

Child Protection Policy

Maun Infant and Nursery School



Policy Date: September 2024

Next Review: September 2025

Approving body	Management Committee
Date approved	September 2024
Supersedes	December 2023
Consultation undertaken	Yes
Complies with Equality Act	Yes
Supporting Policies	Anti-Bullying, Attendance, E-Safety, Behaviour, PSHE, SEND, Child on Child Abuse, Administering Medicines, Recruitment and Selection, Staff Code of Conduct, Whistleblowing, Complaints, Personal and Intimate Care
Review date	September 2025
Lead person	Kerry Norman
Signed	

Maun Infant and Nursery School



Whole School Child Protection Policy

September 2024/25

Policy statement and principles



Maun, a safe place where we...

Aspire to succeed;

Understand and welcome uniqueness;

Nurture and challenge.

At Maun Infant and Nursery School we are fully committed to ensuring all our pupils are kept safe. We work closely as a team to communicate effectively about the welfare of pupils, valuing the 'children's voice' and working in partnership with our families. We have adopted the local authority child protection policy which has been adapted to take account of our specific school procedures. This is supported in school by additional policies including those for managing pupil behaviour, online safety, child on child abuse, safer recruitment, complaints and codes of conduct for staff, governors and visitors to the school. There are also procedures in place for children missing in education and managing sexual violence and sexual harassment between children.

All staff make time to listen to pupils and are clear about the procedure for passing on relevant information to the Designated Safeguarding Leads (DSLs). Staff ensure that appropriate actions are taken in a timely manner and that when necessary, matters are escalated to safeguard and promote children's welfare.

Headteacher, Miss Kerry Norman is our Senior Designated Safeguarding Lead (Snr DSL) and Mrs Bridget Ramsdale (Child and Family Support Worker) is our Deputy Designated Safeguarding Lead. Miss Beth Carrott is a further DSL and SENDCo, and takes lead responsibility for the safeguarding and welfare of looked after children and those with SEND within our school. The responsibilities of all DSLs are detailed within their job descriptions. They lead across the school in safeguarding, including through making reference to and use of linked statutory policies e.g. safer recruitment policy, allegations against staff, complaints, etc.

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

Date of last review: September 2024

Date of next review: September 2025

Role	Name	Contact Details
Headteacher/Principal	Kerry Norman	01623 860773
Senior Leader(s) available for contact in the absence of the DSLs	Natasha McGaw Catherine Yates	01623 860773 01623 860773
Designated Governor for Child Protection/ Safeguarding	Sheryl Woodward	Through the school office: 01623 860773
Senior Designated Safeguarding Lead	Kerry Norman Headteacher	01623 860773
Deputy Safeguarding Lead	Bridget Ramsdale Child and Family Support Worker (CFSW)	07511 871652
<i>Names of additional Safeguarding Officers</i>	Beth Carrott SENDCo/Designated Teacher for LAC	01623 860773
LA Safeguarding Children in Education Officer	Cheryl Stollery	0115 8041047
LA Child Protection Contact/LADO	Eva Callaghan or covering LADO	0115 8041272
MASH (Multi-agency Safeguarding Hub)	Office hours	0300 500 80 90
MASH Consultation Line		0115 977 4247
Emergency Duty Team (Children's Social care)	Outside of office hours	0300 456 4546
Police (to report a crime and immediate risk of harm or abuse to child)	101	In an emergency 999 (only)
NSPCC help/whistleblowing line	line is available 8.00am to 8.00pm Monday to Friday	0800 028 0285- email: help@nspcc.org.uk

Maun Infant and Nursery School

Our policy applies to all staff, governors and volunteers working in the 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 regarding child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this school child protection policy, and the duties and responsibilities, as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2024 and HM Working

Together to Safeguard Children 2023 (published 15th December 2023, updated February 2024), which are incorporated into this policy.

Child Protection and Safeguarding Statement

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

The procedures contained in this policy apply to all staff, supply staff, volunteers, and governors of Maun Infant and Nursery School, 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-centred and will be supported to consider, at all times, what is in the best interests of the child.

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

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

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment.
- Preventing the impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

NB Definition: Children includes everyone under the age of 18.

Whole school approach to safeguarding:

- We understand the importance every member of our staff has through their contact with children in and outside of our school environment and the particular importance of the roles and relationships they have which places them in a position to identify concerns early, provide help for children and promote children's welfare and prevent concerns from escalating.
- 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 senior designated safeguarding lead will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care, police, early help, and health where required, as the designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

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

- Pupils' health and safety and emotional well-being, and their mental and physical health or development.
- Meeting the needs of children with special educational needs and/or disabilities.
- Ensuring reasonable adjustments are provided as informed by the Equality Act for disabled children and young people
- Where a child receives elective home education and has an EHCP, 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 and off- site education.
- Intimate care and emotional wellbeing.
- On-line safety and associated issues including filtering and monitoring in accordance with DfE monitoring standards.
- Appropriate arrangements to ensure school security, taking into account the local context.
- Keeping children safe from risks, harm, exploitation and sexual violence and sexual harassment between children: KCSiE 2024 Annex A.

Safeguarding can involve a range of potential issues such as:

- Neglect, physical abuse, sexual abuse, and emotional abuse.
- Contextualised also known as extra-familial abuse.
- Bullying, including online bullying (by text message, on social networking sites, and prejudice-based bullying and being aware of the ease of access to mobile phone networks.
- The approach to online safety, including appropriate filtering and monitoring on school devices and school networks for home use.
- 'Deliberately missing education and children who have unexplained or persistent absence from education' or may be going 'missing from care or home' and the risks this poses on repeat occasions and for prolonged periods.
- Domestic Abuse including teenage relationship abuse.
- Racist, disability- based, homophobic, bi-phobic, or transphobic abuse.
- Gender based violence/violence against women and girls.
- Risk of extremist behaviour and/or radicalisation and susceptible to being at risk of being drawn into terrorism.
- Child sexual exploitation, human trafficking, modern slavery, sexual or criminal exploitation.
- A young carer.
- Has a mental health need and has an effect on school attendance and progress.
- Has special educational needs (whether or not they have a statutory Education Health and Care Plan (EHCP)).
- Privately fostered.
- Has returned home to their family from care.
- Has a family member in prison or is affected by parental offending.

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

Our Governing body will ensure they maintain oversight of the Online Safety Policy, and the arrangements put in place to ensure appropriate filtering and monitoring on school devices 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 meets the standard published by the [Department for Education filtering and monitoring standards](#).

Our ICT provider supports the school in ensuring that all necessary filtering and monitoring requirements are met and these are reviewed at least annually. Further information of our procedures for managing online safety can be found on the school website in our Online Safety policy.

Our Governing body will ensure a review is maintained to ensure the standards and discuss these standards with IT staff and service providers, and whether more needs to be done to support our school in meeting and maintaining this standard and communicating these to staff, our *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.

We make clear in all our policies that all forms of abuse or harassment will be reported in accordance with national safeguarding guidance, and we will take a 'zero tolerance' approach to harassment and abuse as informed by DfE KCSiE (statutory guidance).

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

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

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](#)

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

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

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

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 such as masturbations, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children to look at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and **all** staff should be aware of it and of their schools 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 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.

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.

Our school ethos demonstrates that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say. Every individual within Maun Infant and Nursery 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 across the curriculum, in a way that is age appropriate and includes the safe use of different media platforms. This includes a strong emphasis on relationships education through which, children are taught about the signs of healthy relationships and how to get help when it is needed. As part of our curriculum, we actively promote positive mental health and wellbeing, through the 'Five Ways to Wellbeing'. These are tools used to support our children in understanding 'wellness' and the steps they can take proactively, to maintain their wellbeing. We also provide online support and guidance for parents and carers to protect children from online risks such as exploitation and grooming.

Where mental health problems or indicators of these arise in our children, the expertise of onsite staff will be drawn upon i.e. ELSA, trauma, attachment, bereavement etc. and intervention implemented in liaison with parents as appropriate. Support from external agencies will be sought as and when needed, alongside signposting for families to relevant workshops and support groups.

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

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

We also ensure that all our staff are clear that whilst they should discuss and agree with the DSL any actions to be taken, they are able to escalate their concerns and contact MASH, MASH Consultation Line or social care to seek support for the child if despite the discussion with the DSL their concerns remain. Staff are also informed of the school's whistle blowing procedures and the contact details for the Local Authority LADO and NSPCC helpline.

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

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

Schools should also obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff.

Where appropriate, the Designated Safeguarding Leads (DSLs), who are familiar with national and local guidance, will share concerns with relevant agencies such as social care, MASH, Family Services, Healthy Families Team, CAMHS and the Early Help Unit. Where the school premises are used by outside agencies, allegations are managed in line with the procedures followed in respect of school staff and volunteers, and include informing the LADO.

Recruitment of staff includes all relevant safeguarding checks, including those of any existing online presence. All staff including supply staff and volunteers, receive safeguarding information appropriate to their role during induction. This is regularly revisited with all staff during weekly briefings and through further CPD where appropriate. Checks on staff knowledge and understanding are also made periodically through the use of quizzes.

Within school, we take a varied approach to supporting children, and tailor our response according to their needs. One of our DSLs is also a mental health lead and takes responsibility alongside the senior leadership team and PSHRE Lead, for the mental health and wellbeing of pupils where this has been identified as a concern. Central to our core policies and school ethos is our drive to promote positive mental health for all, which can be seen in our curriculum drivers: growth, resilience and possibilities, and the many core aspects of Maun school life i.e. celebration assemblies and events, Wellness Wednesdays, Daily Skip to promote physical health etc. For those children requiring additional support, a key strategy used is through ELSA work (understanding and management of emotions) with two members of staff trained in this area.

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

The Designated Teacher maintains working links with the Virtual School Head to promote the educational achievement of looked after children and those who have been previously looked after children. The virtual school head collaborates with us to identify and engage other key professionals, such as social workers, headteachers, governors, Special Educational Needs Co-ordinators, mental health leads, other local authority officers to help improve outcomes for children.

Our Child Protection Policy

There are eight main elements to our policy:

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

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

The 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 PSHRE curriculum for children to develop the skills they need to recognise and stay safe from abuse by:
- Recognise and managing risks including online safety, radicalisation and extremism, sexual exploitation, child on child sexual violence and sexual harassment, the sharing of nude and semi-nude images which has replaced what was termed as sexting.
- Support the development of healthy relationships and awareness of domestic violence and abuse, recognising that Domestic Abuse can encompass a wide range of behaviours and may involve a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional harm and children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.
- Recognising how pressure from others and safeguarding vulnerabilities can affect their behaviour.
- Recognising the link between mental health, school attendance and children 'absent from education' and the impact on learning, progress, and educational attainment.
- Knowing that as a school we will act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.
- Ensuring our behaviour policy includes measures to prevent bullying, including cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying and use of social media platforms and networks.
- Maintain an on-line safety policy which addresses 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 excellent communication with safeguarding partners and services, children and young people can feel assured they will be listened to, heard, and offered support to enable them share sensitive information and strengthen their resilience.

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

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 leadership team, and a Deputy Safeguarding Lead for child protection/safeguarding who has received appropriate training and support for this role.
- The Designated Safeguarding Lead role is written into their job description and clarifies the role and responsibilities including as defined in KCSiE 2024 Annex C.
- Ensure we have a nominated governor responsible for child protection/safeguarding.
- Ensure that we have a Designated Teacher for Looked After Children (LAC).
- Ensure every member of staff (including temporary, supply staff and volunteers) and the governing body knows the name of the Senior Designated Safeguarding Lead, their deputies responsible for child protection, and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead, or to children's social care/police if a child is in immediate danger.
- Ensure 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 written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral, and actions to safeguard.
- Ensure all records are kept securely; we keep electronic files using CPOMS with levels of authentication for access to the files appropriate to staff roles.
- 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.

Our school will endeavour to support the pupil through:

- Developing the content of the curriculum to ensure children are taught about how to keep themselves safe and how to recognise signs of danger in an age-appropriate way. This will include learning about healthy relationships, families, the Pants Rule, road safety, internet safety and ways in which to stay physically and mentally healthy.
- Maintaining a school ethos which promotes a positive, supportive, and secure environment, and which gives pupils a sense of them being valued.
- The school behaviour policy, anti-bullying policy and child-on-child abuse policy which are kept up to date with national and local guidance and which are aimed at supporting vulnerable pupils in our school.
- Our school will proactively ensure that all children know that some behaviours are unacceptable and will need to be addressed but as members of our school they are valued and will be supported through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents. This will be through compassion and understanding from staff; nurture or alternative provision if required to meet individual needs; and with access to SEMH intervention such as ELSA or bereavement work on a small group or individual basis, coordinated by the school Child and Family Support Worker (CFSW). External agency support will also be accessed where appropriate to do so.
- Liaison with other agencies that support the pupil such as Children's Social Care (in line with the most up to date Pathway to Provision version), Behaviour and Attendance Service and Education

Psychology Service, use of Complex Case Resolution Meetings and the Early Help Assessment Form (EHAF).

- Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there have been wider safeguarding concerns, their information is transferred to the new school immediately or within **5 working days** and that the child's social worker is informed.
- Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully supported through appropriate staff training and SENCO/external agency support, structured conversations and/or multi-agency meetings with parents/carers, and provision tailored to individual needs through ongoing monitoring of progress and attainment, and termly target-setting.
- 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.
- Informing the staff member if they are not the designated safeguarding lead, and taking actions in accordance with the school child-on-child/sexual violence and sexual harassment between children in school 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 Services policy and practice guidance.
- School leaders, staff and members of the governing body will be appropriately trained in safer working practices and access the safer recruitment training advised by NCC HR Service (NCC direct schools to the NSPCC Safe Recruitment online course).
- Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate necessary procedures to carry out the checks required and where 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 2024 Part Three and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2024 Part Three.
- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the School Employee Code of Conduct, which includes contact between staff and pupils outside the work context. Concerns regarding low-level concerns will be included in our Code of Conduct from 1 September 2024 in line with KCSiE Part Four Section two. Staff can access a copy of this through the school office or on Microsoft Teams.
- Newly appointed staff and volunteers will be informed of our arrangements for safer working practices through induction 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 Officers and HR Business Partner or HR Service.
- 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.

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 (LA template policy in the process of being revised).

- Attendance Policy.
- Equality.
- Central Record of Recruitment and Vetting Checks.
- Complaints' Procedure.
- Online Safety Policy.
- Freedom of Information.
- Female Genital Mutilation (FGM) Guidance
- Radicalisation – Prevent Duty
- Health and Safety Disability Equality Action Plan.
- Child on Child Abuse revised 2024-2025 (LA template policy in the process of being revised and includes- Sexual violence and sexual harassment and response to 'upskirting').
- Physical intervention/positive handling (includes CRB – use of reasonable force).
- Register of Pupil Attendance.
- School Access Policy.
- School Medicines Policy
- Behaviour and Relationships Policy
- Knife Crime Guidance 2022 (cross authority and in the process of being revised)
- Relationships, Sex and Health Education
- Mental and Physical Health (KCSiE 2024 Part One, Part Two and Annex A and Annex B).
- Special Educational Needs and Disabilities.
- Staff Behaviour (Code of Conduct policy).
- Staff Discipline Conduct and Grievance (procedures for addressing).
- School information published on a website.
- Visitors and VIP Guidance.
- Whistle Blowing Policy.
- 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. Everyone in our school who comes into contact with children and their families have a role to play in safeguarding children. All staff in our school consider, at all times, what is in the best interests of children. Staff are vigilant in noticing potential signs of abuse, including changes in pupil behaviour. They are aware that their own small concerns may provide part of a bigger picture and understand that they may not know all of the information held on a particular child. Where concerns are noted, all staff know how to report these and who to report them to. Staff are also aware that they are able to escalate concerns themselves if they feel it necessary.

All staff within our school are particularly important as they are in a position to identify concerns early and provide help to children to prevent concerns from escalating. We recognise 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. We may decide that the children do not require referral to statutory services but may benefit from early help.

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 2024 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.

Mrs Ramsdale (CFSW) is the school lead on engaging with children, families and partner agencies. She coordinates provision in school to develop the 'whole child', including for mental health needs alongside the PSHRE Lead who is also a senior leader. Provision is led both by school staff and external agencies such as Sure Start or the Healthy Families Team. Alternative provision is provided in school for children where it is felt appropriate – this includes academic intervention and that to nurture the wider development of pupils.

Parents and carers are warmly welcomed into school to seek support or advice by both Miss Norman (Headteacher) and Mrs Ramsdale (CFSW). Mrs Ramsdale has a school mobile phone number that is made available to parents who are able to text and/or call her directly. Parents are also invited to attend a monthly coffee morning to develop positive relationships with the school and to seek support and advice on a variety of topics i.e. managing children's behaviour, toileting, internet safety etc. Further advice and signposting is made available through half-termly newsletters, termly ILP meetings where pupils are disadvantaged or SEND, and through regular updates on the school website and Facebook page.

As a school, we prioritise attending meetings with social workers and supporting social workers to work effectively with our children and their families, both within and outside of school. A DSL will always attend child protection, child in need and LAC reviews to ensure our children's needs are met and they are kept safe.

Safeguarding Training

All our staff are aware of systems within Maun Infant and Nursery 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 2024.

We have an induction checklist when staff start employment or volunteering opportunities to ensure they receive the information and training required to support them and keep our children safe.

All our staff receive safeguarding and child protection training which is updated every three years. In addition, to this training all staff members:

- receive child protection and safeguarding updates when required, but at least annually. These updates are provided by DSLs who keep abreast of local and national changes so they can then disseminate them to staff across school
- have access to online training through the NCC Learning Pool which gives access to NSCP courses. Staff are required to undertake those courses identified by the Snr DSL but are free to complete additional courses of their choice

All our staff are aware of the process for making referrals to children's social care and understand the role they may have in these assessments and working in partnership with safeguarding agencies.

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

Staff responsibilities

All staff have a key role to play in identifying concerns, recognising children's vulnerability to harm and risk of abuse and providing 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 school online safety, and specifically 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.
- Support pupils in line with their child protection plan, child in need plan, LAC Care Plan.
- Treat information with confidentiality but never promising to "keep a secret."
- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- Be prepared to identify and support children who may benefit from early help, support and interventions.
- Ensure they know who the DSL and Deputy DSLs are and know how to contact them.

- Have an awareness of the Child Protection Policy, the Behaviour Policy, the Staff Behaviour Policy (or Code of Conduct), procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.
- Use the NSPCC materials annually from F2-Y2 to teach about the 'Pants Rule'
- Invite the NSPCC into school bi-annually to work with KS1 children on 'Speaking Out, Staying Safe'

Senior Leadership/Management Team responsibilities:

- Contribute to inter-agency working in line with HM Working Together to Safeguard Children 2023 (updated February 2024) guidance.
- Provide a co-ordinated offer of early help when additional needs of children are identified.
- Ensure all staff, supply staff and volunteers are alert to the definitions of abuse and indicators, and through access to regular training opportunities and updates.
- 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 and providing reports as required.
- 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.
- Work in line with advice from Nottinghamshire Safeguarding Children Partnership (NSCP) and Nottinghamshire County Council (NCC).

Teachers (including ECTs) and Headteachers – Professional Duty

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

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

Information is gathered on the pupil contact form on entry to school as to whether a child meets the criteria as a care leaver. Following disclosure of this information, the needs of these children are met through termly targets recorded on their individual ILP, which are reviewed three times a year as a minimum.

Designated Safeguarding Lead

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

We also have a Deputy Safeguarding Lead, who will provide cover for the Senior Designated Safeguarding Lead when they are not available. Our Deputy Safeguarding Lead has received the same training as our Senior Designated Safeguarding Lead. They will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the school ethos and that specific duties are discharged. They will assist the Senior Designated Safeguarding Lead in managing referrals,

attending child protection conferences, reviews, core group meetings and other meetings of a safeguarding and protection nature to support the child/children.

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

The Senior Designated Safeguarding Lead is expected to:

Manage Referrals

- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Support staff who make referrals to children's social care and other referral pathways.
- Refer cases where a person is dismissed or left due to risk/harm to a child and the DBS as required.
- Ensure arrangements are in place year-round for all staff and volunteers to seek advice, support and 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.

Work with others

- 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 including providing and writing reports for conferences and reviews.
- 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
- Hold regular meetings for all DSLs, to provide the forum for all children subject to safeguarding concerns to be discussed.
- The Deputy DSL attends the NCC DSL Focus Group Meetings and shares information to other DSLs at regular meetings.
- Significant contributions are made to developing the curriculum and learning experiences for children and staff by all DSLs
- Safeguarding is a standard agenda item in the weekly briefing meeting for staff. During this time, DSLs share relevant information and updates. We also use the staff communication system 'TEAMS' where appropriate to do so.

Undertake training

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

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

The training undertaken should enable the Designated Safeguarding Lead to:

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

Raise awareness

- Ensure that the child protection policies are known, understood, and used appropriately.
- Ensure that the child protection policy is reviewed annually in consultation with staff members, and procedures are updated and reviewed regularly and implemented, and that the governing body is kept up to date and actively involved.
- Work strategically to ensure policies and procedures are up to date and drive and support development work within the school.
- Ensure that the child protection policy is available to parents and carers and uploaded to the school website and make parents/carers aware that referrals may be made about suspected abuse or neglect.
- Ensure all staff receive induction training covering child protection before working with children and can recognise and report any concerns immediately as they arise.

Child Protection file

- The Senior Designated Safeguarding Lead is responsible for ensuring that when a child leaves the school their 'child protection,' 'child in need' file or 'confidential' file is transferred to the new school 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.
- When a child leaves our school, the Snr or Deputy DSL will speak to the receiving school and log detail of the conversation on the child's file. The Snr DSL will authorise transfer of the electronic CPOMS file where the receiving school also uses CPOMS. Where the receiving school does not use CPOMS, the electronic CPOMS log will be printed and a hard copy of the confidential file will be transferred to the new school, by hand wherever possible or using recorded delivery if not. Any hard copy confidential files will be signed for and records kept.

Availability

- During term time the Senior Designated Safeguarding Lead (or a Deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. In the absence of the Designated Safeguarding Leads a member of the senior leadership team will be nominated to

provide cover. Appropriate arrangements will also need to be in place all year round for any out of school hours' activities in line with the guidance contained in DfE KCSiE 2024 Part Two and Annex C.

Headteacher

The Headteacher 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 maintains 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 Headteacher will ensure all staff including supply teachers and volunteers have access to and read and understand the requirements placed on them through: - the school Child Protection Policy; the Staff Behaviour Policy/Code of Conduct Policy.
- The Headteacher will ensure there are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in KCSiE 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 Headteacher/Principal, then the Chair of the Governing Body will manage the allegation – see below.

Governing Body and Multi- Academy Trust

We recognise our Governing body has a strategic leadership responsibility for our school's safeguarding arrangements and must ensure they comply with their duties from the statutory guidance informed by KCSiE 2024 and Working Together to Safeguard Children 2024, ensuring all policies, procedures and training are effective and always comply with the law.

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 as well as with local NSCP guidance and monitors the school's compliance with them.
- Ensuring that safeguarding policies and procedures are in place for appropriate action to be taken in a timely manner to promote a child's welfare.
- Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSiE 2024 regarding Data Protection Act 2018 and UK GDPR and the additional clarification regarding processing personal information fairly and lawfully and to keep the information they hold safe and secure (KCSiE paragraph 92).
- Ensuring cooperation with the local authority and other safeguarding partners.
- Appointing a Senior Designated Safeguarding Lead from the leadership team to take lead responsibility for child protection/safeguarding and that a Designated Teacher for Looked After Children is appointed and appropriately trained.
- Ensuring 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 safeguarding training to ensure they have the knowledge and information needed to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of robust 'safeguarding arrangements and act as the 'critical friend'. This training must focus on their strategic role and not on operational procedures.
- The Chair of Governors and named Safeguarding Governor will access role specific training to enable them to comply and discharge their child protection/ safeguarding responsibilities including should any allegations be made against the Headteacher/ Principal.
- Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated to ensure that safeguarding remains a priority.
- Ensuring that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities
- Ensuring there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of dealing with a complaint KCSiE 2024 Part Four Section One.
- Ensuring that arrangements/procedures are in place to manage and provide clarity on the process for sharing 'low level' concerns, which should be referred to within the school Staff Code of Conduct, (Allegations and concerns about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO).
- Ensuring the Chair of Governors is able to respond if there is an allegation against the headteacher, by consulting with the LADO or other appropriate officers within the local authority.
- Ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, or have unexplained or persistent absence from education.
- 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/trust will seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in place, and inspect them as needed, including liaising with the Head teacher/ trust. This will apply regardless of whether or not children who attend the provision are on the school roll.
- Any safeguarding concerns involving outside organisations will be addressed through our school safeguarding policies and procedures and in line with Nottinghamshire Safeguarding Children Partnership procedures.
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required.
- Ensure at least one person on an interview panel has completed safer recruitment training.
- Inform any new prospective employees' candidate that our school will carry out online social media checks are completed (KCSiE 2024 Part Three Safer Recruitment).
- Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.

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

- A Designated Teacher is appointed who has responsibility for promoting the educational achievement of children who are looked after. They have the appropriate training. The Designated Teacher will work with the Virtual School to ensure that the progress of the child is supported.
- The Designated Teacher is also our SENCO as we recognise that children may have been abused or neglected before becoming looked after and may also have SEND. We will ensure they are fully supported, able to thrive and take the most out of their education or the learning opportunities we are able to provide by linking with the virtual school, their social worker, parents, and carers.
- We also recognise those children who were previously Looked-After potentially remain vulnerable and all staff will be informed of the importance of maintaining support for them through our school pastoral system. As a school, we will continue to recognise the importance of working with agencies and take prompt actions where necessary to safeguard these children, who may remain vulnerable.

Children with Special Educational Needs

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

All staff are aware that additional barrier can exist when recognising abuse and neglect for children with SEND and be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. They may not always show outward signs and may have communications barriers and difficulties in reporting challenges, especially involving exploitation or incidents involving child- on -child harm, abuse, or harassment and particularly where that harassment or harm is of a sexual nature. Our staff's vigilance will be a supporting factor to keeping all children safe.

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

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming their ability to disclose incidents or the risk of harm they feel subject to,
- addressing individual behaviour concerns and incidents considering the child's SEN and disabilities.
- recognising and having in place additional support for example to teach, advise, mentor and support children with SEND from online harms, hoaxes, bullying, grooming and radicalisation and enable them to have confidence and the ability to stay safe online, either in schools or outside the school environment.

Taking action where concerns are identified

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

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

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

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

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

- No promises will be made to the child, e.g., to keep secrets.
- Staff will stay calm and be available to listen.
- Staff will actively listen with the utmost care to what the child is saying.
- Where questions are asked, this should be done without pressurising, and only using open questions.
- Leading questions should be avoided as much as possible
- Questioning should not be extensive or repetitive
- Staff will not/ should not put words in the child's mouth but will subsequently note the main points carefully.
- A full written record will be kept by the staff duly signed and dated, including the time the conversation with the child took place, outline what was said, comment on the child's body language etc.
- It is not appropriate for staff to make children write statements about abuse that may have happened to them or get them to sign the staff record.
- Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on.
- The Designated Safeguarding Lead will be immediately informed unless the disclosure has been made to them.
- Information should be shared with children's social care without delay, either to the child's own social worker or to the MASH. Children's Social Care will liaise with the police where required, which will ensure an appropriate police officer response rather than a uniformed response.
- The Police would only therefore be contacted directly in an emergency or if a child is in immediate risk of harm, abuse, or danger.
- If unsure, the MASH has available a Consultation Phone Line during office hours where a conversation (without naming children) can be used to speak with a qualified social worker. No record of the conversation will be made it is purely an advice line.

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

Confidentiality

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

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

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

All staff are aware that they have a professional responsibility to share information with other agencies to safeguard children. They are aware that the Data Protection Act 1998 (DPA) and UK General Data Protection Regulation (UK 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 (KCSiE 24 paragraph 55).

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

Information Sharing

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

and thereby understand the significance of sharing information in a timely manner can have severe consequences for the safety and welfare and well-being of children (Working Together to Safeguard Children 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 paragraphs 66 to 67, Part Four, Part Five, Annex C)

Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual and evidence-based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed. Where an opinion or professional judgement is recorded this should be clearly stated as such.

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

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

A chronology of incidents will be logged electronically on CPOMS prior to the commencement of a 'confidential file'. School staff other than midday supervisors and supply teachers/TAs will do this directly onto CPOMS using their own secure logins. Where a concern is noted by a midday supervisor, supply member of staff, student, visitor or volunteer, this will always be recorded on CPOMS by a DSL sitting alongside the person disclosing the concern. All CPOMS users will select to 'alert DSLs' at the point that any record is made.

For all new safeguarding incidents recorded, the pink 'Safeguarding Concerns' tab will be selected. DSLs will be responsible for judging the point at which a concern (or concerns) become significant, and where further action is warranted. All action taken, will be recorded electronically on CPOMS.

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

Why recording is important

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

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.

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 confidential file, which is separate from the child's main pupil file, is an important principle in terms of storing and collating information about children which relates to either a child protection or safeguarding concern or an accumulation of concerns about a child's welfare which are outside of the usual range of concerns which relate to ordinary life events. It should be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the child's particular circumstances will need to be 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.

At the point at which a confidential file is commenced, the red 'Confidential File' tab will be selected on CPOMS, along with a relevant subcategory where appropriate i.e. 'MASH Referral', 'Child Protection Plan', 'CiN' etc. This will always be the case following a referral to social care or multiple minor safeguarding concerns logged within the course of a rolling calendar year. At this point, the main pupil file will be marked with a **red C** in the top right-hand corner to denote a separate record exists.

A confidential file (indicated on CPOMS by the red 'Confidential File' tab) will be commenced in the event of:

- A referral to MASH/Children's Social Care.
- A number of minor concerns recorded on CPOMS using the pink safeguarding tab
- Any child open to social care.

All 'child protection' or 'confidential' CPOMS files will contain:

- A pupil overview showing categories under which the child has ever been monitored and agencies which have ever been involved.
- Pupil contact and attendance information.
- A chronological record of concerns in detail and body map, where appropriate.
- A chronological record of concerns and issues shared by others.
- A monitoring history showing the chronological date of logged incidents and their categories.

The school will keep electronic records of concerns about children even where there is no need to refer the matter to MASH/Children's Social Care (or similar) immediately. These records will be kept electronically on CPOMS and categorised using the pink 'Safeguarding Concerns' tab. They are only accessed by staff authorised to do so which is decided by the Snr Designated Safeguarding Lead. 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.

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

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

For those children subject of social care and safeguarding agency involvement will ensure the file is able to evidence the child's journey and include key information as described in KCSiE 2024. Should a child subject to social care involvement transfer schools, college, or education provider we will ensure the child's child protection or confidential file move is transferred within 5 days as required by KCSiE.

Our Senior DSLs will liaise directly with the receiving school, college or alternative placement and hold a discussion to share important information to support the child's transfer to ensure the child remains safeguarded, has any 'reasonable adjustments' agreed, and put in place and to ensure the changes

experienced by the child are as smooth as possible to enable a positive integration experience and engagement with new staff and learning.

In accordance with KCSiE 2024 we will maintain information on cohorts of children who have been open to social care, have had a social worker or who are closed to social care and may have returned to the family home. This information will only be considered for sharing 'if appropriate' with the new school or provider in advance of the child leaving to allow for the new school to continue supporting the children who have had a social worker or been victims of abuse, including those who are currently receiving support through the 'Channel' programme.

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

Recording Practice and Procedures

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 be recorded on the CPOMS record 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.

All electronic recording on the record of concern will include an automatic log of the date, time and recording member of staff. Where a log is made by a DSL on behalf of a midday supervisor, supply staff, visitor or volunteer, this will be made clear in the record made. Records will include an analysis of the event or concerns and will take account of the holistic needs of the child, and any historical information held on the child's file.

Support and advice will be sought from social care, or the early help service whenever needed. In this way a picture can emerge, and this will assist in promoting an evidence-based assessment and determining any action(s) that needs to be taken. This may include no further action, whether an EHAF should be undertaken, or whether a referral should be made to MASH/Children's Social Care in line with the NCC Pathway to Provision made available by Nottinghamshire Safeguarding Children Partnership.

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

The 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, sexual harassment between children and other forms of exploitation.

The education we provide for online safety will take into account the harm, injury or harassment involved in sexual violence and sexual harassment between child in schools and colleges.

This issue is also be taught as part of a wider PSHRE programme, which includes 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.

At Maun, teaching and learning in PSHRE is embedded throughout the curriculum under two strands as follows:

Strand	Topics Covered
Relationship Education	Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe
Health Education	Mental wellbeing Internet and safety harms Physical health and fitness Healthy eating Drugs, alcohol and tobacco Health and prevention Basic first aid

In the EYFS, our focus is upon the Development Matters prime areas Personal, Social and Emotional Development (PSED), Physical Development (PD) and the specific area Understanding the World (UTW). This is then built upon in KS1 through the 'Talking Points' framework which uses stories as a starting point for development of ideas within the topics above. Our curriculum progression shows clear links between learning in the EYFS and how this is then developed across KS1.

Online safety is taught within PSHRE (as shown above), through our computing curriculum, and also themed events such as the annual Safer Internet Day and our usual Internet Safety Week which surrounds this. Children are taught age-appropriate ways to keep themselves safe online across eight different aspects of online education:

1. Self-image and identity
2. Online relationships
3. Online reputation
4. Online bullying
5. Managing online information
6. Health, wellbeing and lifestyle
7. Privacy and security
8. Copyright and ownership

Parents are encouraged to closely supervise their children when completing online learning at home, and to ensure age-appropriate parental controls are set on the digital devices they use. This is reinforced through our school website, newsletters and Facebook posts, alongside coffee mornings with an internet safety focus.

For children who access online learning, we ensure that platforms used which are additional to the school sites that are open to the public i.e. school website and Facebook page, are secured through password protection by parents/carers, and enable access only to individual pupil accounts. Only staff known to the children will work in a conferencing manner and this is always arranged in advance of sessions with the parent/carer. Where online learning requires children to access and use weblinks, staff will always have tested these beforehand to ensure safety and suitability.

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. Children will not have access to or use personal mobile phones or devices whilst at school.

Helplines and reporting

- Children can talk to a Child Line counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at <https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/>
- Where staff members feel unable to raise an issue with their employer, or feel they have a genuine concern that is not being addressed we acknowledge they may wish to consider whistleblowing channels. Likewise, if parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0800 028 028 0295, or by emailing help@nspcc.org.uk

Advice and information for parents including weblinks:

- Parentline **07520 619919** – Healthy Family Teams confidential **texting service** to provide parents and carers advice around feeding, child development, parenting advice and support, emotional health and wellbeing, behaviour difficulties and family health.
- Kooth - www.kooth.com - this is an online counselling service.
- Health4kids – www.healthforkids.co.uk – this is an NHS site supporting young children and parents.
- Notts Help Yourself – www.nottshelpyourself.org.uk – this is a site for advice, information and local services available.
- CAMHS crisis team - Tel 01158542299 or 01158440560 or email CAMHSCrisisTeam@nottshc.nhs.uk
- Every Mind Matters - <https://www.nhs.uk/oneyou/every-mind-matters> - NHS-endorsed tips and advice to help children and young people's mental wellbeing, and equip parents and carers with the knowledge to support them (specific advice linked to Coronavirus is also included)

Resources parents could highlight to their children including weblinks:

- Chat Health **07507 329952** - this is a confidential **texting service** for 11 to 19 year olds in Nottinghamshire Healthcare NHS Trust.
- ChildLine 0800 1111 www.childline.org.uk
- Health4teens - www.healthforteens.co.uk - this is an NHS site supporting young people around emotional wellbeing.
- Young Minds – www.youngminds.org.uk

At our school, vulnerable children and families are supported through the work of our Child and Family Support Worker who has a direct mobile number to ensure ease of contact by parents and carers.

The following appendices are a part of this policy:

<i>Appendix 1 - NCC LA Flow Chart 2024-2025 'What to do if you are worried a child is being abused at risk of harm or neglect.</i>
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Appendix 2 – Template: Report to Initial/Review Child Protection Conference

Appendix 1

Maun Infant and Nursery School Child Protection & Safeguarding Flow Chart 'What to do if you are worried a child is being abused, at risk of harm or neglect'

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

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

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

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

Discuss concerns with the Snr Designated/Named Safeguarding Lead

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

Still have concerns - Refer to MASH (Multi-Agency Safeguarding Hub) Social Care

Have child/families' personal details to hand and be clear about concern/allegations. Complete referral form.

Safeguarding concern Resolved /no longer held

Support has been agreed, record decisions and any follow up needed actions

MASH Tel: 0300 500 80 90

Consultation Line Tel: 0115 977 4247

(Office Hours Monday to Friday)

Where safe consider **Early Help Service**

If the child is at immediate risk dial 101 and ask for assistance

Record all decisions and actions, working to agreed outcomes and within timescales. Escalate any emerging threats/concerns by adopting Nottinghamshire Safeguarding Children Partnership procedures.

www.nottinghamshire.gov.uk/nscsp

**Out of hours
Emergency
Duty Team**

**5.00pm –8.30am
Tel: 0300 4564546**

**NSPCC Whistle
blowing
Tel: 0800 028 0285**

Police Tel:101

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

**Consult with the child
young person, family,
and relevant agencies:**
Agree support, refer to NSCP guidance 'Pathway to Provision' version 9.1.

Contacts: For any allegations/concerns regarding an adult who works with (in either paid/voluntarily) employment with children contact the LA Designated Officer (LADO) for referrals Tel:- 0115 8041272 (Email: LADO@notts.gov.uk). Referrals are now not accepted over the phone. Online Referral form: [Make a LADO referral - Advice and guidance - Section 1 - config - Nottinghamshire County Council](#) LADO Strategic Lead Tel: 0115 9773921 Cheryl Stollery – LA Safeguarding Children in Education Officer Tel:- 0115 8041047

This flow chart is a brief guide - Please refer to our School Child Protection Policy.

Appendix 2

CONFIDENTIAL



Agency report to Initial / Review Child Protection Conferences

Please remove any red guidance notes before submission

Details of the agency, report author and manager, job title and date of conference should be provided.

Name of Agency		Date of Conference		Secure e-mail for correspondence
Your Name		Job Title		
Line Manager		Job title		

Confidentiality statement:

The contents of this report are confidential and provided for the purpose of the above meeting only. Any wider dissemination of the information contained within the report will be agreed at the conference. Copies of the report must not be taken away from the conference without the permission of the author/organisation

The report should be discussed with the child, if appropriate and the family prior to the conference unless there are specified reasons for not doing so.

Child(ren) subject of conference

Details of children who are living in the family home should be entered here. Please complete all the information even if you are not directly working with them. The names of all the children should be on the conference invitation letter.

Name of child	DOB	NHS No.	Ethnic Origin	Disability	1 st Language	Religion	Address	School/ Nursery/ Children's Centre

Name of Parents/Carers/Significant Others

Details of all adults living in the home, including parents or carers, should be entered here. This section is also for children or young people who live in the house but are not subject to the conference. Details of any significant extended family, step families, friends who have contact with the adults or children, or adults who have caring responsibilities for the children, should be entered in this section.

Details of their relationship with the child and whether the adult has parental responsibility is also required here.

Details of children who are living with extended family or friends should also be included. (You may need to provide historical context about why the child does not live with parents.) It may also include older children who are living away from the family.

Name and relationship to child	DOB	NHS No	Ethnic Origin	Disability	1 st Language	Religion	Address	Parental Responsibility

1. Reason for agency/Service involvement. (Please highlight new information since last conference/review.) Please also indicate if there is no new information to add since the last report / conference and return the template to Social Care.

*Summarise the reasons why your agency is currently involved with this family and specify who within the family you are working with.
Give a brief background summary/chronology to your agencies involvement where appropriate, and any ongoing current support being offered.*

For RCPCs – only include new information since the last meeting, and summaries any significant events since that time or any changes or updates that have occurred since the last conference, including any clarification points or amendments to any previously shared information. It is not necessary to go through the previous information as this is already known and was shared at the ICPC

2. What's working well- what are the strengths/ protective factors in relation to the child/young person if known?

Nottinghamshire implements a strength-based practice model and even in situations where there are areas of risk, it is always possible to identify things which are positive and going well for the child. These can be a protective factor for children.

Try to be balanced. This doesn't always necessarily have to link to the areas of concern – it may be they have received an award at school, or have tried a new food that week.

When linking to areas of concern it may be that the child has engaged with a service they previously didn't want to, or came to an appointment (even if they didn't actively engage).

3. Please could you comment on the child(ren)'s health, education and what is happening in the family home?

(0-19 service should complete using the assessment framework triangle). *(please include information on uptake of health appointments, school attendance if known)*

This section should include any knowledge or experience in relation the child's developmental progress, in the context of their age and stage of development. This includes whether the child has reached developmental milestones or is making progress in respect of working towards them. Consideration could be given to using an appropriate 'scoring' model, such as National Child Measurement Programme (NCMP) Early Years Foundation Stage (EYFS) statutory framework for example.

Account must be taken of any vulnerabilities for each child such as learning difficulties or having a physically impairing condition.

This section should also include any relevant information you may have regarding education, health, emotional and behavioural development, any issues about identity, family and social relationships, social presentation, self care skills.

It may be useful to draw upon knowledge and information gained in any previous assessment when completing this section.

4. Please also add anything you are worried about in relation to this child/young person.

If this has already been addressed in the previous sections, it may be appropriate to refer the reader to that. This is also an opportunity to summarise and focus what the concerns are using clear statements such as "I am worried that Child A is not getting enough to eat as he is often hungry and he is below the appropriate weight for his age and height. There is often very little food observed in the house and I have not seen any of the children eating, despite visiting around mealtimes."

Focus on what is known and what is suspected and try to differentiate between the two.

Ensure the focus remains on what the worries are for the child, rather than the parent.

5. What is the child's lived experience? What do you think they see, hear, and feel on a daily basis? *(from observation of child if child is unable to communicate verbally)*

As a professional working with the family, try to consider what the child's daily life might feel like and what they would say about that (if they are non verbal for example) What does that look, sound and feel like and try to reflect that in a balanced way, use factual evidence to support your professional views.

Use clear statements such as, "Child A will see her mother being shouted at by father on a daily basis. This will feel frightening for Child A and he will not understand why his father is angry". or "Child B will feel loved, valued and understand what is expected of her and will be aware of her daily routine when in father's care, however when in Mother's care, she will feel unsure and unsafe. She is likely to feel protective of her Mum and want to take care of her."

This should also cover any known or expressed views, wishes and feelings of the child/ren young persons, taking into account the age and level of their understanding. Discuss with the child/young person their thoughts and feelings about things that are happening within the family. This should be recorded and presented to the conference.

Also, take into account any additional languages, and attempts should be made for translation. Try to identify any barriers to communication.

Please record any areas of disagreement.

6. What are the strengths/what's working well in relation to parenting?

Please see section 2 for similar guidance.

This section should focus more on the parents and their capacity (and other family members) to ensure the child/ren is/are safe from harm, and to, respond to the child/children's developmental needs.

Reference to the wider family and environmental context could be considered in this section, in terms of positive support networks.

7. Comment on any worries/ significant information you have about the parent/carer or any other adult involved with child/young person.

It may be useful to comment about how the family functions, and how it functions when under stress and to identify what factors may assist parents in carrying out their parenting roles.

Account must be taken of the diversity of family styles and structures, particularly who counts as family and who is important to the child. In some circumstances children may have a number of carers

If this has already been addressed in the previous sections, it may be appropriate to refer the reader to that. This is also an opportunity to summarise and focus what the concerns are using clear statements such as "I am worried about step-dad's history of sexual offences and that this may mean he could sexually harm the children."

Focus on what is known and what is suspected and try to differentiate between the two.

8. Views of parents/carers. *(if known- about current situation/concerns)*

This should cover any views, wishes and feelings of the parents. Take into account any additional languages, and attempts should be made for translation. Try to identify any barriers to communication. Please record any areas of disagreement.

Where appropriate, the Parents/Carers should be provided with a copy of your report in advance of the conference. The contents of the report should be explained and discussed with the child and relevant family members in advance of the conference itself, in the preferred language(s) of the child and family members

9. What is your view about the identified risk and any impact on the child and whether a child protection plan is needed?

Based on the information gathered, include an analysis here incorporating significant events/contacts with your service, identify the strengths and the factors that have an impact on different aspects of the child/young person's development and parenting capacity, and the relationship between them. It is appropriate to comment on previous plans agreed between agencies and parents, whether previous recommendations/actions have been carried out and the outcomes for the children.

This process should result in a clear understanding of the child/young person's developmental needs including whether he/she is suffering or is likely to suffer significant harm.

When analysing information gained during an assessment it is important to distinguish between fact, observation, allegation and professional opinion and when information is provided from another source, ie, it is second or third hand, this should be made clear.

Try to note down any recommendations for Conference (in regard to whether or not a plan is required) and any future work that may be carried out. Be clear and specific.

After you have read/heard all the information you will be asked to make a judgement as to whether the child is at risk of significant harm and needs a protection plan. It is helpful to have considered the threshold criteria so you can give a clear view in the meeting.

Signed:
(Author)

Date: