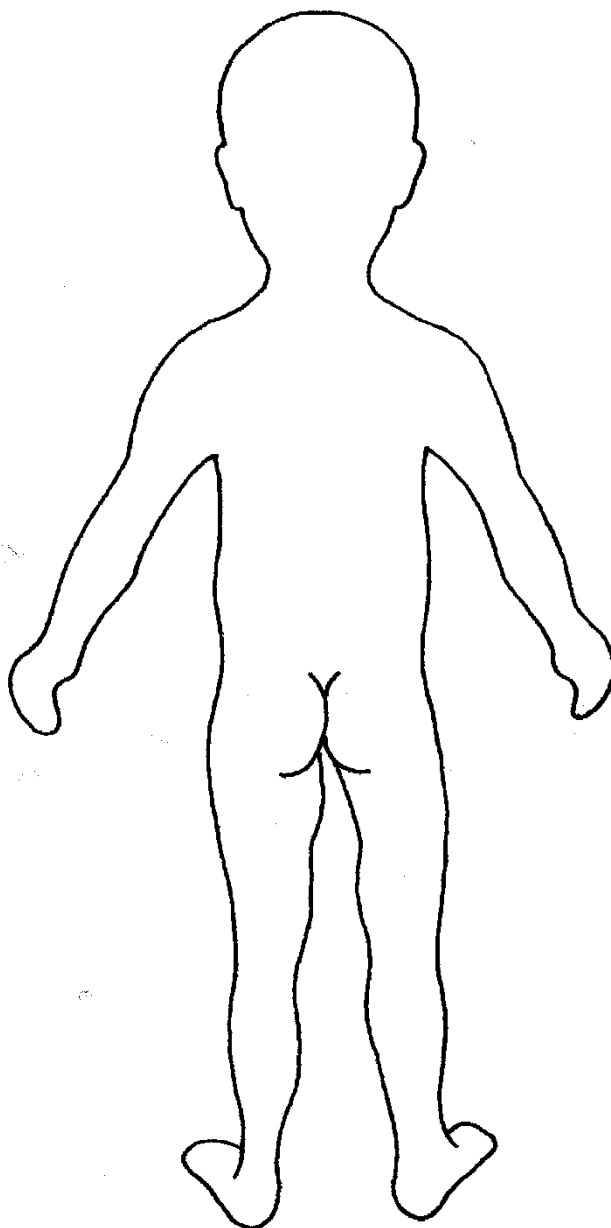
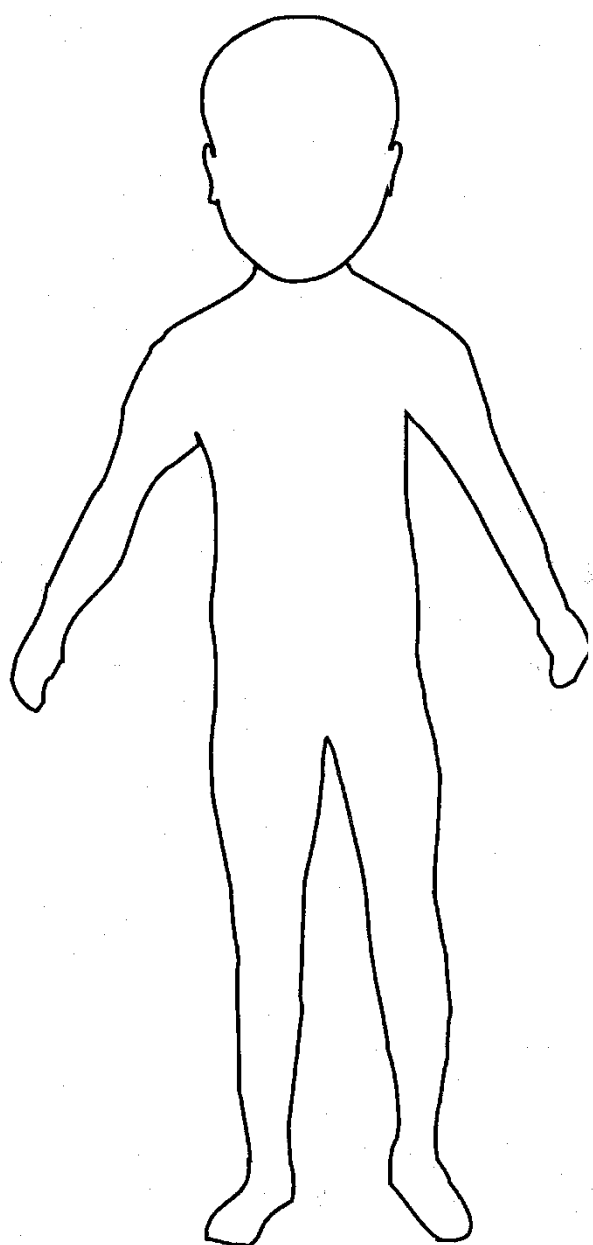
BODYMAP

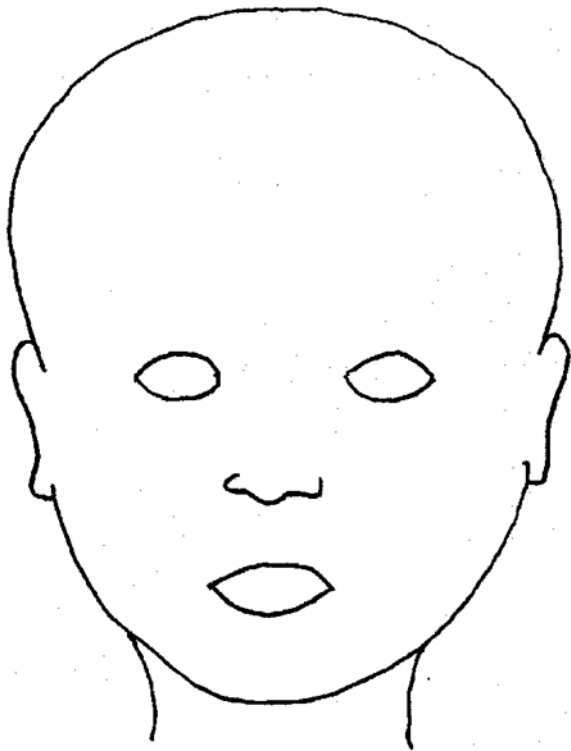
(This must be completed at time of observation.)

Names for Child: Date of Birth:

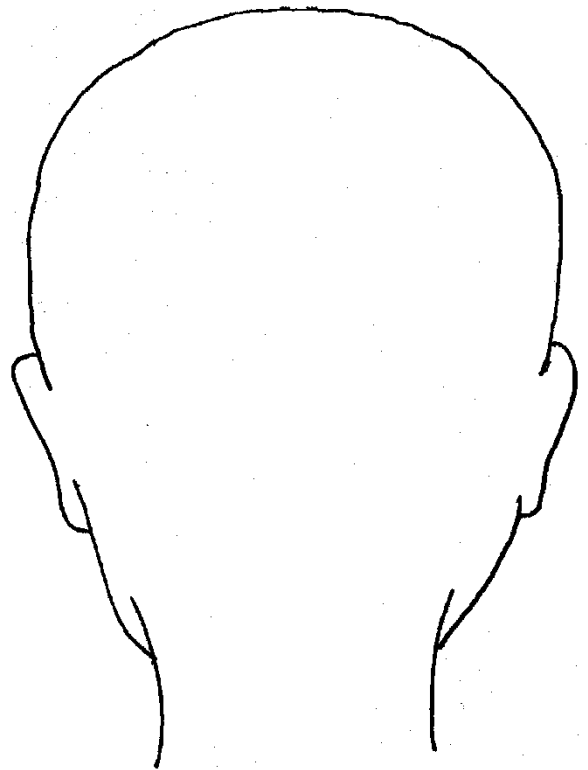
Name of Worker: Agency:

Date and time of observation:

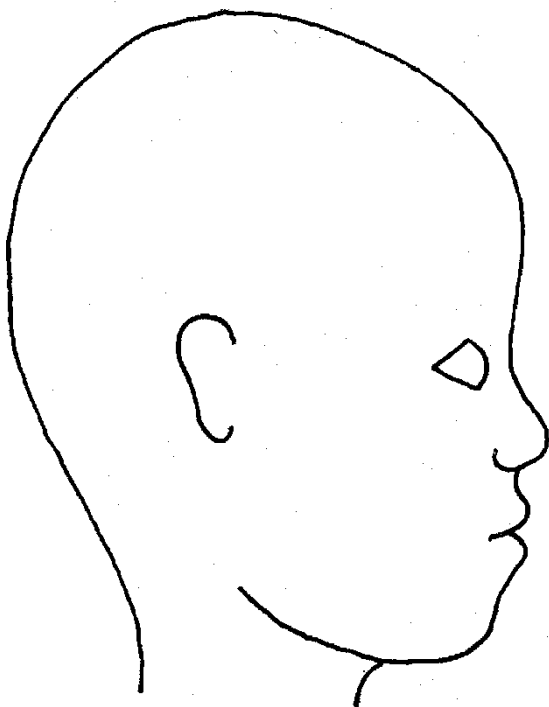




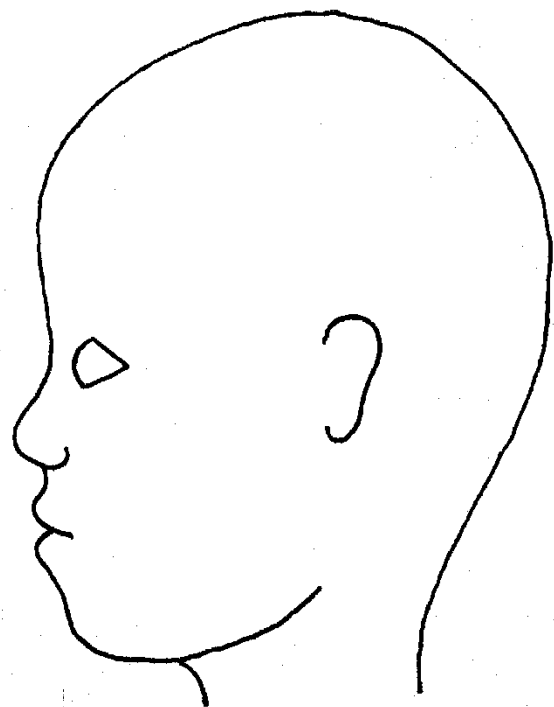
FRONT



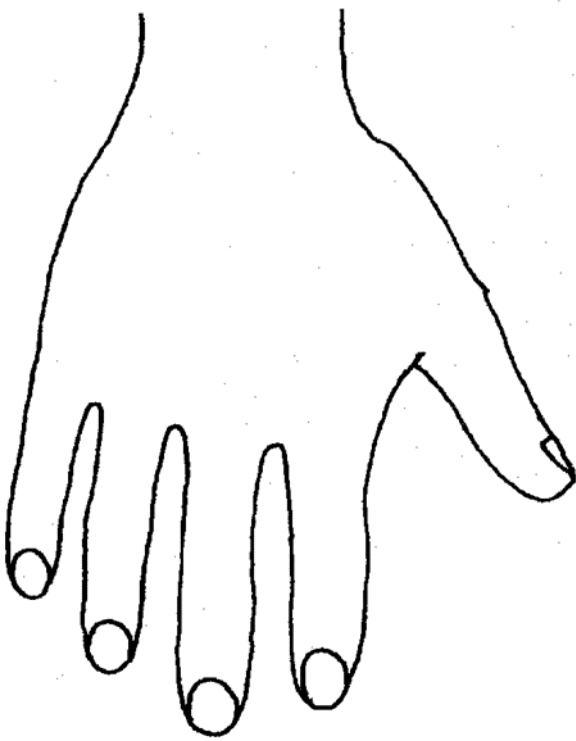
BACK



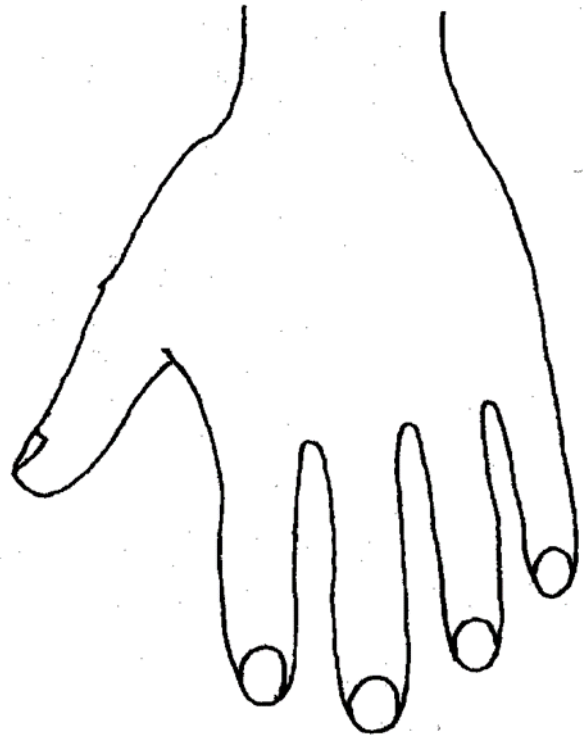
RIGHT



LEFT



RIGHT

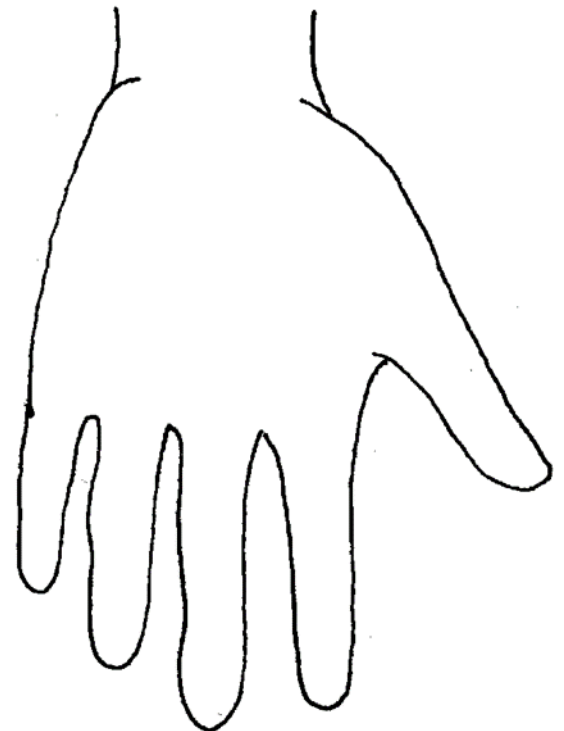


LEFT

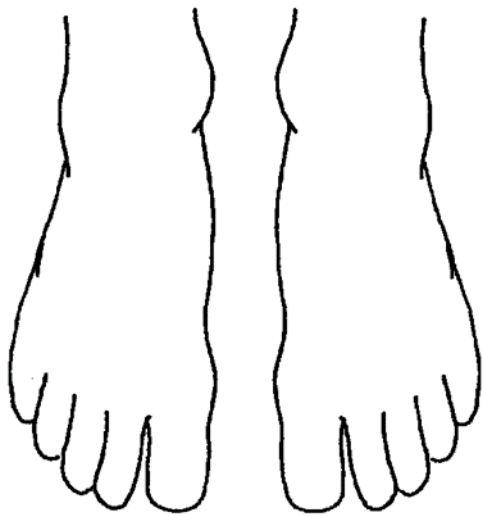


RIGHT

PALM



LEFT



R

TOP

L



R

BOTTOM

L



RIGHT

INNER



LEFT



R

OUTER

L



Printed Name and
Signature of worker:

Date:

Time:

Role of Worker

Other information:
