Southwold Primary School and Early Years Centre

To be reviewed July 2027 (or following any update of KCSIE after September 2026)

Safeguarding / Child Protection Policy

Southwold Primary School and Early Years Centre

September 2026

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Section A – Contextual Safeguarding at Southwold Primary School and Early Years' Centre

Introduction

At Southwold Primary School, we are committed to providing a safe and supportive environment for all our students. Our approach to safeguarding extends beyond the school premises and considers the various contexts in which our students interact and experience their daily lives.

Contextual Safeguarding

Contextual safeguarding recognises that the risks children face are often beyond the control of their families and can occur in a variety of settings such as peer groups, schools, and neighbourhoods. Our school is dedicated to understanding and addressing these wider environmental factors that may pose a threat to the safety and well-being of our students.

At Southwold Primary School we are aware of our main contextual safeguarding issues and use our curriculum to ensure all children are educated about them.

Contextual Concerns (detail below)	How school address it
Domestic Abuse	• The Great Project in Year 6 • Annual staff training specifically focusing on aspects of DA • SCARF curriculum used throughout school N-Y6 • SCARF curriculum used for RSE N-Y6 • ELSA support • Referral to external agencies where appropriate i.e. JUNO
Anti-social behaviour	• Annual staff training and support to effectively implement behaviour management strategies and feel part of the school community • Mini police in Year 5 • Termly safeguarding assembly highlighting Childline contacts • Support from PCSO/Police • Targeted interventions where appropriate • ELSA support • Working with external agencies

Criminal Exploitation	• Annual staff training to recognise the signs of CCE and how to respond appropriately • SCARF curriculum used throughout school N-Y6 • Mini police in Year 5 • Termly safeguarding assembly highlighting Childline contacts • Support from PCSO • ELSA support • Attendance monitoring • Liaising with external agencies such as Police and Social Care

Our Commitment

- We will work collaboratively with students, parents and the wider community to identify and mitigate safeguarding risks.
- We will provide training for all staff to recognise the signs of contextual risks and to respond appropriately.
- We will implement policies and procedures that address the unique safeguarding needs of our school community.

Our Approach

Southwold Primary School adopts a holistic approach to safeguarding by:

- Conducting regular assessments of the various environments our students engage with.
- Building strong partnerships with local organisations and agencies to support our safeguarding efforts.
- Empowering students to speak out about their concerns and ensuring they know how to seek help.

Your Contribution

We encourage all members of our school community to contribute to our safeguarding efforts by staying informed, being vigilant, and working together to create a safe environment for everyone. If you have any concerns or suggestions, please do not hesitate to contact our safeguarding team at safeguarding@southwold.nottingham.sch.uk or telephone 0115 9155756.

- Yolanda Salmeron – Headteacher - Lead DSL
- Matthew McArthur– Deputy Headteacher / Deputy DSL
- Lindsey Johnstone – Lead EYFS Teacher – DSL
- Emily Kerrison – Lower Phase Leader - DSL
- Thomas Harvey – SENDCo - DSL
- Rebecca Stone – ELSA / Learning Mentor

Conclusion

The safety and well-being of our students and our school community are our top priorities at Southwold Primary School. By adopting a contextual safeguarding approach, we aim to provide a comprehensive and effective safeguarding framework that addresses the diverse and dynamic risks faced by our students and is reflected within our Safeguarding Policy and other school-based documents and processes.

Thank you for your support and cooperation in keeping our school community safe.

Section B – Policy introduction

This policy is based on the Department for Education's (DfE's) statutory guidance Keeping children safe in education 2026 (comes into force from 1 September 2026) , Help for early years providers : Changes to the EYFS framework from 1 September 2026 and Working together to safeguard children - GOV.UK and the Maintained schools governance guide . We comply with this and all other government legislation and guidance alongside arrangements agreed and published by our Local Safeguarding Children Partnership.

Other policies that may need to be considered are:

- *Anti-bullying and discrimination*

- *PSHE*
- *Drugs*
- *Confidentiality*
- *Behaviour management and positive intervention*
- *Attendance (including children absent from education)*
- *Special needs*
- *Health and Safety*
- *Safer Recruitment*
- *Physical Intervention*
- *Online Safety*
- *Management of Allegations*
- *Intimate Care*
- *Use of Mobile Phones and Cameras*
- *Whistleblowing policy*
- *Staff Conduct policy (Code of Conduct)*
- *Visitors' policy*
- *Children in Care / Previous Children in Care* ***(was known as Looked After Children / Previously Looked After Children)***
- *Equality*
- *Data Protection Policy*

Schools (including independent schools, non-maintained special schools, academies and free schools) and Further Education (FE) institutions should give effect to their duty to safeguard and promote the welfare of their pupils under section 175/157 the Education Act 2002 and where appropriate under the Children Act 1989 by:

- creating and maintaining a safe learning environment for children and young people; and,
- identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate.

Governing bodies and proprietors should ensure children are taught how to keep themselves and others safe, including online. Preventative education should be taught as part of a whole school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for discrimination, harassment and abuse of any kind. This will include a planned programme of evidence based RSHE that reflects the school's values and is delivered in regularly timetabled lessons as well as reinforced through the whole curriculum. The programme will be age and stage appropriate and fully accessible to all.

This policy should be read alongside the most recent versions of relevant statutory guidance and local safeguarding procedures, together with any updates issued by the Department for Education or Local Safeguarding Children Partnership including:

Section 175 of the Education Act 2002 places a duty on schools and local authorities to safeguard and promote the welfare of pupils.

The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques.

The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children.

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.

Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.

The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children.

Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children.

Statutory Guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.

Guidance for safer working practice for those working with children and young people in education settings (GSWP) (Safer Recruitment Consortium Feb 2022) Guidance for safer working practice for those working with children and young people in education settings February 2022

Sharing nudes and semi-nudes: how to respond to an incident (overview) (updated March 2024) - GOV.UK (www.gov.uk)

Safeguarding and remote education during coronavirus (COVID-19) (DfE, 2021b)

Children Missing Education – Statutory guidance for local authorities (DfE August 2024)

When to call the police – Guidance for schools and colleges (NPCC – 2020)

Education and Training (Welfare of Children) Act 2021

Alternative Provision Guidance February 2025

Working together to improve school attendance - GOV.UK

The Childcare (Disqualification) Regulations 2018 and Childcare Act 2006, which set out who is disqualified from working with children.

This policy also meets requirements relating to safeguarding and welfare in the Statutory framework for the Early years foundation stage for group and school based providers (DfE 2025)

This policy should also be read in conjunction with the school's Online Safety Policy, The Acceptable Use policies for staff, students and visitors which set out the acceptable use of ICT, including the use of mobile devices on school site and the use of AI by staff and children.

Section C - Statutory duties that apply to schools

Working Together to Safeguard Children 2026 & *Keeping Children Safe in Education* 2026

Schools should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, including:

- Ensuring that the school or college contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children 2026.* This includes providing a coordinated offer of early help when additional needs of children are identified

and contributing to inter-agency plans to provide additional support to, for example, children subject to child protection plans and children looked after and previously looked after,

- A clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children
- A senior member of staff to take leadership responsibility for the school's safeguarding arrangements
- A culture of listening to children and taking account of their wishes and feelings and ensuring there are systems in place for children to express their views and give feedback
- Ensuring there are procedures in place to respond robustly to allegations, including those relating to children harming, or allegedly harming other children (including sexual violence and sexual harassment) and allegations against staff and volunteers
- Arrangements which set out clearly the processes for sharing information, with other professionals and with the local Safeguarding Partners
- A designated professional lead for safeguarding. Their role is to support other members of staff, to recognise the needs of children, including recognising and responding to possible abuse or neglect. Designated leads should be a member of the school's senior leadership team and their roles should always be explicitly defined in any job description. They should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively
- Safer recruitment practices for individuals whom the organisation will permit to work regularly with children (Keeping Children Safe in Education 2026, pages 71-104) including policies on when to obtain a relevant Disclosure and Barring Scheme (DBS) check. The school will inform shortlisted candidates that online searches may be done as part of due diligence checks.
- The school will maintain a Single Central Record in accordance with Part 3 of KCSIE. The record will contain details of all required pre-employment and safeguarding checks undertaken for staff, governors/trustees, supply staff, teacher trainees, volunteers and contractors where applicable. The record will evidence the date on which checks were completed and will be regularly monitored to ensure compliance with statutory requirements. The record must cover the following people:
    - all staff (including supply staff) who work in the school; in colleges, this means those providing education to children
    - all others who work in regular contact with children in the school or college, including volunteers
    - for independent schools, including academies and free schools, all members of the proprietary body
- it is the school's responsibility to ensure that all the staff they employ in specified early or later years childcare have had the appropriate checks. This includes ensuring that staff working in early and later years settings are suitable to do so. The DfE issued updated guidance for schools in August 2018, entitled 'Disqualification Under the Childcare Act 2006' of teachers and other school staff working in early or later years provision, or those who are directly concerned with the management of such provision
- relevant staff are those working in childcare, or in a management role because they are: working with reception age children at any time; or working with children older than reception until age eight, outside school hours.
- Keeping Children Safe in Education 2025, page 76, paragraph 271 also refers to disqualification: "For staff who work in childcare provision, or who are directly concerned with the management of such provision, employers need to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2018"

- employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role
- staff should be given mandatory safeguarding training at the point of induction, which includes familiarisation with safeguarding responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare as well as how to manage a disclosure. Staff in schools and colleges should ensure that all staff read and understand at least part one of Keeping Children Safe in Education 2026.
- there should be an ongoing programme of refresher training and updates to staff/volunteers about key safeguarding issues at least annually (Keeping Children Safe in Education, 2025-page 35 paragraph 123), with suggested three yearly 'Introduction to Safeguarding and Child Protection' training for all staff (Nottingham City Safeguarding Children's Partnership recommendation)
- ensure there is an effective child safeguarding policy in place together with a school behaviour policy, schools' response to children who go missing from education, staff behaviour policy (code of conduct) and a whistleblowing policy. These should be provided to all staff - including temporary staff and volunteers at point of induction
- all professionals should have regular reviews of their own practice to ensure they improve over time
- the designated lead for safeguarding should maintain comprehensive records, which should be used to inform a review of the support and level of concern about a child's circumstances whenever new information arises
- all schools and colleges must be compliant with the requirements of the LSCP in Nottingham and this includes engagement in the Serious Case Review process
- Nottingham City Safeguarding Partners require all schools to complete an annual safeguarding audit (Section 175/157 see footer*) and be engaged in multiagency processes and Serious Case Reviews (See Working Together to Safeguard Children 2023 (Chapter 2 p23 & chapter 3 p43), to be read in conjunction with DfE Keeping Children Safe in Education 2026
- clear policies in line with those from the safeguarding partners for dealing with allegations against people who work with children, in either a paid or voluntary capacity. This includes individuals or organisations who are using the school premises for the purpose of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). For any safeguarding allegation, the school will follow their safeguarding policy and procedures, including informing the Local Authority Designated Officer (LADO)- Keeping Children Safe in Education, 2025 page 94, paragraph 366.

  An allegation may relate to a person who works with children who has:

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

In addition:

The LADO will be involved in the management and oversight of individual cases where there are allegations made against people who work with children. The Designated Officer will provide advice and guidance to schools, liaising with the police and other agencies, and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, and are consistent with a thorough and fair process:

- any allegation should be reported immediately to the Headteacher or the Principal of the school. Where the allegation relates to the Headteacher or Principal it should be reported to the Chair of Governors or equivalent. The Local Authority Designated Officer should be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police; and
- if an organisation removes an individual (paid worker or unpaid volunteer) from regulated activity (working with children) or would have removed, had the person not left first, because of a safeguarding concern that the person may have posed a risk of harm to children, the organisation must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason.

- Paragraphs 428-449 of Keeping Children Safe in Education 2025 highlights the need for schools to have processes for managing low level concerns that do not meet the harm threshold and advises a close focus on record keeping of such concerns and early intervention is expected to be included in safeguarding training for all staff.

In addition to these duties, which apply to schools, further safeguarding duties are also placed on them through other statutes. The key duties that fall on schools are set out below.

Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.

To fulfill their duty under sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies should have in place the arrangements as set out above. In addition, schools should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002.

Section D – Aims and Responsibilities

At Southwold Primary School the governors and staff fully recognise the contribution the school makes to safeguarding children. We recognise that the safety and protection of all pupils is of paramount importance and that all staff, including volunteers, have a full and active part to play in providing early help protecting pupils from harm. We believe that the school should provide a caring, positive, safe and stimulating environment which promotes all pupils' social, physical, emotional and moral development. In delivering this ambition we will adhere to the principles set out in Nottingham's Safeguarding Children Partnership Threshold of Need and Nottingham City Safeguarding Partners Policy, Procedures and Practice Guidance.

Effective safeguarding of children can only be achieved by putting children at the center of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children, in line with Working Together 2023 and Keeping Children Safe in Education 2026.

The aims of this policy are to:

- confirm that the pupils' development is supported in ways that will foster security, confidence and independence
- raise the awareness of teachers, non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- confirm the structured procedures to be followed by all members of the school community in cases of suspected harm or abuse
- emphasise the need for good levels of communication between all members of staff and those with designated responsibility for child safeguarding, mental health, attendance, health and safety and other safeguarding responsibilities
- emphasise the importance of maintaining and implementing appropriate safeguarding policies, procedures and arrangements of those service providers who use the school's premises through extended schools or provide any other before and after school activities
- highlight the connection between the Safeguarding Policy and the school's policy for safer recruitment of staff and volunteers, and for managing allegations
- confirm the working relationship with City MASH, Nottingham City Safeguarding Partners and other agencies and, where appropriate with similar services in neighbouring authorities.

Responsibilities

i. The governing body: has a trained link governor for Safeguarding, who will attend training/updates at least every three years and will also receive the regular safeguarding updates referred to above

- will ensure a member of the governing body is nominated to liaise with the local authority and/or partner agencies on issues of child protection in relation to safeguarding and in the event of allegations of abuse made against the Headteacher, the Principal of a college or proprietor or member of governing body of an independent school.
- will ensure that the school has a child safeguarding policy, single central record, staff conduct policy and procedures in place, operates safe recruitment procedures, makes appropriate checks on staff and volunteers and has procedures for dealing with allegations against staff, volunteers and organisations who use the school premises that all comply in accordance with Nottingham City Safeguarding Partners.
- will ensure that schools and colleges create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might pose a risk to children (Part three: Safer Recruitment, Keeping Children Safe in Education 2025).
- has appointed a member of staff of the school or college's leadership team to the role of designated safeguarding lead.
- will ensure the school/college keeps an up-to-date single central record of pre-employment checks, specifying when the check was made and when it will be renewed.
- monitors the adequacy of resources committed to child safeguarding, and the staff and governor training profile
- recognises that neither it, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff)
- ensure that the child safeguarding policy is available to parents and children on request
- will ensure this policy and practice complements other policies e.g., anti-bullying including cyber bullying, health and safety, to ensure an integrated model of safeguarding operates across the school.
- will ensure that they develop a safeguarding culture and facilitate a whole school approach to safeguarding.
- will ensure that all safeguarding processes and policies operate with the best interests of the child.
- ensuring that the child's wishes, and feelings are taken in to account when action is determined by school leaders.

Governors in maintained schools are required to have an enhanced DBS check and the Teacher Services web page, schools can easily check if a person they propose to recruit as a governor is barred as a result of being subject to a section 128 direction. (Keeping children safe in Education 2025 Page 85, paragraph 319,)
It is the responsibility of the governing body to apply for the certificate for any of their governors who do not already have one.
Governance is not a regulated activity and so governors do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity. Schools should also carry out a section 128 check for school governors, because a person subject to one is disqualified from being a governor.

ii. The Headteacher will ensure that:

- the policies and procedures adopted by the Governing Body are followed by all staff.
- the policy will be updated annually and be available publicly either via the school or college website or by other means.
- designated staff review policy when the Nottingham City Safeguarding Partners update their policies and procedures
- sufficient resources and time are allocated to enable the designated persons and other staff to discharge their responsibilities including taking part in strategy discussions and other multiagency meetings, to contribute to the assessment and support of children and young people and be appropriately trained.
- a single central database of all staff and volunteers, and their safeguarding training dates is maintained and that this list confirms that all staff and those volunteers who meet the specified criteria have had a DBS check, when this check was made and when it will be renewed.
- all staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard of pupils, and such concerns are addressed in a timely manner in accordance with agreed policies.
- where there are concerns about a member of staff's suitability to work with children, contact the LADO.
- where an allegation is made against a staff member who is not employed by the school e.g. supply teacher, the headteacher will immediately contact both the agency concerned and the LADO. The school will continue to support any investigation that is required (Keeping Children Safe in Education, 2025 Page 97 Paragraph 377-380).
- School staff are sensitive to signs that may indicate possible safeguarding concerns. This could include, for example, poor or irregular attendance, persistent lateness, children missing from education, particularly where there are concerns regarding the potential for forced marriage or female genital mutilation. From February 2023 it is crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or another form of coercion are not used. This applies to non-binding, unofficial 'marriages' as well as legal marriages. (Keeping Children Safe in Education 2025, Pages 163,)
- he/she undergoes child safeguarding training, which is updated regularly, in line with advice from the Nottingham City Safeguarding Partners.

iii. Designated Safeguarding Leads will:

- have their roles explicitly defined in their job descriptions
- be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively
- undergo updated child safeguarding training every two years as a minimum
- liaise with relevant agencies in accordance with the Nottingham City Safeguarding Partners procedures when referring a pupil where there are concerns about possible abuse or harm
- be able to access the contents of the Nottingham City Safeguarding Partners procedures and personnel procedures and make these accessible to all staff
- ensure all staff, including supply staff, visiting professionals working with pupils in the school and volunteers are informed of the names and contact details of the designated leads and the school's procedures for safeguarding children

- support staff who attend strategy meetings, looked after reviews and/or case conferences
- support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from the school leadership group or others as appropriate
- ensure involvement of other designated leads e.g., where there are concerns about a pupil who is 'looked after or previously looked after'
- support staff to reflect on the information they hold about children and provide an alternative perspective on issues to promote a better understanding of what may or may not be concerning
- meet at least each half term to review procedures and case load
- be aware of the requirement for children (investigated by the police) to have an appropriate adult (PACE)
- take lead responsibility for safeguarding and child protection (include Online Safety and understanding the filtering and monitoring systems and processes in place) (Keeping Children Safe in Education 2025, Page 31, Paragraph 102)
- written records of concerns are kept, even if there is no immediate need for referral
- all child protection records are marked as such and kept securely locked, and if these are stored electronically, that they are differently password protected from the pupils' other files, and accessible only by the Head teacher/designated leads
- pupil records are kept separately, and marked as appropriate to indicate other confidential records are being held elsewhere
- they have oversight of attendance where there are concerns about welfare and safety, for example children missing education and patterns of non-attendance
- the children missing education- statutory guidance for local authorities 2016 is adhered to
- where a pupil is subject to a Child Protection Plan, and is absent without explanation for two days, the relevant professional in children's social care is contacted
- children's safeguarding records are monitored for patterns, when taking in isolation would appear to be low level concerns, but when viewed together indicate a pattern which requires further action
- Liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns arise.
- where there are existing concerns about a pupil, and they transfer to another school in the same or another authority, information held is transferred securely and confidentially e.g., documents noted confidential, separate from the pupil's main file to the designated lead for child safeguarding in the receiving school
- transfer of records (once on roll at another school) is 5 working days
- where a pupil has a child protection plan or there are ongoing child protection enquiries and transfers to another school;
    - the receiving schools designated lead for Safeguarding is informed immediately
    - their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file (recorded delivery)

All Designated Safeguarding Leads and Deputy Designated Safeguarding Leads need to ensure multiagency working:

Schools and colleges have a pivotal role to play in multiagency safeguarding arrangements. Governing bodies and proprietors should ensure that the school or college contributes to multiagency working in line with statutory guidance Working Together to Safeguard Children 2023. It is especially important that schools and colleges understand their role in the new safeguarding partner arrangements.

Working Together 2023, page 18, paragraph 27 outlines expectations for multiagency working-

• **Collaborate**: practitioners working with the same child and family share information to get a complete picture of what life is like for the child. Collectively, they ensure the child's voice is at the centre and the right support is provided

• **Learn**: practitioners learn together by drawing on the best available evidence from their individual fields and sharing their diverse perspectives during regular shared reflection on a child's development, experiences, and outcomes

• **Resource**: practitioners build strong relationships across agencies and disciplines to ensure they support and protect the children with whom they work

• **Include**: practitioners recognise the differences between, and are confident to respond to, circumstances where children experience adversity due to economic and social circumstances and acute family stress, and situations where children face harm due to parental abuse and neglect

• **Mutual challenge**: practitioners challenge themselves and each other, question each other's assumptions, and seek to resolve differences of opinion in a restorative and respectful way

The three safeguarding partners (the Local Authority: a clinical commissioning group; and the chief officer of police) should enable all schools (including multi-academy trusts) and colleges in the local area to be fully engaged, involved, and included in the new safeguarding arrangements. It is expected that, locally, the three safeguarding partners will name schools and colleges as relevant agencies and will reach their own conclusions on how best to achieve the active engagement of individual institutions in a meaningful way. In Nottingham City we recognise the role of education and therefore have an Education Subgroup who feed into the Nottingham City Safeguarding Children Safeguarding Partnership.

If named as a relevant agency, schools and colleges, in the same way as other relevant agencies, are under a statutory duty to co-operate with the published arrangements.
Governing bodies and proprietors should understand the local criteria for action and the local protocol for assessment and ensure they are reflected in their own policies and procedures. They should also be prepared to supply information as requested by the three safeguarding partners.
Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. All schools and colleges

should allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.
NPCC guidance: 'When to call the police' is designed to help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.
Search - when to report to police (npcc.police.uk)

iv. The staff

All staff, teaching and non-teaching, volunteers and others working in school need to:

- read and understand a minimum of Part 1 of Keeping Children Safe in Education 2026
- be aware that to safeguard children, they have a duty to share information with the designated leads, and through the designated lead, with other agencies
- be aware that despite the requirement to share information with designated leads they can make their own referral to Children's Social Care, e.g., in urgent situations
- be alert to signs and symptoms of harm and abuse. Further information regarding potential indicators of abuse, including specific information about risks such as Female Genital Mutilation and Forced Marriage is available on the Nottingham City Safeguarding Partners webpage
- know how to respond to their duty when they have concerns or when a pupil discloses to them and to act
- know how to record concerns and what additional information may be required
- undergo child safeguarding training which is updated regularly in line with advice from the Nottingham City Safeguarding Partners, (whole staff training every three years) and statutory guidance (KCSIE, 2025)
- recognise that abuse and neglect can happen in any setting and maintain an attitude of 'it could happen here'
- have access to "What to do if you´re worried that at child is being abused: advice for practitioners' guidance." (2015)
- report where they see or suspect that unacceptable content is being accessed online despite filtering and monitoring systems
- ensure appropriate supervision when children are accessing online platforms
- give due consideration to planned lesson content where it may impact the schools filtering and monitoring process, See E-safety policy for further information.
- Staff will be aware a child being absent from school is a potential indicator of abuse or neglect and, as such, these pupils are particularly at risk of being victims of harm, sexual and criminal exploitation, forced marriage, female genital mutilation or radicalisation. Staff will monitor pupils that are absent from school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures, and in accordance with the school Attendance Policy.

Allegations against the Headteacher

Where an allegation is made against the Headteacher, Principal or equivalent, the Chair of the Governing Body, or equivalent, must be informed as well as the Local Authority Designated Officer (LADO) by referral only.

KCSIE 2025, page 94 paragraph 362, states that 'A case manager will lead any investigation. This will either be the head teacher or principal, or, where the head teacher is the subject of the allegation, the chair of governors or chair of the management committee and in an independent school it will be the proprietor'.

Section E- Reporting concerns to the Designated Safeguarding Lead

Any concern should be discussed in the first instance with the Designated Safeguarding Lead or Deputy Leads in their absence, as soon as possible. **If at any point, there is a risk of immediate serious harm to a child, a referral should be made to City MASH or the police immediately. Anybody can make such a referral.**

All concerns / decisions / actions / outcomes are recorded as per school procedures (including electronic records)

Immediate response to the pupil

It is vital that our actions do not harm the pupil further or prejudice further enquiries, for example:

- listen to the pupil, if you are shocked by what is being said, try not to show it
- it is ok to observe bruises but not to ask a pupil to remove their clothing to observe them if a disclosure is made,
- accept what the pupil says
- stay calm, the pace should be dictated by the pupil without them being pressed for detail by asking leading questions such as "what did s/he do next?" It is your role to listen - not to investigate
- use open questions such as 'is there anything else you want to tell me?' or 'yes?', 'and?'
- be careful not to burden the pupil with guilt by asking questions like 'why didn't you tell me before?'
- acknowledge how hard it was for the pupil to tell you
- do not criticise the perpetrator, the pupil might have a relationship with them
- do not promise confidentiality, reassure the pupil that they have done the right thing, explain whom you will have to tell (the designated lead) and why; and, depending on the pupil's age, what the next stage will be. It is important that you avoid making promises that you cannot keep such as 'I'll stay with you all the time' or 'it will be all right now'.

Recording information –

- all safeguarding concerns must be logged using **MyConcern** immediately (where possible) or by 4pm the same day by the member of staff. External visitors such as supply teachers, volunteers etc. must complete a written yellow Child Protection Reporting Record – located on the staff notice board in the staffroom or from the school office. These must be scanned and uploaded onto MyConcern.

- make some brief notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern, facts and not assumption or interpretation. Your full name and role should be included on MyConcern, including any other members of staff/adults who were involved
- if it is observation of bruising or an injury try to record detail, e.g., 'right arm above elbow' and record using the body map function. Do not take photographs
- note the non-verbal behaviour and the key words in the language used by the pupil (try not to translate into 'proper terms')
- it is important to keep these original notes and pass them on to the designated member of staff who may ask you to write a referral
- verbal conversations should be promptly recorded using the school's system

Section F- Supporting pupils

- The staff and governors recognise that a child or young person who is abused or witnesses' violence may find it difficult to develop and maintain a sense of self-worth. Children who are impacted by domestic abuse are victims in their own right. We recognise that in these circumstances pupils might feel helpless and humiliated, and that they might feel self-blame.
- We recognise that any child may benefit from early help. As noted on page 10 of Keeping children Safe in Education 2025, all staff should be particularly alert to the potential need for early help for a child who-
  - is disabled
  - has special educational needs
  - has a mental health need
  - is a young carer
  - is showing signs of being drawn into antisocial 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 school
  - is at risk of modern slavery, trafficking, sexual and/or criminal exploitation

- is at risk of being radicalized 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 violence
- is misusing alcohol or 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

- We recognise that school might provide the only stability in the lives of pupils who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a pupil in these circumstances might range from that which is perceived to be normal to aggressive or withdrawn.
- Staff have an understanding that pupils with SEND can be more vulnerable to abuse and neglect. SEND pupils will receive support from the Inclusion Lead (SENCo) and relevant outside agencies e.g., Learning support or Education and Health Care Plan.
- We are aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where staff have concerns about a child's mental health immediate action should be taken in line with safeguarding policy. (Keeping Children Safe in Education 2025 Page 16 and 17 Paragraphs 43-45).
  Advice and guidance are available: www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/depression-anxiety-mental-health/
- The school will support all pupils by discussing child protection cases with due regard to safeguarding the pupil and his or her family; supporting individuals who are, or are thought to be, in need or at risk in line with Nottingham City Safeguarding Partners procedures; encouraging self-esteem and self-assertiveness; challenging and not condoning aggression, bullying or discriminatory behaviour; promoting a caring, safe and positive environment.
- We recognise that the provision of the right help at the right time is a key element of our wider safeguarding responsibilities. This includes the provision of Early Help either directly through the school or by signposting to other local services, as set out in Nottingham City's Threshold of Need. Where a child is receiving early help support, we will continue to monitor this to make sure it is having the required impact. Where there is no evidence of this impact, we will consider other alternatives, which may include seeking specialist support

Confidentiality

- The personal information about all pupils' families is regarded by those who work in this school as confidential. All staff and volunteers need to be aware of the confidential nature of personal information and will maintain this confidentiality
- Staff understand that they need know only enough to prepare them to act with sensitivity to a pupil and to refer concerns appropriately. The designated leads and Headteacher will disclose information about a pupil to other members of staff on a need-

to-know basis only. It is inappropriate to provide all staff with detailed information about the pupil, incidents, the family and the consequent actions.

Staff must be aware that:

- they cannot promise a pupil complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the pupil or other pupils safe
- Where there are concerns about a pupil's welfare relevant agencies need to be involved at an early stage, with consent from the parents/carer where this does not compromise the safety of the child or cause further risk. If a member of staff or a volunteer has concerns about a pupil's welfare, or if a pupil discloses that s/he is suffering abuse or reveals information that gives grounds for concern, the member of staff must speak to their designated lead with a view to passing on the information.

Consent

All professionals are expected to follow consent guidance from the General Data Protection Regulation (GDPR) 2017, the Children Act 1989 and the Crime and Disorder Act 1998. To make a referral, parents/carers must give their **explicit and informed consent** for information to be shared with other agencies to enable holistic support and access to services. Recorded consent should be gained by the referring agency, with clarity about why and with whom information will be shared. Services cannot accept a referral without consent, unless there are safeguarding concerns whereby there is a statutory duty to intervene and seeking consent may put the child at further risk or cause a delay. In situations where there are concerns that a child is suffering, or is likely to suffer significant harm, information may be shared without consent.

Circumstances may include:

- Suspicion that a child will be forced into marriage or removed from the country against their will
- Suspicion that a child is at risk of female genital mutilation
- A disclosure of sexual or physical abuse putting the child at immediate risk
- Suspicion that illness is being fabricated.

Permission to share information with the City MASH should always be sought from an adult with parental responsibility for the child / young person before passing information about them to Children's Social Care, UNLESS seeking permission would place the child at immediate risk of significant harm or may lead to the loss of evidence, for example destroying evidence of a crime or influencing a child about a disclosure made.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. (Keeping Children Safe in Education 2025, Page 19, paragraph 55)

Further details on information sharing can be found: Working Together to Safeguard Children 2023, Data protection: toolkit for schools, Information Sharing: Advice for Practitioners providing safeguarding services to Children, Young People, Parents and Carers.

V. Pupils:

Safe Environment – pupils are safe and feel safe

All pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.
School adopts an open and accepting attitude towards pupils as part of our responsibility for pastoral care. Pupils, parents and staff will be free to talk about any concerns and will see the school as a safe place when there are difficulties. Pupils' worries and fears will be taken seriously, and pupils encouraged to seek help from school staff.

School will therefore ensure that:

- There is an ethos where pupils feel secure and are encouraged to talk and are listened too, taken seriously, and responded to appropriately is established and maintained
- Pupils are involved in the decision-making which affects them
- Pupils know that there are adults in the school whom they can approach if they are worried or have difficulties and the school has well developed listening systems
- Posters are displayed which detail contact numbers for appropriate support services and child protection helplines e.g. Nottingham City Safeguarding Partners and Childline
- Curriculum activities and opportunities to equip pupils with the skills they need to stay safe from abuse are provided
- There is a clear written statement of the standards of behaviour and the boundaries of appropriate behaviour expected of staff and pupils that is understood and endorsed by all. Positive and safe behaviour is encouraged among pupils and staff are alert to changes in a pupil's behaviour and recognise that challenging behaviour may be an indicator of abuse
- Effective working relationships are established with parents and colleagues from partner agencies
- There is an awareness that personal and family circumstances and lifestyles of some pupils lead to an increased risk of neglect and/or abuse

Section G - Safeguarding as part of the Curriculum

Through PSHE, ICT and other curriculum opportunities, pupils are helped to talk about their feelings, know about their rights and responsibilities, understand and respond to risks, to deal assertively with pressures and know who they can turn to for advice and help both in and out of the school and how to make a complaint.

The following areas are addressed within PHSE, ICT and in the wider curriculum:
Bullying, including cyber-bullying, child on child abuse and up skirting
Online Safety
Road, fire and water safety
Inter-personal relationships and domestic abuse
Child sexual exploitation (CSE), online and offline
Honour based abuse and forced marriage
Female genital mutilation (FGM)
Radicalisation and extremism (Educate Against Hate)
This may include covering relevant issues through Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationship Education), tutorials (in colleges) and/or where delivered, through Personal, Social, Health and Economic (PSHE) education. The Government has made regulations which will make the subjects of Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) mandatory from September 2020.

Section H – Online Safety (Keeping Children Safe in Education 2025, Page 38- 42 Paragraphs 134 – 148)

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to Online Safety empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems, see Online Safety policy. We acknowledge that many pupils may have access to the internet using their own

devices and therefore our wider curriculum and linked policies (for example mobile phone policy) ensure that pupils have an awareness and understanding of online risks.

Governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place and regularly review their effectiveness (Keeping Children Safe in Education 2025, Page 40, Paragraphs 140-143) with clear identified role and responsibilities for all involved in this area of safeguarding.

At Southwold Primary School we ensure that we meet the Digital and Technology Standards as detailed in the DFE publication '*Meeting digital and technology standards in schools'* 2023
Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)

Section I - Working with parents/carers

- Parents and carers play an important role in protecting their children from harm.
- In most cases, the school will discuss concerns about a pupil with the family and, where appropriate, seek their consent to make a referral to City MASH.
- The pupil's views will be considered in deciding whether to inform the family, particularly where the pupil is sufficiently mature to make informed judgments about the issues. Where appropriate a child may be asked for their consent.

The school aims to help parents understand that the school, like all others, has a duty to safeguard and promote the welfare of all pupils. The school may need to share information and work in partnership with other agencies when there are concerns about a pupil's welfare.

Section J- Children in Care (previously known as LAC) and Children Previously in Care

Supporting children in care and children who have been in care is a key priority for our school. We recognise that the needs of this group of children can only be effectively met when all agencies work together.

To ensure we have a coordinated approach to meeting the needs of children in care who attend our school we have a designated lead for children in care.

Our designated lead for CIC will

- Attend PEP reviews
- Ensure children receive the correct provision, support and intervention and review frequently
- Work closely with the Virtual School

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the local authority.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

Section K - Prevention in the Curriculum

Keeping Children Safe in Education 2025, page 36 paragraph 130, states that 'preventative education is most effective in the context of a whole school or college approach that prepares pupils and students for life in modern Britain…'
In addition, it is expected that:

- the school recognises the importance of developing pupils' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe.
- the PSHE programme *in each key stage* provides personal development opportunities for pupils to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils are taught to, for example:
    - safely explore their own and others' attitudes
    - recognise and manage risks in different situations and how to behave responsibly
    - judge what kind of physical contact is acceptable and unacceptable
    - recognise when pressure from others (including people they know) threatens their:
        - personal safety and well-being and develop effective ways of resisting pressure
        - including knowing when and where to get help
    - use assertiveness techniques to resist unhelpful pressure
    - how to keep safe on-line
    - the risks associated with sharing indecent images of, or information about, themselves. This is something that is often referred to as Sexting. Research indicates that this is increasingly associated with concerns such as sexual exploitation. Our work in this area is based on the guidance set out in Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People

Section L- Particularly Vulnerable Groups

Some children and young people may be particularly vulnerable to abuse and harm. This includes for example privately fostered children, children with a disability, children with communication needs. Certain forms of behaviour can also increase the vulnerability of a young person such as drug or alcohol misuse. The designated safeguarding lead should be aware of the range of guidance that is available and vigilant to concerns being raised by staff and children which need to be reported in accordance with national (Government) and local

(Nottingham City Safeguarding Partners) procedures without delay. The lead should also ensure staff working with children are alert to signs which may indicate possible abuse or harm.

At Southwold Primary School we recognise that some pupils with protected characteristics may require reasonable adjustments and positive action to be taken to deal with particular disadvantages which may affect them (Keeping Children Safe in Education 2025, Page 27 paragraph 84)

1. Preventing Radicalisation- Keeping Children Safe in Education 2025, Page 157-159.

Preventing violent extremism by countering the ideology of extremism and by identifying those who are being drawn into radicalism has for some time formed part of our approach to safeguarding. The Counterterrorism and Security Act 2015 now imposes a duty on a wide range of bodies including all schools to respond when they become concerned that a child is being, or is at risk of, becoming radicalised. Compliance will be monitored through various inspection regimes such as Ofsted that will be looking to see that organisations have assessed the level of risk, and that staff are appropriately trained to look out for signs of radicalisation. Also, schools will be monitored to ensure they are aware of the process for making referrals to Channel, the panel that reviews and refers individuals to programmes to challenge extremist ideology. Referrals to Channel are for those who are susceptible rather than vulnerable to radicalisation and being at risk of being drawn into terrorism. Consent is needed for referrals to Channel.

Statutory guidance has been published and is available here: https://www.gov.uk/government/publications/prevent-duty-guidance

If you have any concerns about individuals who may be being drawn into support for extremist ideology, please contact Nottingham City's Prevent Education officer, Louise Cox or the Prevent Team prevent@nottinghamshire.pnn.police.uk who will then contact you to discuss whether a referral should be made. Although a police team, their role is to support early intervention so that vulnerable or susceptible children or adults do not end up facing criminal sanctions.

2. Female Genital Mutilation -Keeping Children Safe in Education 2025, Page 161-163

Female genital mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old; however, it is believed that many cases happen between the ages of 5 and 8.

Risk factors for FGM include

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE

- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman
- Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Potential indications that FGM may have already taken place may include:

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

The Serious Crime Act 2015 sets out a mandatory duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and Children's Social Care. Although the duty does not apply in relation to at risk or suspected cases nevertheless this is still something that must be reported to social care.

www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation

3. Sexual violence and sexual harassment in schools – *Keeping Children Safe in Education 2025* Pages 112-143, paragraphs 450 – 562

Schools and colleges should **respond to all reports and concerns** of child-on-child sexual violence and sexual harassment, including those that have happened outside of the school or college premises, and or online.

Sexual violence and sexual harassment can occur between two children of **any age and sex**, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

Whilst **any** report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

But it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report

Schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Governing bodies and proprietors should ensure that the school or college contributes to multiagency working in line with statutory guidance Working Together to Safeguard Children.

Any decisions are for the school or college to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

The NSPCC also provides free and independent advice about HSB: Harmful sexual behaviour (HSB) or peer-on-peer sexual abuse | NSPCC Learning

The Lucy Faithfull Foundation has developed a HSB toolkit, which amongst other things, provides support, advice and information on how to prevent it, links to organisations and helplines, resources about HSB by children, internet safety, sexual development and preventing child sexual abuse. ECSA Toolkit | Lucy Faithfull Foundation

Contextual Safeguarding Network provides a school self-assessment toolkit and guidance for addressing HSB in schools.

Toolkit Overview | Contextual Safeguarding

Stop It Now -Preventing harmful sexual behaviour in children -Stop It Now provides a guide for parents, carers and professionals to help everyone do their part in keeping children safe, they also run a free confidential helpline.

www.stopitnow.org.uk

It is important that the perpetrator(s)is/are also given the correct support to try to stop them re-offending and to address any underlying trauma that may be causing this behaviour. Addressing inappropriate behaviour **can** be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

4. Child on Child abuse -Keeping Children Safe in Education 2025 Page 147

Staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting.

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying).
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- sexual violence, such as rape, assault by penetration and sexual assault.
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- up skirting, typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; which sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals

At Southwold Primary School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

5. Neglect – *Keeping Children Safe in Education 2025* Page 12-13 Paragraph 28 and *Annex A, Page 146 Paragraph 10*

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 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 (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

All staff should be aware that child sexual and child criminal exploitation are forms of child abuse.

Nottinghamshire and Nottingham City Safeguarding Children Partnerships have adapted this toolkit which was initially developed by Jane Wiffin on behalf of Hounslow LSCB and then revised by North Somerset; to offer a 'Structured Judgement Approach' to the identification of child neglect and the tools for agencies to work in partnership with families to improve outcomes for the children and young people.

Child and Young Person's Neglect Toolkit for assisting in the identification of Child Neglect

The Toolkit should be used in conjunction with the local Nottinghamshire and Nottingham City Pathway documents which provide guidance on thresholds for services, and the interagency Procedures and Guidance http://nottinghamshirescb.proceduresonline.com/p_neglect.html.

- Nottinghamshire: Pathway to Provision http://www.nottinghamshire.gov.uk/care/childrens-social-care/nottinghamshire-childrens-trust/pathway-to-provision
- Nottingham City: Threshold of Need Multi Agency Safeguarding Children Hub (MASH) - Nottingham City Council

Section M- Contextual safeguarding

This means that incidents and or behaviours are associated with factors outside the school or college and/or occur between children outside the school or college the designated safeguarding lead (or deputy) should be considering contextual safeguarding. This simply means assessments of children in such cases should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors and so, it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the evidence and the full context of any abuse.

Section N- Professional development and Training

The governors recognise that all staff and volunteers who work with pupils aged up to 18 years need to have appropriate child safeguarding training that equips them to recognise and respond to pupil welfare concerns.

We will ensure staff are given mandatory safeguarding training at point of induction, which includes familiarisation with child safeguarding policy, Part 1 of Keeping Children Safe in Education, staff behaviour policy, the designated leads in the school, their responsibilities and procedures to be followed.

Part 2, pages 25-55 of the same guidance titled 'The Management of Safeguarding', specifies "Governing bodies and proprietors should ensure that all governors and trustees receive appropriate safeguarding and child protection training at induction". The training, including multi-agency training, in the last 3 years undertaken by staff and governors to ensure their knowledge and skills are up to date includes:

o Introduction to Safeguarding training – all staff
o Annual Refresher Safeguarding training INSET
o Prevent safeguarding INSET
o FGM – safeguarding INSET
o Attendance CPD INSET
o Domestic Violence – safeguarding staff meeting
o Honour based violence – safeguarding staff meeting
o Child Sexual Exploitation – safeguarding staff meeting
o Child Criminal Exploitation – safeguarding staff meeting
o Sexual abuse – safeguarding staff meeting
o Attachment – safeguarding staff meeting
o DSL attend termly network meetings
o DSL update training

A report of the school's training needs assessment is presented to the governors so that they can ensure that training is appropriately provided for all staff. This report is also shared with staff to enable them to contribute to the development of safeguarding practice in the school. A training register is kept indicating when staff and governors have been trained and this in turn informs the *annual* report to governors.

Safer recruitment training has been attended by: **Yolanda Salmeron (Headteacher), Sally Longford (Chair of Governors), Kathryn Truman and Michelle Gabbitas (Governors), Ann-Marie Williams (Business Manager).**

Timelines for training*:*

- Designated Safeguarding Lead training: refreshed **every two years** (statutory requirement) or equivalent annual update training
- Introduction to Safeguarding and Child Protection training: To be refreshed **every three years** as agreed with Nottingham City Safeguarding Partners. The above training is available through the Safeguarding in Education Service
  Safeguarding Training - Nottingham City Council

- Whole School Refresher Training at least annually with regular in-school updates
- Safer recruitment training: Through the on-line NSPCC

All staff, schools and Governing bodies should be open to new learning and keep up to date with changes made to national and local safeguarding policy, procedure and guidance including that provided by our safeguarding partners.

Schools need to evaluate and demonstrate how well they fulfil their statutory responsibilities and exercise professional judgment in Keeping Children Safe as outlined in Keeping Children Safe in Education 2025.

Section O- Identification for visitors to school

Nottingham City Schools Agreed Visiting Professionals Guidance

• Any professional wishing to undertake work in school with children must be expected and make a formal appointment
• The named professional must be the person who undertakes the intervention
• Professionals must show their organisation ID on arrival
• School, on production of the organisation ID must accept that all organisation safeguarding procedures have been followed by the external organisation and that DBS clearance has been obtained for that individual following the specific organisation safeguarding policy

Schools should not deny access to professionals if they do not have a copy of their DBS certificate with them or if their clearance period is longer than that expected for school. Schools are not permitted to request copies of any personal information.

Nottingham City Local Authority provide correspondence that can be regarded as the written notification required by the school to confirm that all Nottingham City Council employees have been subject to the safer working checks in accordance with the relevant statutory guidance. Nottingham City Council will send a DBS verification letter to all settings once a year informing of the expected process.

Section P- Further guidance

To support the work around child protection and safeguarding, links to statutory, national and local guidance are below:

- **NSPCC Child line Project:** (funded through the DfE) The project is free of charge to all primary schools and pupils in Years 5 & 6. Raising awareness through interactive classroom sessions with trained NSPCC staff, they come into schools, provide an assembly and workshops to raise the awareness with children about what is or is not acceptable behaviour and how and where to seek help if worried. Contact for this is through Emma Grishin NSPCC Area Child Line Coordinator email: - EGrishin@NSPCC.org.uk or Tel: 0115 9258602.

- Threshold of Need

Multi Agency Safeguarding Children Hub (MASH) - Nottingham City Council

- Behaviour and Discipline

Behaviour in schools guidance (publishing.service.gov.uk)

- Attendance

Working together to improve school attendance (publishing.service.gov.uk)

- Exclusions

School suspensions and permanent exclusions - GOV.UK (www.gov.uk)

- DBS guidance

www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006 (Updated August 2018)
DBS checks: detailed guidance - GOV.UK (www.gov.uk)