

Pinewood Infant school and Foundation Unit
WHOLE SCHOOL POLICY FOR CHILD
PROTECTION TO SAFEGUARD AND PROMOTE
THE WELFARE OF CHILDREN

September 2024/2025
01.09.24



Review date: 1st September 2025

INTRODUCTION

Our aim is to provide children with a consistently high standard of education where learning is made 'irresistible'. In doing this we recognise our responsibilities for safeguarding children and protecting them from harm. The school adheres to safeguarding legislation and government guidance and takes appropriate action to safeguard children. We have detailed policies and processes in place which show in detail our safeguarding arrangements. We have comprehensive safeguarding policies and our systems are highly effective in keeping children safe. School systems and procedures for safeguarding are understood by **all staff** and everyone understands that we have a **shared responsibility** to keep children safe and accept that's safeguarding issues can happen anywhere. All areas of safeguarding are treated very seriously and we act promptly and responsibly to any safeguarding concerns that arise. This policy should be read alongside other safeguarding policies e.g. staff code of conduct, safer recruitment policy, allegations against staff policy, complaints, behaviour policy, children missing education and online safety.

This Child Protection Policy will be reviewed by the Snr Designated Safeguarding Lead Rachel Otter 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 and provided to the Governing Body for approval and sign off at the first autumn term meeting.

Date of last review: 01.09.24

Date of next review: 01.09.25

This Child Protection Policy will be reviewed by the Senior Designated Safeguarding Lead Rachel Otter.

Role	Name	Contact Details
Designated Governor for Child Protection/ Safeguarding	Rachel Makey	rachelmakey@pinewood.notts.sch.uk Tel: 0115 9521717
Chair Of Governors	Rachel Makey	rachelmakey@pinewood.notts.sch.uk
Snr Designated Safeguarding Lead	Rachel Otter	head@pinewood.notts.sch.uk Tel: 0115 9521717
Deputy Safeguarding Lead	Dave Armstrong-Jones	darmstrongjones@pinewood.notts.sch.uk Tel: 0115 9521717

LA Safeguarding Children in Education Officer	Cheryl Stollery	0115 8041047 Tackling Emerging Threats to Children Team, Meadow House, Littleworth, Mansfield , e-mail: cheryl.stollery@nottsc.gov.uk
LA Child Protection Contact/LADO	Eva Callaghan or covering LADO	0115 8041272
MASH (Multi-agency Safeguarding Hub)		0300 500 80 90
MASH Consultation Line	Office hours	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)	101	In an emergency 999 (only)
Gedling Social Care	Duty Desk	0115 8546090 Click here for more information
NSPCC help/whistleblowing line	8am-8pm Mon-Fri	0800 028 0285- email:help@nspcc.org.uk

Pinewood Infant School and Foundation Unit

Our policy applies to all staff, governors and volunteers working in Pinewood Infant School and takes into account 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 with regard to child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this Pinewood Infant School child protection and safeguarding policy.

These 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 2024) 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 endeavour to provide a safe and welcoming environment where children are respected and valued. We are 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, volunteers and governors and are consistent with those of Nottinghamshire Safeguarding Children Partnership (NSCP).

Maintaining a child centred and coordinated approach to safeguarding:

Everyone who works at school understands they are an important part of the wider safeguarding system for children and accepts safeguarding and promoting the welfare of children is everyone's responsibility and everyone who comes into contact with children and their families has a role to play. 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 impairment of children's 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. Children includes everyone under the age of 18 years of age.

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 deputy) 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 well-being, including 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 with SEN.
- Where a child receives elective home education and has an EHCP, we will ensure the LA is provided with details of the plan and letter of decision from the child's parents and carers.
- The use of 'reasonable force' and inclusive behaviour management strategies.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits.
- Intimate care and emotional wellbeing.
- Online 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 and 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 Pinewood Infant School and Foundation Unit's devices and school networks for home use.
- Going frequently missing and who are 'absent from education' going 'missing from care or home' and the risks this poses on repeat occasions and for prolonged periods.
- Domestic Abuse including teenage relationship abuse.
- 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 (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 what to look for is vital for the early identification so that support can be put in place. Our staff and volunteers are also aware of the specific safeguarding issues that indicate or inform of concerns or incidents linked to child criminal exploitation and child sexual exploitation and know to report concerns directly to the designated safeguarding or a member of the senior leadership team should the designated safeguarding lead not be available for children who may be in need of help or protection.

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.

All our staff have received information and training regarding the risks that can take place outside their families. This is known as extra-familial harm and these can take a variety of

different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

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, 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 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 paragraphs 145 to 146.

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](#).

Pinewood Infant School has it's own, separate, Online Safety Policy which can be accessed via the school website.

We ensure that we maintain the safest and most effective levels of Filtering and Monitoring across all online accessible devices in and out of school. School will complete regular checks, on a termly basis, alongside our IT service provider to ensure that current levels are maintained, reviewed and strengthened (if required). All checks will be carried out with the involvement of the IT service provider and DSL's.

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 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.

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 [What to do if you're worried a child is being abused](#)

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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views,

deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectation being imposed on children. These may include interactions that are beyond a child's developmental capability as well as over protection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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 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 peer on peer abuse) in education and **all** staff should be aware of it and of their school or college's policy and procedures for dealing with it.

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 care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Staff are trained at Pinewood School & Foundation Unit to recognise signs of neglect.

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.

As a staff team we are frequently discussing our children and know our families and children well. Through staff meetings throughout the year we discuss issues to remain extra vigilant and refresh our knowledge of safeguarding throughout the year. Staff know that they can talk to the DSLs at any time with any concerns or doubts, no matter how small.

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 always** speak to the designated safeguarding lead, or deputy at the earliest opportunity.

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. If a child has chosen to speak to us it is because they feel that we will listen and that they can trust us. We listen to what the child has to say, and are careful not to 'lead' the child or influence in any way what they say. Staff are taught to:

DO	DON'T
<p>Stay calm</p> <p>Listen without showing shock or disbelief.</p> <p>Accept what is being said.</p> <p>Allow the child to talk without asking any direct or leading questions.</p> <p>Tell the child what you will do next (that you will talk to Miss Otter/ Mr Armstrong Jones but do not make promises that might not be able to be kept.</p> <p>Record in writing the details immediately on a concern form dating and signing the record. Inform the DSL of your concerns immediately</p> <p>Seek support for yourself from the DSO's if needed.</p>	<p>Dismiss what the child is telling you</p> <p>Ask any leading questions, interrogate the child, or put ideas into the child's head, or jump to conclusions</p> <p>Stop or interrupt a child who is recalling significant events</p> <p>Promise the child confidentiality You must explain that you will need to pass on information to keep them safe</p> <p>Express an opinion about the alleged perpetrator of the abuse</p> <p>Tell the child everything will be 'OK'</p> <p>Discuss this with anyone other than the DSOs</p>

Our children may be at greater risk of witnessing domestic violence, alcoholism and drug abuse and neglect. Careful monitoring of our safeguarding files indicates increased prevalence of domestic violence and neglect. Our safeguarding procedures are robust and staff are vigilant in fulfilling their statutory safeguarding duties. We support and signpost vulnerable parents within our community, but always put the need of the child first. We also recognise potential influences of radicalisation. We look for changes to children's behaviour, their attendance and engagement in school and we liaise closely with other agencies. In order to protect our pupils, we provide all staff with safeguarding training and through explicit internal procedure we regularly revisit how staff safeguard our children and we are able to recognise particular concerns appropriate to our context.

Within our school we aim to develop knowledge and skills within our children so that they can become more resilient when faced with contextual factors, so they can make informed decisions to safeguard themselves. Obviously with having very young children at Pinewood and have to handle such topics with heightened sensitivity.

These skills are also developed through:

- School Assemblies
- NSPCC Assemblies for KS1 (at age appropriate levels)
- Through our PSHE Curriculum
- Use of stories
- Through regular online-Safety assemblies and lessons
- Parental online-safety training

In a growing technological world we understand that there are additional requirements placed on school which places greater responsibilities to ensure wherever possible children can access and use different media platforms safely. 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.

We ensure wherever possible children can access and use different media platforms safely see KCSiE 2024. We recognise that on-line abuse may be a greater issue when children are not in attendance at school and are engaging in learning remotely and may have limited supervision from parents/carers. With this in mind we give guidance to parents and offer ongoing support to parents for example on line safety information and workshops. In addition we have a wealth of information on our school website for parents and write newsletters around safeguarding.

Our ethos is 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 Pinewood Infant School

will play their part, including working with professionals from other agencies, 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.

We also recognise that children may suffer from emotional and mental health problems which may have been exacerbated during the pandemic. We have much in place to support these children including a recovery curriculum in play, ELSA targeted support, staff training on attachment and trauma informed practice and regular CPD for staff on well-being. We support parents through our open door policy and signpost them to further support if needed. We make frequent contact with all families but especially those that we consider most vulnerable.

Pinewood is a school who puts children at the centre of all that we do. We are vigilant in terms of safeguarding and by fostering excellent relationships with both children and families we create a culture of care and trust. We recognise that some of our children suffer with anxiety and additional mental health needs and prioritise the mental health of all of our stakeholders. We are a very supportive school and offer an individualistic approach to the needs of our children.

We recognise 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. We recognise that our staff 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. Discussions are had with our SENCo who initiates conversations with the family and other agencies if needed. Staff training has led to our understanding that where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences (ACEs), this can have a lasting impact throughout childhood, adolescence and into adulthood. School consults the guidance on mental health and behaviour where needed.

Our school, led by senior members of staff/governors aims 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 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 taken in conjunction with the 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.

The child is at the centre of our safeguarding arrangements and we ensure that we listen to the voice of our children and act accordingly. All staff receive frequent safeguarding updates and safeguarding is frequently an item on the agenda in staff meetings. All volunteers, staff and temporary staff receive a safeguarding induction. Staff receive termly training on how to report concerns or disclosures through discussions with DSLs and CPOMs.

All staff receive appropriate safeguarding information during staff induction and this is revisited in full annually and more informally on a regular basis. Annually staff undertake a safeguarding quiz which confirms understanding of procedures and sign to say they have read and understood the policies. In addition to this on a regular basis staff are asked questions relating to safeguarding as a refresher and to check clarity. All safeguarding information for staff is placed on Microsoft Teams for staff to have instant access when needed.

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 Pinewood's whistle blowing procedures and the contact details for the Local Authority LADO and NSPCC helpline.

We support our vulnerable children by working in close consultation with our Junior School, MASH, Early Help Team, Social Care, Family Service, the GAP team, Family SENDCo, the educational psychology service. We host meetings in school, attend meetings elsewhere, attend forums, read safeguarding updates through the NSPCC and Andrew Hall briefings for example and we ensure we work closely with parents to support safeguarding issues. The head teacher sits as a head teacher representative on Nottinghamshire's safeguarding board and sits on the Primary trust board liaising with other partners within Notts county Council.

As yet we have not used alternative education for any of our children but we recognise that child who attend alternative education often have complex need. Our governing body and designated safeguarding leads would 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. We understand 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. If we used an alternative education provider in the future, this policy would be amended.

Should we use alternative provision we would 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.

The Snr Designated Safeguarding Lead (DSL) Rachel Otter, is familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies.

We share concerns if needed with MASH, Social Care, the Junior School and any other agencies mentioned above. Staff, supply staff and volunteers receive appropriate safeguarding information during inductions and on a regular basis. We have frequent discussions about safeguarding at staff meetings.

The Snr DSL, Rachel Otter and deputy Dave Armstrong-Jones maintain 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 informs the Governing body of 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 through CPOMs and face to face discussion.

Our school site is used by some outside organisations such as Lime Trees after school club and sports providers. If we received an allegation related to an incident that happened when an individual or organisation was using the school/college premises for the purpose of running activities for children (e.g., community groups, sports associations, or service providers that run extra-curricular activities), as with any safeguarding allegation, the school will follow the safeguarding policies and procedures, including informing the LADO.

All staff, volunteers, supply staff as well as all permanent and temporary staff receive a safeguarding induction including how to report any concerns. The DSL meets with all staff and volunteers throughout the year to ensure clarity on reporting concerns. Staff also complete safeguarding quizzes and attend meetings throughout the year.

Appropriate safer recruitment policies are in place, embedded and are effective in ensuring the safer recruitment of any potential new staff member. Multiple DSL's, and members of SLT have received safer recruitment training as well as multiple members of the Governing Body. School will actively seek support from the LA safer recruitment team should they need to and will follow their guidance accordingly.

All applicants, shortlisted and successful candidates are made aware of all safer recruitment checks that must take place before a formal offer of employment can be given. This includes online background checks across multiple online platforms.

All staff are aware that school has processes in place for continuous vigilance. Ensuring that school maintains an environment that deters and prevents abuse and challenges inappropriate behaviour. DSL's and SLT work hard to create the right culture and environment so that staff feel comfortable to discuss matters both within, and where it is appropriate, outside of the workplace which may have implications for the safeguarding of children.

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

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

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

We recognise that there are additional safeguarding vulnerabilities for children with SEND - the SEND Code of Practice is a source of information and support is available from specialist organisations including SENDIASS. We work with early specialist services, the family service and SFSS who support our work with SEND pupils, and members from the healthy family team and NHS as well as social care.

The 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 school.
- 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 filtering and monitoring arrangements for online safety and harms within the online safety policy.

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

Pinewood Infant School 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:
- 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.
- 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 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.
- 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.
- Work in partnership with 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 good 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.
- We are required to 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.
- Although our children are very young and are unlikely to be engaging with activities outside of the home individually, we recognise that there may be older sibling involvement and they may be under the care of older siblings when playing on the estate and the challenges that this may offer. As a result, we work with our parents, carers and children in dealing with the challenges that modern day life may present through discussion and information on our school website. We also educate our children through our RSHE curriculum and assemblies on how to stay safe.
- 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.
- 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.
- Support children with mental health problem through relationships with staff and ELSA arrangements and through our RSHE curriculum and assemblies.
- Train staff on identifying the indicators of abuse.
- We have a responsibility if a child who may be LGBT may disclose feelings to trusted members of staff and that if demonstrating difference from a young age they may be targeted. Homophobia, biphobia, and transphobia are not phobias, they are not fears; they are forms of discrimination of or hate towards LGBT people or those perceived to be LGBT and must not be tolerated.
- Elements of safeguarding are taught throughout our SCARF programme.
- 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 peer on peer 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 and is read in line with this 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.
- Using outside providers such as the NSPCC to talk with the children about how to stay safe as well as preparing our own school assemblies and by using particular books such as 'No Means No' to teach about keeping safe in a non-threatening way.
- 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.
- We will liaise with Lime Trees our on-site safeguarding partner about safeguarding arrangements.

KCSiE 24 Paragraphs 205 to 209 informs statutory guidance for 'Children who are lesbian, gay, bisexual, or gender questioning is under review, pending the outcome of the gender questioning children guidance consultation, and final gender questioning guidance documents being published. School will follow future guidance when this has been published, post consultation.

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers. (KCSiE 2024 Annex B (page 149).

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

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 school/college 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 2023 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 all staff and volunteers are aware of the early help process and understand their role in making referrals or contributing to early help offers and arrangements.
- 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 have an understanding of 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 records of concerns on CPOMS 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; We now use CPOMS where such records are kept safely on an electronic management system. Children who have safeguarding records before we commenced CPOMS have files locked in the cabinet in the Senior DSL's office if they are too large to be scanned onto CPOMS.
- 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:

- The content of the curriculum – ensuring our curriculum deals with issues of how to keep safe, stranger danger, the NSPCC Pants campaign, appropriate behaviours, through the use of stories such as 'no means no'
- A school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- Additional emotional support for some children through the ELSA programme
- 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. We put support in for children through our ELSA programme and through frequent circle times and assemblies. Our staff foster excellent relationships with our based on respect and trust. We also offer Nurture provision for children who are unable to access the classroom environment. We also work closely with the Gedling Area Partnership (GAP) for children identified with such behaviours. This partnership offers guidance and support to help us meet the needs of some children and is very individualistic in approach. We have a great pastoral network of support for children, from teaching assistants to an experienced SENCo and behavioural expertise from certain members of staff who have received additional training.
- 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 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 all staff are aware of the additional vulnerabilities of this group of children.
- Our SENCo/HT who liaises with many other agencies when needed such as health, fair access, SFSS.
- We have excellent relationships with our feeder Junior school and work in partnership with them to safeguard children.
- 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
- Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully supported by all staff but led by Rachel Otter (Senior DSL)
- 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 be informed immediately, and actions taken in accordance with the school/college peer on peer/ sexual violence and sexual harassment between children in school and college policy.

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 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 and complete the NSPCC Safe Recruitment/National College 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.
- The school has in place recruitment, selection and vetting procedures in accordance with KCSiE 2023 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 can access a copy of this through our School Business Manager Dave Armstrong Jones.
- Newly appointed staff and volunteers will be informed of our arrangements for safer working practices by Rachel Otter and Dave Armstrong Jones before beginning working and contact with pupils.
- In the event of any complaint or allegation against a member of staff, the headteacher (or the Designated Safeguarding Lead) if the headteacher is not present, will be notified immediately. If it relates to the headteacher, the chair of governors 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.
- 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.
- 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.
- As a school we understand that if we use Alternative Provision, we remain responsible for the safeguarding of pupils.
- Adults at Pinewood on work experience or teaching placement are made as responsible as any employee. This is made clear in induction and the reading and response to all safeguarding policies.

KCSiE 2024 Part Two paragraph 171: Alternative Provision

Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil. Schools should obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff. The School Business Manager would make contact with the AP, requesting all appropriate evidence and informing the Senior DSL of the findings before the child is placed within the AP.

Links to other Local Authority 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

- Attendance Policy
- Behaviour Principles Written Statement
- Behaviour Policy
- Equality Policy
- Central Record of Recruitment and Vetting Checks
- Complaints' Procedure Statement
- Cyber-bullying and Harmful online challenges
- Online Safety Policy
- Cyber Security Policy & Arrangements
- Freedom of Information.
- Female Genital Mutilation (FGM) Guidance (as part of this policy see appendices)
- Radicalisation – Prevent Duty- (as part of this policy see appendices)
- Health and Safety Disability Equality Action Plan
- Home-school Agreement Document
- Managing Allegations Against Staff
- Managing Children with Medical Conditions
- Mental and Physical Health Policy
- Missing From Education Guidance and flowchart DFE
- Peer on Peer Abuse- Sexual violence and sexual harassment between children in schools and colleges, and response to 'upskirting' (see appendices)
- Physical intervention/positive handling
- Register of Pupil Attendance
- Safer Recruitment Policy
- School Access Policy
- School Code of Conduct
- Special Educational Needs
- Staff Code of Conduct
- Staff Discipline, Conduct and Grievance (procedures for addressing)
- Schools information published on a website
- Sexual Violence and Sexual Harassment Policy (see appendices)
- CRB - Use of Reasonable Force Policy/ Guidance
- Visitors and VIP Policy
- Whistle Blowing Policy
- Government Guidance for dealing with Covid-19
- Guidance for NSPCC helpline and usage (KCSiE 2024 paragraph 47 and 74; when to call the police guidance from the NSPCC).
- 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).

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 at Pinewood. Everyone in our school who comes into contact with children and their families have a role to play in safeguarding children. All staff at Pinewood consider, at all times, what is in the best interests of children. Everyone is responsible for being vigilant in recognising safeguarding concerns and to highlight concerns to the safeguarding leads. Everyone is responsible for

following school procedures and seeking clarity when needed. Everyone is responsible for acting immediately.

Early Help:

All staff at Pinewood 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 being vigilant in spotting signs of abuse and by adopting safe working practices. This is just as important off-site as on-site.

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 Female Genital Mutilation 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.

Early Help pathways are promoted to our parents / carers mainly via the school newsletter or school website. Further information is also often provided in private meetings between parents / carers and members of staff..

Safeguarding Training

All our staff are aware of systems within Pinewood Infant 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 receive safeguarding and child protection training which is updated every three years. In addition to this training we revisit all the main child protection policies annually in a safeguarding in-house training session ran by the Senior Designate Safeguarding Lead and staff members receive child protection and safeguarding updates termly as part of our staff meeting programme.

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.

All our staff know what to do if a child is raising concerns, disclosures of abuse and 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.

Our designated safeguarding leads who are also the Head Teacher and SENCo work closely with parents and children with mental health needs and make arrangements with them individually to meet their needs. ELSA groups and individual sessions are run for the children and we have an open door flexible arrangements with parents who need support and advice. We work very closely as a school with our families in both informal and more formal ways and have frequent contact with all. We know our families well.

We actively facilitate meetings between children and social workers during the school day where required and how our DSL's work with social care and safeguarding partners to ensure children subject to child protection, child in need and LAC plans are kept safe and the child's needs are met. Frequent meetings, emails and phone calls between ourselves and other agencies are all documented in our child safeguarding files.

All staff follow school and site health and safety procedures. When conducting a school visit risk assessments are completed and trips are updated on evolve if necessary. The EVC oversees the safety of these. A staff member is delegated the responsibility of trip leader and is responsible for the risk assessment and the visit. The risk assessments are then checked by the EVC.

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. Parents know they can contact school through SeeSaw or the school office and contact is often made with the Head Teacher when needed at the beginning and end of the day whilst on the school gate or by phone call. We have an open door policy and our relationships with our families support our safeguarding relationships. Child protection, child in need and team around the family meetings all take place within the school day.

We include safeguarding information on our school website and school newsletters and during meetings with parents and carers.

We also recognise a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educational disadvantage in facing barriers to attendance, learning, behaviour and mental health. Our commitment to this can be shown by our commitment to becoming a trauma aware school. We sign post children, parents and carers to a variety of places for support, in school and through our website, through newsletters and during

meetings. We often support our parents by making phone calls for them and follow up agencies on their behalf.

All our staff are aware of systems within Pinewood Infant School and Foundation Unit and these are explained to them as part of staff induction and annual beginning of the academic year 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 2023.

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 through NCC which is updated every three years. In addition, to this training all staff members receive child protection and safeguarding updates when required, but at least annually. Safeguarding refresher staff meetings are scheduled termly. Staff conduct safeguarding quizzes to ensure clarity of understanding.

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. We have frequent discussions in staff meetings where roles and responsibilities are discussed and staff are supported. Staff are trained in giving accurate and useful information to social workers and they liaise closely with DSLs to update their observation of children.

The Senior DSL attends safeguarding forum and sits on the Notts Safeguarding Children's partnership as a Head Teacher representative. We have access to training on the National College and the senior DSL frequently undertakes training through the NSCP and NSPCC.

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 in order 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.
- Follow the procedures set out by the NSCP and take account of guidance issued by the DfE KCSiE 2024.
- 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.
- Have an understanding of early help and be prepared to identify and support children who may benefit from early help.
- Liaise with other agencies that support pupils and provide early help.
- 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.
- Staff engage with work with the NSPCC, PCSOs, Health professionals, Support for family service and the TETC team where appropriate

Senior 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.
- 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 such as training of staff and volunteers, safer recruitment and maintaining of a single central register.
- 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.
- Nottinghamshire Safeguarding Children Partnership (NSCP) and Nottinghamshire County Council (NCC).
- Liaise with Mash, Social Care, Probation Service, Police, other schools, attendance leads, SFSS, and any other council departments where appropriate.
- KCSiE 2024 'Children potentially at greater risk of harm and Children who need a social worker due to safeguarding or welfare needs' – the DSLs Liaise closely with social workers through email, telephone and frequent face to face meetings and operate a real culture of working together to meet the needs of our children

Teachers (including NQTs) and Head Teachers – Professional duty

The Teachers Standards 2012 (updated 13 December 2021) 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 teachers 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.

Our designated teacher is Rachel Otter (Senior DSL) who works closely with children and their families who meet this criteria. Termly meetings occur with the virtual school, PEP reports are written and shared with teaching staff.

Designated Safeguarding Lead

We have a Snr Designated Safeguarding Lead (Rachel Otter Head Teacher) 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 (Dave Armstrong-Jones, School Business Manager), 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 and is overseen by the Snr Designated Safeguarding Lead to ensure we fulfil our child protection responsibilities to meet the needs of the children/ young people on roll. 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 and meetings and supporting the child/children.

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.

The Snr Designated Safeguarding Lead is expected to:

Manage Referrals

- Refer cases of suspected abuse or allegations to the relevant investigating agencies
- Chase up referrals when required
- 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 the other designated safeguarding lead is kept up to date with all safeguarding information relating to children and families on a daily basis through CPOMs and daily safeguarding discussions which is made easier by sharing an office together
- Ensure arrangements are in place year round for all staff and volunteers to seek advice, support and inform of safeguarding concerns, or incidents and disclosures that inform children are at risk of harm, or abuse, harm or bullying or sexual harm or harassment has occurred.
- 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.

The Senior DSL and DSL meet daily to ensure both are fully informed and able to respond to the needs of children subject to safeguarding concerns. Regular discussions with class teachers and the school office are had with the DSLs to ensure we are aware of any concerns. The Attendance lead alerts the DSLs daily if one of our vulnerable children is not in school. All staff are aware of the children that we consider vulnerable through discussions at staff meetings and more informally through discussions around children, without breaking any confidentiality. The DSLs are both always available either in person or by telephone during term time from 8am – 5pm.

Work with others

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

- As required, liaise 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.
- Liaise with the case manager and the LADO/LADO Allegation Officer where there are concerns about a staff member.
- Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies and acts as a source of support, advice, and expertise for other staff.
- 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.
- Liaise 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 headteacher, 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
- DSLs feedback information to other staff or help to raise awareness of emerging threats through staff meetings and updated information from the 'Andrew Hall' safeguarding updates.
- The DSL contributes to developing the curriculum and learning experiences for children and staff through staff meetings, bulletins, staff notice boards, briefings, and arranging additional classroom learning opportunities such as NSPCC, TETC team, Police or others.
- The DSL attends the NCC Designated Safeguarding Lead Focus Group Meetings, meets with local PCSO when required, contacts Cheryl Stollery informally and the MASH team for advice and guidance where needed. The DSLs also view the NSPCC website half-termly.

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 Snr Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training
- The Snr 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 to evidence the training
- We will have staff training every September through the DSLs and regular updates throughout the year.
- Our BM ascertains which safeguarding courses need updating throughout the year e.g. prevent, FGM, on line safety, sexualised behaviours
- NSPCC or National College updates will be checked throughout the year

The training undertaken should enable the Designated Safeguarding Lead to:

- Understand the assessment process for providing early help and intervention through the NSCP's Pathway to Provision Version 9.1, EHAF and the Early Help Unit.
- 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.
- 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.
- Understand and support children to keep safe when online and when they are learning at home (KCSiE 2024 Part Two and Annex D).

- 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.
- Our school will maintain, keep and storing records, where a concern about a child has been identified in accordance with statutory guidance in KCSiE 2024.
- If there are previous paper child protection files, the Head Teacher delivers the paper files by hand to the new school and a record of the date of transfer of files is kept on file, signed by the new school and Pinewood. These transfer records are kept in the safeguarding file with the child's name and DOB. If it is not possible to hand deliver the safeguarding records to a new school, then these are posted recorded delivery with a stamped address envelope given to the school to post back a receipt of records form. If we do not receive these in a relatively short period of time, this is chased up with the new school.
- Where a transfer school also has CPOMS all files will be transferred electronically to the new school. This is completed by the BM/ DSL.
- All safeguarding concerns are reported on CPOMS. A paper database of children on roll known to social care is also maintained.
- A 'C' is written on a child's file if there are confidential records on that child be that on CPOMS (since July 2021) or prior to our use of an electronic system so hence in the safeguarding files.

Availability

- During term time the Snr Designated Safeguarding Lead Rachel Otter or Deputy Safeguarding Lead Dave Armstrong-Jones will always be available (during school hours) for staff in the school or college to discuss any safeguarding concerns. In the absence of the Designated Safeguarding Leads a member of the senior leadership team, namely Rebecca Guy 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.

Head Teacher

The Head Teacher of the school will ensure that:

- The policies and procedures adopted by the governing body (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by **all** staff.

- The school has an up to date 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 with regard to 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: - the school 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 with the LADO (within 24 hours) and ensure that cases are managed as per Part Four:
- Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors in KCSiE 2024. If the allegation is against the Head Teacher, then the Chair of the Governing Body will manage the allegation – see below.

Governing Body

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

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

- 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 (Working Together to Safeguard Children updated 2020) 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 Snr 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 that all staff, 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 will be nominated as the 'Safeguarding Governor' and person who will champion all safeguarding requirements'.
- All members of the governing body will undertake training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities, order to discharge their responsibilities and act as *the school's* 'critical friend'.
- 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.

- The Governing body will collectively ensure there is a training strategy in place for all staff, including the Head Teacher, so that child protection training is undertaken with refreshed in line with KCSiE 2024 and NSCP guidance.
- 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 when making a referral to the LADO Service a LADO referral form is fully completed.
- Ensuring that arrangements/procedures are in place to manage '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 a response if there is an allegation against the Head Teacher by liaising 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, to help identify the risk of abuse, including child sexual exploitation and going missing in future.
- Be aware of the issues involving the complexity of serious violence and sexual violence and sexual harassment between children and ensure the school has policy, procedures and staff are trained (including the DSL and Senior Leadership) to recognise and respond to incidents and resources to manage actions and support for those involved.
- Be alert and respond to harmful online challenges and hoaxes, including providing information and advice to parents and carer and informing where to get help and support.
- Be alert to the growing concerns involving knife crime and ensure the school works closely with the police and safeguarding partners to raise awareness of the impact of such crime and adopt proactive practice to address concerns locally and within the community.
- Ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum.
- Giving staff the opportunities to contribute and shape safeguarding arrangements and child protection policy.
- When the school's premises are used for non-school activities the Governing body 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. This will apply regardless of whether or not children who attend the provision are on the school roll.
- 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.
- Inform any new prospective employees' candidate that our school will carry out online social media checks are completed (KCSiE 2024 Part Three Safer Recruitment).
- Ensure at least one person on an interview panel has completed safer recruitment training.
- Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.
- Be open to accepting that child abuse and incidents can happen within the school and be available to act decisively upon them.

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 (Rachel Otter) will work with the Virtual School to ensure that the progress of the child is supported.

- 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 pastoral/welfare/inclusion support.
- 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. 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. There may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.

This 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- without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.
- Addressing individual behaviour concerns and incidents taking into account the child's SEN and disability.

We have additional safeguarding policies in relation to SEND e.g. safer handling policy, toileting and personal care policy, SEND policy, management of medicine.

If transporting children to a dual placement, 2 members of staff will be present. Any staff involved in lifting and handling children will have received appropriate training. Any staff involved in controlling risky behaviours will be trained appropriately.

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 Snr 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 the police immediately 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 put words in the child's mouth but 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 direct in an emergency.
- 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. 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 Snr 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 2018 and the General Data Protection Regulation (GDPR) 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) 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 of children (Working Together to Safeguard Children 2023, updated February 2024).

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 pages paragraphs 66 to 67, Part Four, Part Five, Annex C)

Any concerns about a child will be recorded on CPOMs within 24 hours. All records will provide a factual and evidence-based account and there will be accurate recording of any actions. Where staff witnesses have also been present, they too will record the incident on CPOMs. 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 on CPOMs 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 within CPOMs. Staff, particularly pastoral staff, will record any minor concerns on the chronology and will take responsibility for alerting the Designated Safeguarding Lead.

Safeguarding, child protection and welfare concerns will be recorded on CPOMs. At the point of a referral to MASH or social care, or if contact has been made from these agencies and taken to assessment, the main pupil file should have a **red C** in the top right-hand corner to denote a separate information exists. Any concerns however are recorded on CPOMs and transferred to other schools even if these are minor concerns, they are still recorded and transferred as these may build up a chronology over time.

Our school will ensure all information on a child will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.

The safeguarding governor, Rachel Makey conducts a termly safeguarding child protection audit. The senior DSL also writes an annual safeguarding Action Plan which is reviewed with the safeguarding Governor termly.

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.

Our school Pinewood Infant School records all concerns on CPOMs. The names of children open or closed to social care are recorded on the safeguarding children's database and stored in the DSL's safeguarding folder in the office in a locked cabinet.

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

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

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 EHA 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 records are kept on CPOMs. This 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 taken into account 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 an important 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' 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 open to social care.
- Involved with statutory safeguarding agency.

A 'C' will be written in red on the child's personal school file to indicate confidential records are kept for this child

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.

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.

CPOMs is password protected and school emails are used. Only safeguarding leads can access all CPOM records.

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 before July 2021 and on CPOMs since July 2021. If future concerns arise, they can be re-activated and indicated on CPOMS and the children's safeguarding database is updated.

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

Our school file transfer guidance contained in KCSiE 2024 and ensure when a child moves school/education provision their child protection/confidential records are sent securely to their new educational setting when the child starts/ leaves the school.

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 required by KCSiE 2024.

Our Senior DSL 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 page 121-122 and Annex C).

Recording Practice

Timely and accurate recording will take place when there are any issues regarding a child. A recording of each and every incident or concern for the child will be made, including any telephone calls to other professionals. These will also be recorded on CPOMS. 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 DSLs will log future actions as a result of the concern on CPOMS.

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

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 Version 9.1 document published May 2021, or any later edition 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 Designated Safeguarding Lead will have a systematic means of monitoring children known or thought to be at risk of harm (through the concern file and through an ongoing dialogue with pastoral staff). They will ensure that we contribute to assessments of need and support multi-agency plans for those children.

Educating Young People – Opportunities to teach safeguarding (KCSiE 2024 paragraphs 128 to 136, Annex A & Annex C Online Safety).

As a school we will teach children in an age-appropriate way about youth produced imagery, on-line risks associated with social networking to prevent harm by providing them with the skills, attributes, and knowledge to help them navigate risks, including covering online safety, remote learning, filters and monitoring, information security, cyber-crime, reviewing online safety platforms and use of mobile technology. We will ensure appropriate filters and monitoring systems 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 in school and ensure it is reflected in our mobile and smart technology policy. 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, 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.

The work that we do therefore will include issues such as:

- communication
- understanding healthy relationships, including trust
- understanding and respecting the concept of genuine consent
- understanding our rights (especially our collective right to *be* safe and to *feel* safe)
- recognising abusive and coercive language and behaviours
- know how to stay safe on line (lessons and assemblies)

Parents were consulted and have been made aware of our policy on RSHE and how our curriculum works. We have information for parents on the website about on line safety, offer on

line safety training for parents and an online safety leaflet. Parents and carers are made aware of safeguarding information on our safeguarding newsletter.

Our school's response to identifying, responding to, and managing concerns, incidents, or disclosures regarding sexual violence between children in school can be seen in our Sexual violence and sexual health policy 2021(see appendix 6)

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

Helplines and reporting

We are aware of the following support systems and links can be found on our school website:

- Children can talk to a ChildLine 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/>
- If parents or carers are concerned that their child is being contacted by adults as a result of having sharing sexual imagery they should report to NCA-CEOP at <https://www.ceop.police.uk/safety-centre/>
- ChildLine and the Internet Watch Foundation have partnered to help children get sexual or naked images removed from the internet. A young person can get their photo removed by talking to a ChildLine counsellor. More information is available at <https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/>
- 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

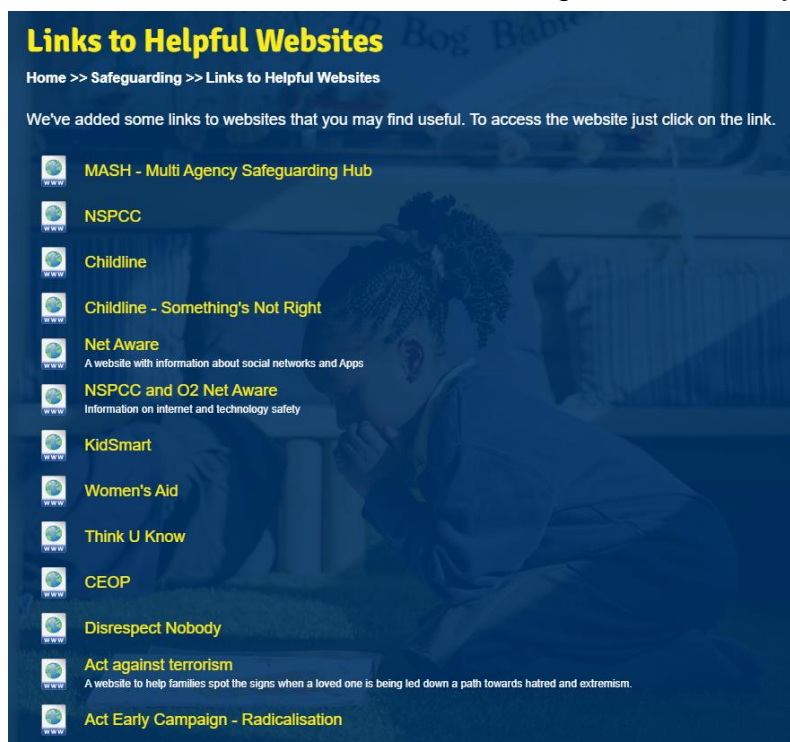
Advice and information for parents

- The NSPCC has information and advice about sexting available on its website: [NSPCC Sexting](#)
- The National Crime Agency/CEOP has produced a film resource for parents and carers to help them prevent their children coming to harm through sharing sexual imagery: [THINKUKNOW Nude-selfies-a-parents-guide](#)
- Childnet have information and advice about sexting available on its website: <http://www.childnet.com/young-people/secondary/hot-topics/sexting>
- Parent Info (<http://parentinfo.org/>) provides information and advice to parents from expert organisations on topics ranging from sex and relationships, mental health and online safety including sexting.

Resources parents could highlight to their children

- There is information on the ChildLine website for young people about sexting: [Childline information for young people](#)

- The Safer Internet Centre has produced resources called '[Childnet So you got naked online](#)' which helps young people to handle incidents of sexting.
- The NSPCC adults helpline: 0808 800 5002 The NSPCC has partnered with O2 to offer direct support to parents and other adults on issues relating to online safety.



The following appendices are a part of this policy:

Appendix 1	NCC LA Flow Chart 2024-25 'What to do if you are worried a child is being abused'
Appendix 2	Safeguarding Procedures Quick Reference Guide for staff
Appendix 3	Safeguarding Children Database
Appendix 4	Child on Child Abuse/ Sexual Violence and sexual Harassment Policy
Appendix 5	Radicalisation and Extremism Policy
Appendix 6	Female Genital Mutilation Policy
Appendix 7	Private Fostering Arrangements
Appendix 8	Confidential File Termly Audit Form
Appendix 9	Annual safeguarding report for governors
Appendix 10	CPOMs Protocol
Appendix 11	Welfare concern form for those without access to CPOMs (middles)
Appendix 12	Body Map Paper Form
Appendix 13	Existing Injuries Form – Tool to support reflection